

# NAAC CRITERIA-1

## Survey on curriculum Feedback (Department of Political Science)

II Semester-2018-19 (Paper Psc.02: Major Political System)  
No. of respondent: 117



Analysis and interpretation:

Table 1.01: Table showing the students response to Qs. Related to Unit 1.1

1. How did the Teacher explain the features of the American Constitution?			
Variable	Grade	No. of Response	%
Thoroughly	4	43	36.8
Satisfactory	3	71	60.7
Poorly	2	3	2.6
Indifferently	1	0	0.0
Didn't teach at all	0	0	0.0

The above table shows that 36.8% agreed that the teachers have taught the topic thoroughly, whereas 60.7 of the students are satisfied with the topic taught to them. 2.6% of the student's expressed that the topic was taught poorly. However, there are no students who responded that the topic taught to them were indifferent or that the teacher did not teach at all.

Therefore, it can be concluded that the majority of the students have thoroughly understood the topic and are satisfied with the topic taught to them and few students though did not understand the topic taught to them clearly.

Fig. 1.01: Graphical representation showing the student's response to Unit 1.1

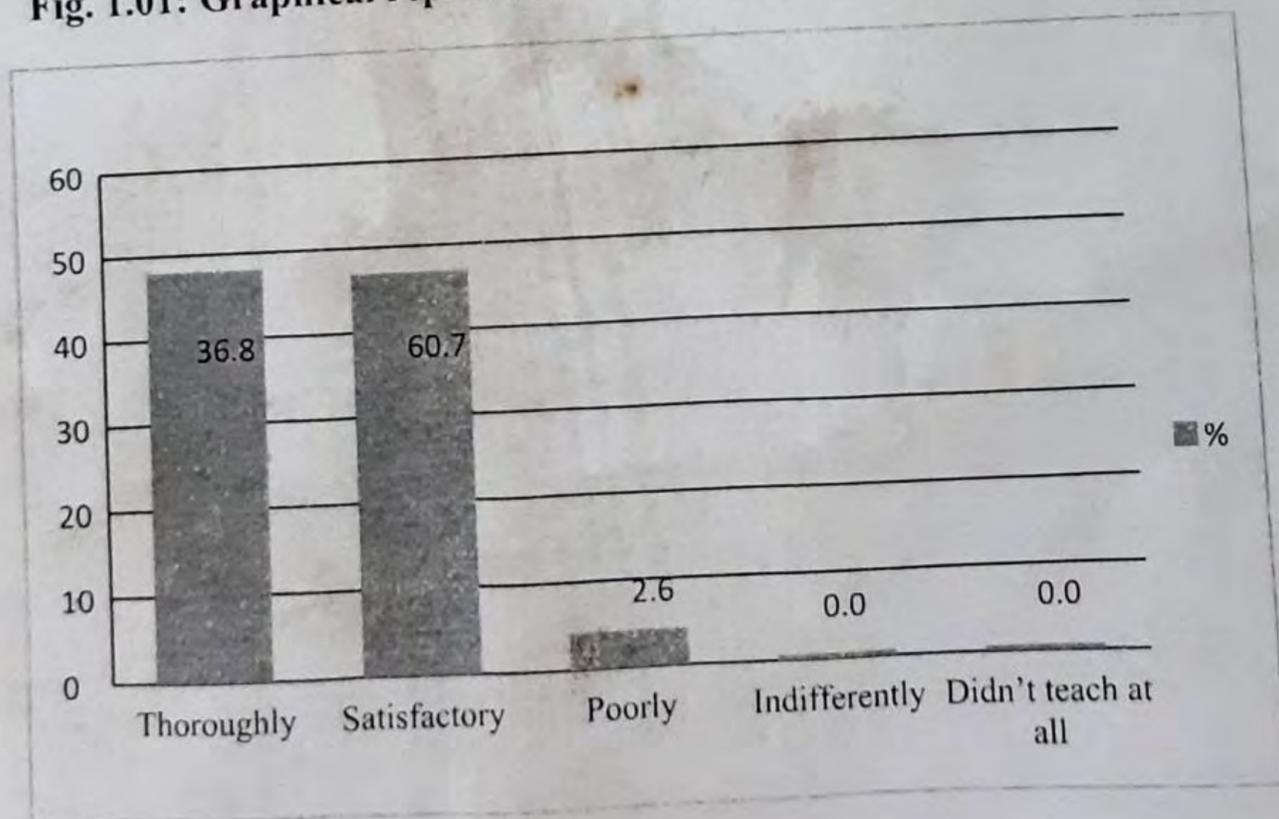


Table 1.02: Table showing the students response to Qs. Related to Unit 1.2



2. Did your teacher explain the features and function of Bi-party system in American Political System			
Variable	Grade	No. of Response	%
Yes	4	106	90.6
No	3	2	1.7
Didn't teach at all	2	3	2.6
Don't know	1	4	3.4
Can't say	0	1	0.9

The table above show the 90.6% of the students have given a strong agreement to the question mentioned above. 1.7% of the students gave a negative reply that the teacher did not explain. 2.6% responded that the topic was not taught to them. 3.4% of the students responded as not knowing the topic taught to them. Still 0.9% of the students are unable to say anything on the above question.

Therefore, it is noticed that majority of the students are clear with the concept and few still who responded negatively or not aware of the topic taught.

Fig. 1.02: Graphical representation showing the student's response to Unit 1.2

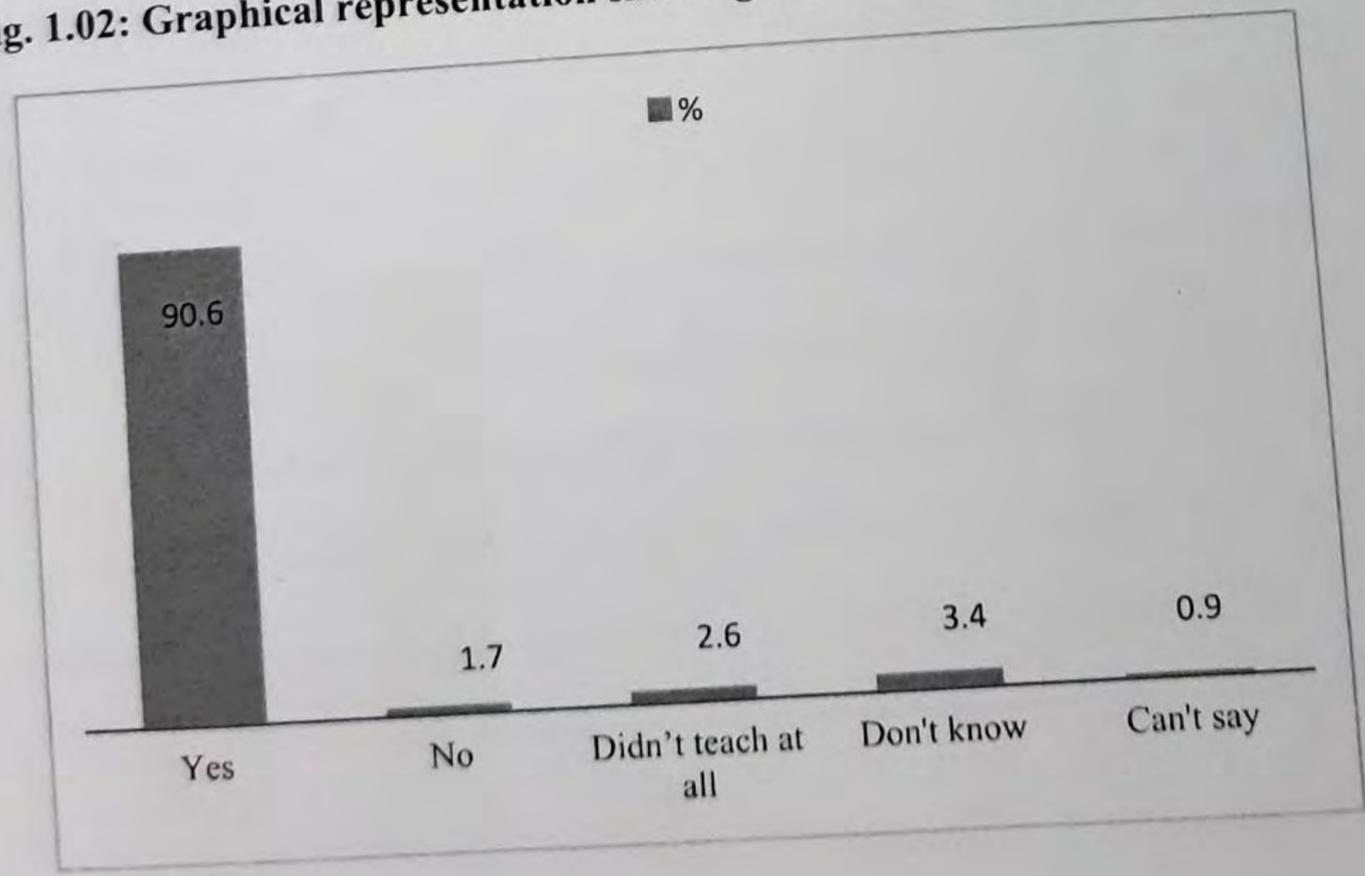




Table 2.01: Table showing the students response to Qs. Related to Unit 2.1

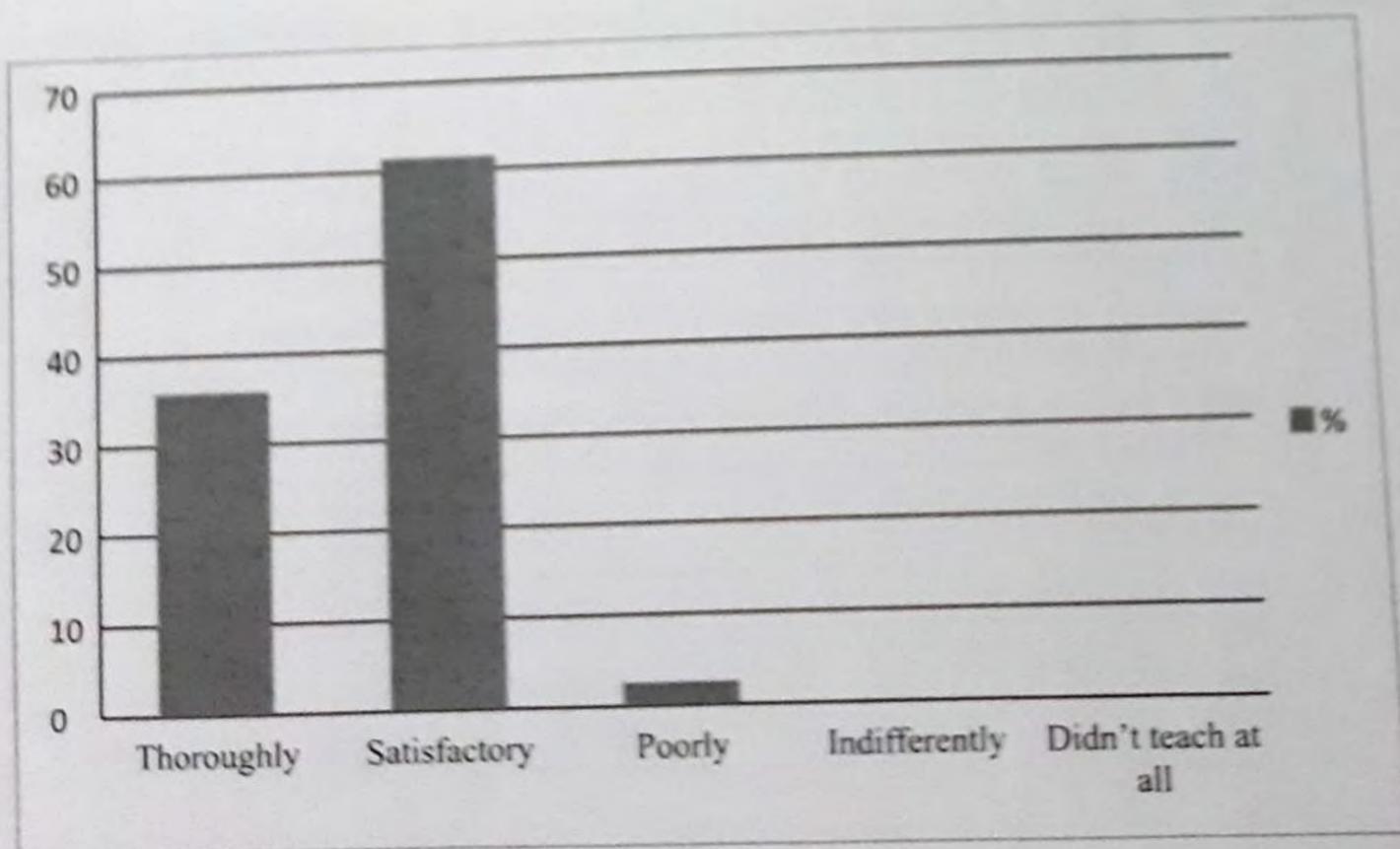
3. "Senate is the most powerful second chamber in the world". Clarification by the teacher on the above statement was:

Variable	Grade	No. of Response	%
Thoroughly	4	42	35.9
Satisfactory	3	72	61.5
Poorly	2	3	2.6
Indifferently	1	0	0
Didn't teach at all	0	0	0

The table above shows that 35.9% of the students are through with the topic taught. 61.5% students are satisfied with the topic taught. 2.6% of the students though expressed that the topic taught to them was poor. However no students responded that the teachers teaching to them were indifferent or refused to questions asked to them.

Therefore, it maybe noticed that quite a No. of students have thoroughly understood the explanation of the topic given by the teachers and majority of the students were satisfied with the topic taught, whereas few students believed that the topic taught was very poor.

Fig. 2.01: Graphical representation showing the student's response to Unit 2.1



**Table 2.02: Table showing the students response to Qs. Related to Unit 2.2**



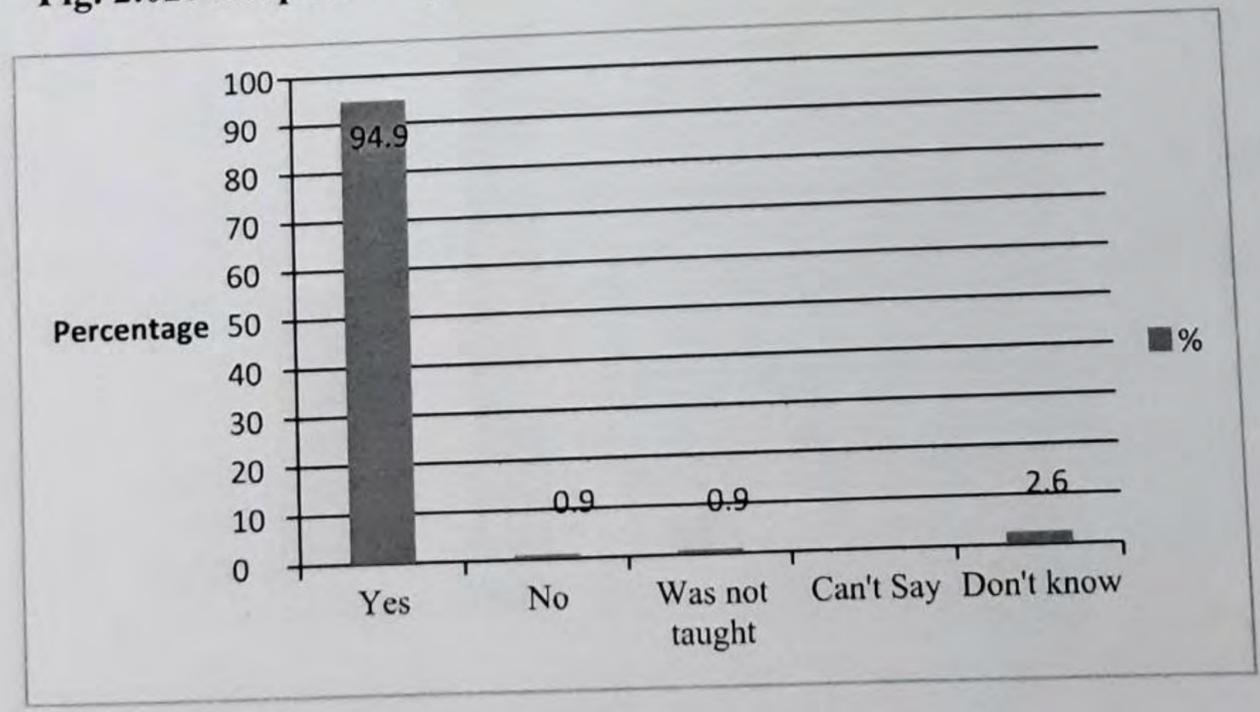
4. The US Constitution provides for a Presidential form of Government. All the executive powers are vested in the President of the United States of America; Did your teacher describe the features of the Presidential form of government?

Variable	Grade	No. of Response	%
Yes	4	111	94.9
No	3	1	0.9
Was not taught	2	1	0.9
Can't Say	1	0	0.0
Don't Know	0	3	2.6

The table above indicates that 94.9% of the students gave a positive response to the topic taught to them. 0.9% gave a negative reply that the topic was not described to them. Yet another 0.9% of the students responded that the topic was not taught to them. There are no students who responded that they are not able to say. Still 2.6% of the students responded with don't know on the topic taught to them.

Therefore, it is noticed that majority of the students agreed that the teachers described the topic with only few students who disagreed that the topic was not described or not taught at all or don't know the topic taught.

**Fig. 2.02: Graphical representation showing the student's response to Unit 2.2**



**Table 3.01: Table showing the students response to Qs. Related to Unit 3.1**



5. American Judicial system is a well organised, powerful, efficient and independent judicial system. How did your teacher explain the futures of the American Judicial System?			
Variable	Grade	No. of Response	%
Thoroughly	4	36	30.8
Satisfactory	3	75	64.1
Poorly	2	5	4.3
Indifferently	1	0	0.0
Didn't teach at all	0	0	0.0

The table above shows that 30.8% of the students agreed that the topic taught to them was covered thoroughly. 64.1% students are satisfied with the topic taught. 4.3% students expressed that the topic taught was very poor.

Therefore, a number of students are through and satisfied with the topic taught to them with very few also did not understands the topic taught.

**Fig. 3.01: Graphical representation showing the student's response to Unit 3.1**

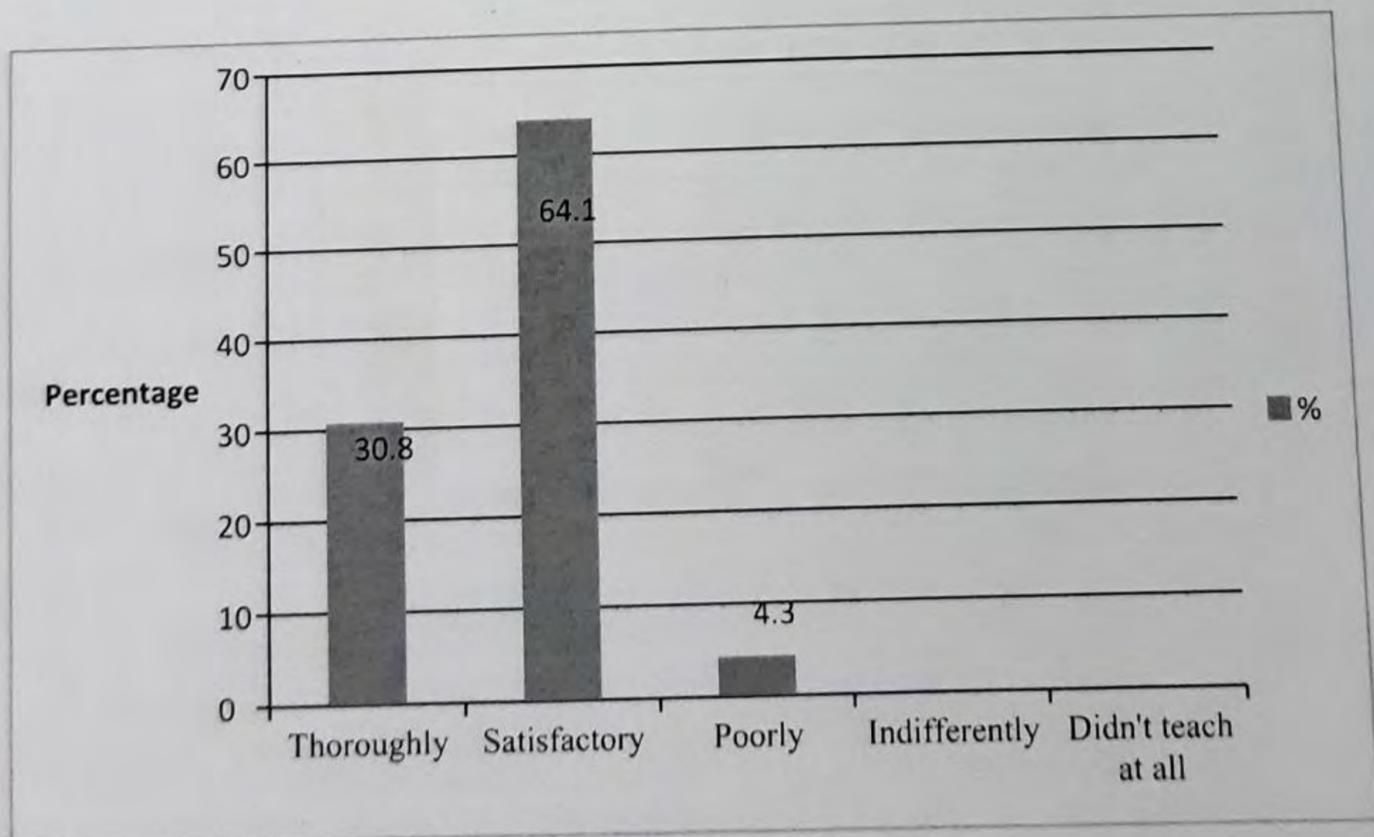


Table 3.02: Table showing the students response to Qs. Related to Unit 3.2



6. How did your teacher explain the Federal Character of the Russian Constitution?			
Variable	Grade	No. of Response	%
Thoroughly	4	49	41.9
Satisfactory	3	63	2.6
Poorly	2	3	2.6
Indifferently	1	1	0.9
Didn't teach at all	0	1	0.9

The table indicates that 41.9% of the students are through with the topic taught. 2.6% of the students are satisfied with the topic taught by the teachers. Another 2.6% expressed that the topic was taught poorly. 0.9% of the students viewed that the topic taught to them were indifferent. Yet another 0.9% of the students still opined that the topic was not taught at all

Therefore, the table above represent that a majority of the students were thorough and satisfied with the topic taught and some of the students were of the opinion that the topic was taught poorly, while few students expressed that the topic taught was indifferent to them with rest of the few students thought that the topic was not taught at all

Fig. 3.02: Graphical representation showing the student's response to Unit 3.2

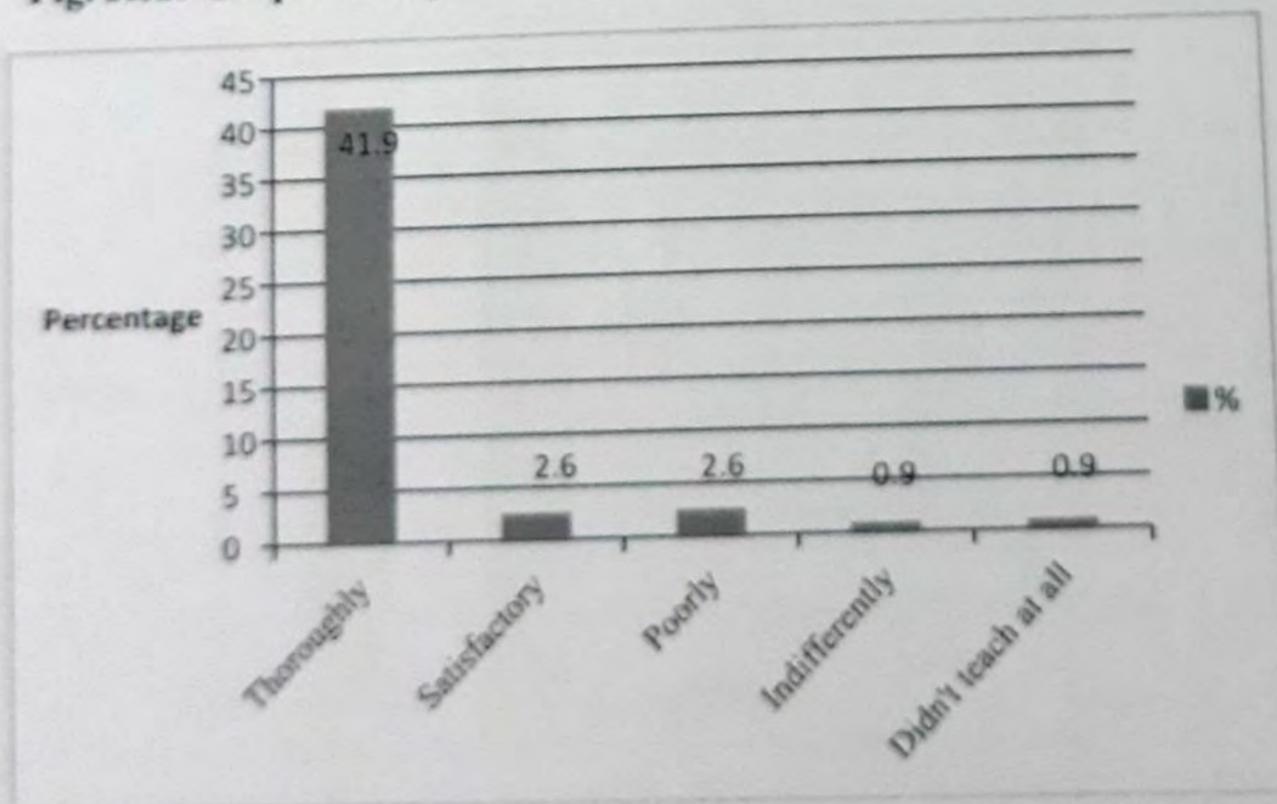


Table 4.01: Table showing the students response to Qs. Related to Unit 4.1

7. The constitution of the Russian gives primary to the Fundamental Right and the Freedom of the people. How did your teacher explain the Right and Freedom of the Russian citizens?			
Variable	Grade	No. of Response	%
Thoroughly	4	36	30.8
Satisfactory	3	77	65.8
Poorly	2	2	1.7
Indifferently	1	0	0.0
Didn't teach at all	0	1	0.0



The above table shows that 30.8% of the students are thorough with the topic taught and 65.8% are satisfied with the topic. 1.7% of the students stated that the topic was poorly taught. None of the students replied indifferently. 0.9% of the students expressed that the teachers did not teach at all.

Hence it can be said that majority of the students are through and satisfied with the topic taught by the teachers. Whereas few students opined that the topic taught to them was poor and some students said that the topic was not taught at all.

Fig. 4.01: Graphical representation showing the student's response to Unit 4.1

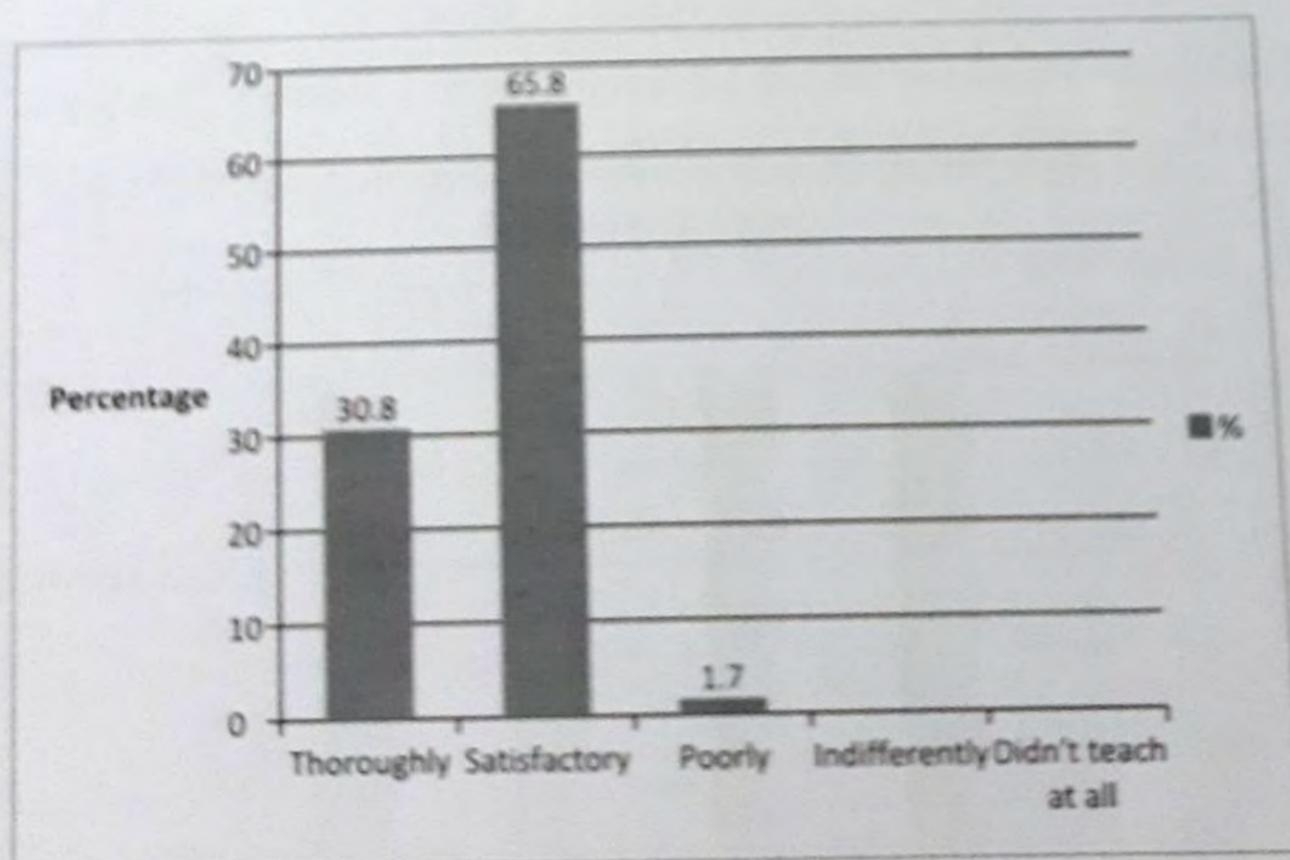


Table 4.02: Table showing the students response to Qs. Related to Unit 4.2

8. The state Duma and the federal council together constitute the federal assembly which is the parliament of the Russian federation. The explanation by the teacher on the powers and function of both the house was.

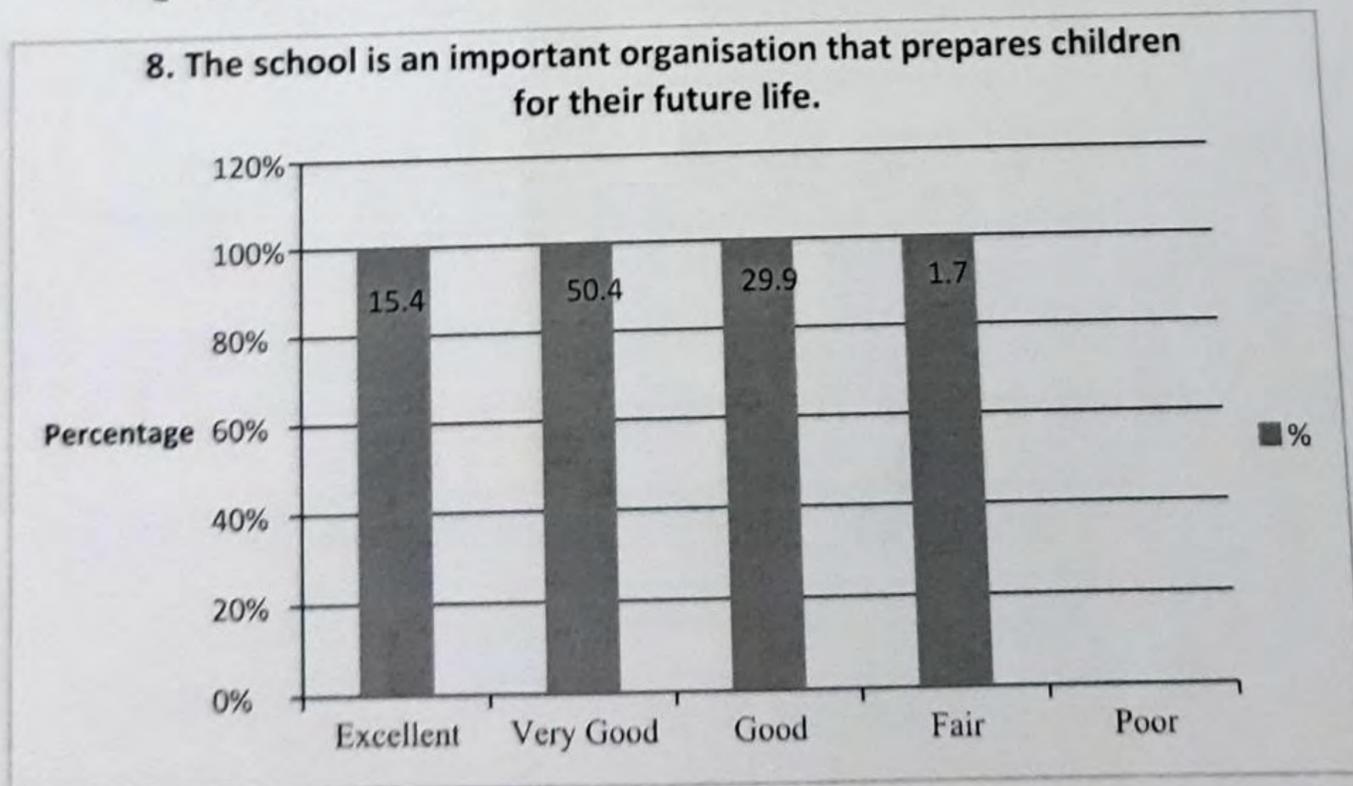
Variable	Grade	No. of Response	%
Excellent	4	18	15.4
Very Good	3	59	50.4
Good	2	35	29.9
Fair	1	2	1.7
Poor	0	0	0.0



The above table indicates that 15.4% of the students expressed excellence at the topic taught by the teachers whereas 50.4% of the students agreed that the topic covered was very good. 29.9% of the students expressed that the topic taught to them was good. Another 1.7% of the students expressed that the topic taught to them was fair too and none of the students responded that the topic was not taught to them at all.

Therefore, it is noticed that the majority of the students have agreed that the topic taught by the teachers was excellent and good. Nonetheless, few students still expressed that the topic taught to them were poor.

Fig. 4.02: Graphical representation showing the student's response to Unit 4.2



**Table 5.01: Table showing the students response to Qs. Related to Unit 5.1**

9. The President of Russia is the head of the state. He is the head executive with several real powers. How did your teachers explain the powers and function of the Russian President?

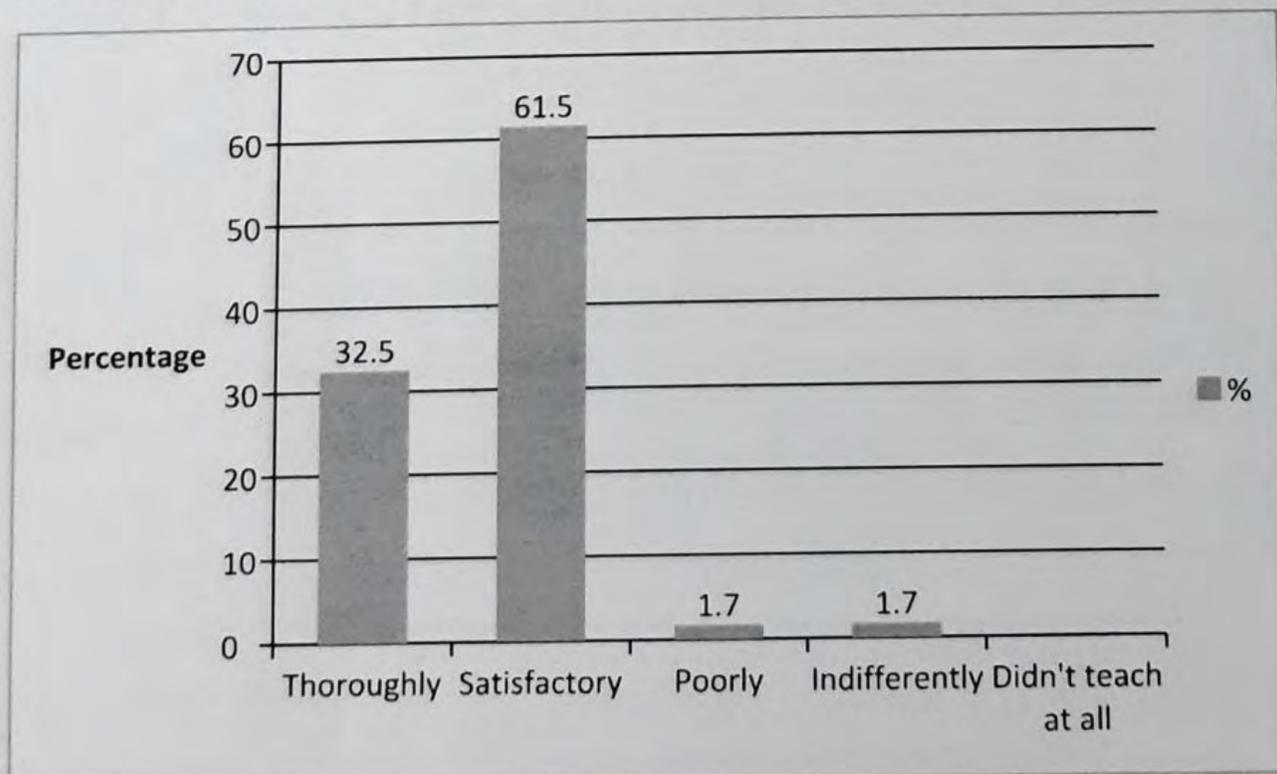
Variable	Grade	No. of Response	%
Thoroughly	4	38	32.5
Satisfactory	3	72	61.5
Poorly	2	2	1.7
Indifferently	1	2	1.7
Didn't teach at all	0	1	0.0



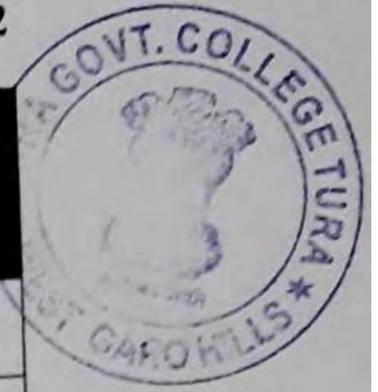
The table above shows that 32.5% students are through with the topic taught. 61.5% students are satisfied with the topic taught by the teachers. 1.7% of the students feel that the topics were poorly taught. Again another 1.7% of the students felt that the topic taught was indifferent to them. None of the students have responded that the teachers didn't teach at all.

Therefore, majority of the students are thorough and satisfied with the topic taught by the teachers. Whereas some fell it was poorly taught and equal No.of students felt that the topic taught were indifferent to them

**Fig. 5.01: Graphical representation showing the student's response to Unit 5.1**



**Table 5.02: Table showing the students response to Qs. Related to Unit 5.2**

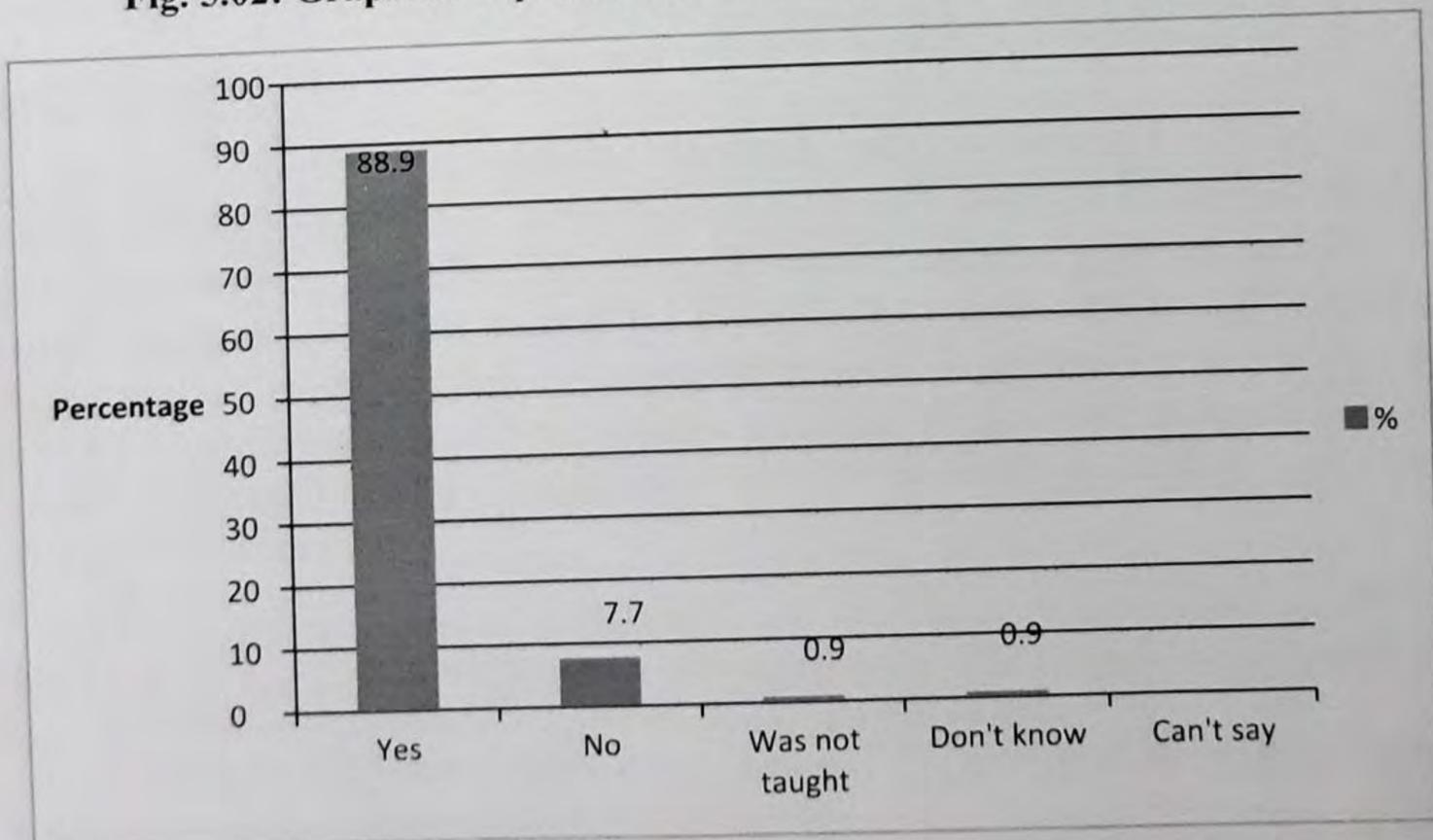


10. Did your teacher explain clearly about the composition, power and function of the Russian Judiciary?			
Variable	Grade	No. of Response	%
Yes	4	104	88.9
No	3	9	7.7
Was not taught	2	1	0.9
Don't know	1	1	0.9
Can't say	0	0	0.0

The table above indicates that 88.9% of the students gave a positive response to the topic taught to them. 7.7% gave a negative reply that the topic was not described to them. Yet another 0.9% of the students responded that the topic was not taught to them and another 0.9% of the students who responded that they are not able to say. None of the students have responded with don't know on the topic taught to them.

Therefore, it is noticed that majority of the students agreed that the teachers described the topic with only few students who disagreed that the topic was not described or not taught at all or don't know the topic taught.

**Fig. 5.02: Graphical representation showing the student's response to Unit 5.2**



**FINDINGS:-**

The above analyses have yielded some significant findings. In responses given by the students the overall findings have been presented below:

1. From the analyses, it was found that the majority of the students just satisfied with the topic taught to them. The variable 'thoroughly' or 'yes' was a little less as compared to variable 2.
2. It was observed that some students believed that the topics taught were poorly taught in most of the questions.
3. Few students still claimed that the topic that were taught in the class was different to them while a minute section of the students still dared to state that the teachers did not take class at all or teaches the topic in question

**Action Taken:**

- 1) Remedial classes are taken to cater to such students who are mostly slow learners.
- 2) Attendance is strictly monitored to minimise their absence, least that miss such important classes.
- 3) Given quality time to students whenever possible to help in their problems of weakness.
- 4) Give them assignment to motivate them to self study so they can submit good quality assignment
- 5) If possible to interpret and teach in local language other than English which is the standard medium of instruction, because the students who mostly gave a negative reply were those who were high on the absent list and were red-marked for disciplinary purpose.
- 6) Some students were themselves so indifferent in the class that it becomes a hard task to make them attentive in the class. Such students too upon survey were found to be very low in attendance and also missed the internal tests or assignment conducted for them.

**TEACHERS FEEDBACK:**

Upon the survey and analysis done, the department teachers were left to ponder on why the positive side of the response was less. So, the teachers took upon themselves to find out the problem or weakness, where we firstly concluded that because the particulars paper given for curriculum feedback is one of the longest and lengthiest paper of the entire Semester papers. The reason is 'Major Political System' is a paper where the teachers are suppose to teach 4 (four) different constitution of the world, all different and varied from one another. Another reason under each constitution the teachers has to teach almost 14(fourteen) topics or its sub-topics making it impossible to finish the course within the given stipulated routine allotment.

So, on the above, the teachers of the department concluded that as the topics were hurriedly taught with zero room for repetition, the students largely did not understand the topic as thoroughly as should have been, with the intention to cover the huge course content within the given time slot.

As the college cater to a majority of students who are from rural based areas, transportation, communication also becomes a major problem to be dealt with.

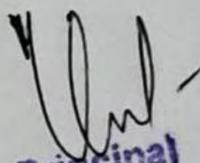
Nonetheless, for the general welfare and larger benefit of the student's community, the department teachers have regrouped them into fast and slow learner. The reason for this is to try and help the students with the subject learning as much as the teachers can afford to do.

Another institutional problem is the huge number of students in the class accommodating them all in the class room which may also be the reason enough for the students to have responded the way they did, as maybe we were not audible to all the students when we were teaching in the class. Sad to say no microphone was provided in spite of the huge number of students in the class

### SUMMARY:

From the Survey on Curriculum Feedback, it is understood that the teachers may also need to improvise on their teaching method and encourage the irregular students to be more regular in the class. The feedback maybe would have been different if the department would have a full-strength (teachers) who could helped eased the problem of teaching the lengthiest paper Psc.02 'Major Political System', to be precise 4 major constitution x 14 topics each, taking the total to 54 (fifty four) topics in all

Head of the department:

  
Principal  
Tura Govt. College, Tura.



NAAC  
CRITERIA-1  
Survey on curriculum Feedback  
Department of Political Science  
IV Semester Honours (2018-19)  
Paper 4: International Politics  
No. of Respondents: 23



**ANALYSIS AND INTERPRETATION OF DATA:**

**TABLE 1:** Shows the students response to syllabus coverage by the teachers in class.

1. How much of the syllabus for this paper on International Politics was covered in the class?			
Variable	Grade	No. of Response	%
85-100%	4	10	43.5%
70-84%	3	13	56.5%
55-69%	2	0	0.0%
30-54%	1	0	0.0%
Below 30%	0	0	0.0%

The above table shows that 43.5% of the students agreed that the teacher have covered the entire syllabus thoroughly i.e. 85-100% of the syllabus. Whereas, 56.5% of students expressed that 70-84% of the syllabus was covered by the teachers. There were **no students** who responded that below 50% of the syllabus was covered in the class. Therefore, it may be noticed that majority of the students agreed that 70-84% of the syllabus was covered by the teachers.

**Fig. 1.01:** Graphical representation of the responses of the students to Qs. No. 1.

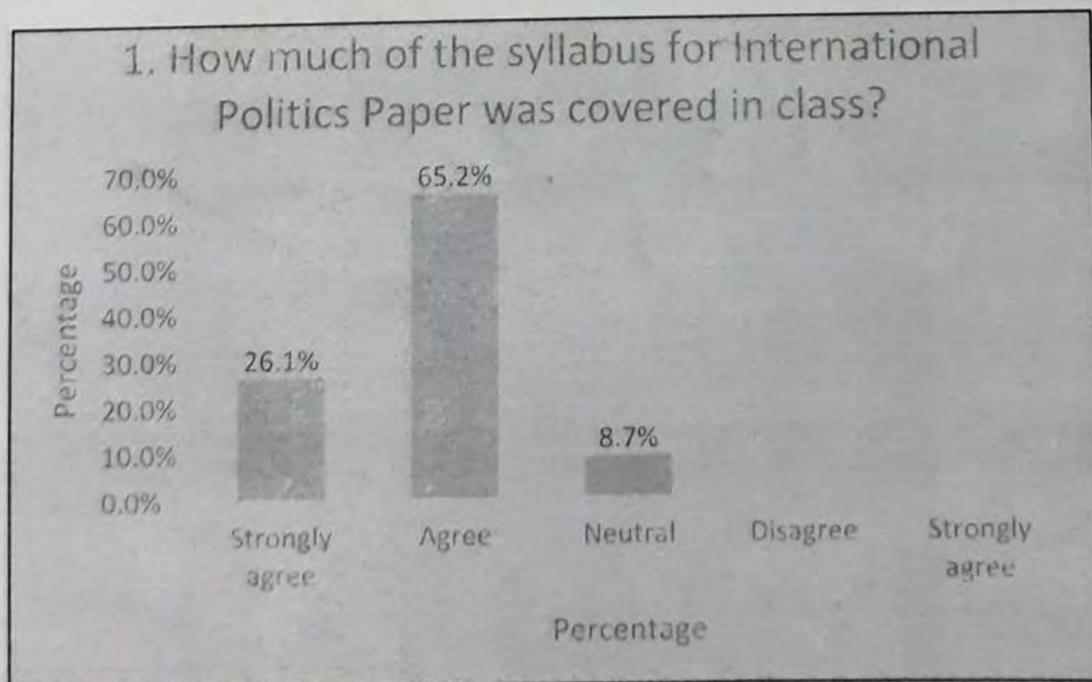




TABLE 2: Shows the students response to question related to Unit- 1.

2 (Unit-1) How did the teacher explain the meaning, nature and scope of International Politics?			
Variable	Grade	No. of Response	%
Thoroughly	4	13	56.5%
Satisfactory	3	10	43.5%
Poorly	2	0	0.0%
Indifferently	1	0	0.0%
Didn't teach at all	0	0	0.0%

The second table shows that 56.5% of students responded that the teacher taught Unit 1 of the syllabus thoroughly and about 43.5% of students are satisfied with the teacher's explanation of the meaning, nature and scope of International Politics.

This shows that majority of the students agreed that the topic has been taught to them thoroughly and are satisfied with the class teaching. No students responded that the teacher has taught the topic poorly or did not teach the topic at all.

Fig. 2: Graphical representation of the responses of the students to Qs. No. 2.

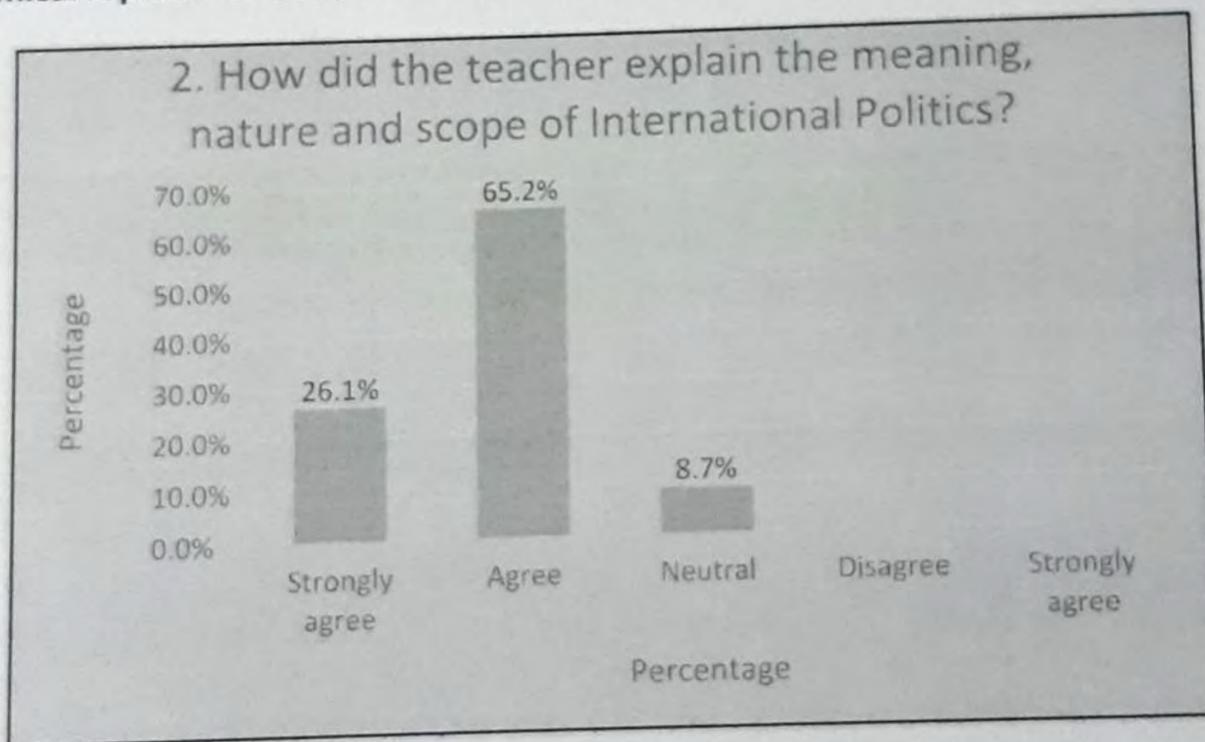


TABLE 3: Shows the students response to question related to Realist Theory.

3.(Unit-1) How far do you understand Han's Morgenthau's Realist theory of International Politics?			
Variable	Grade	No. of Response	%
Thoroughly	4	3	13.0%
Satisfactory	3	15	65.2%
Poorly	2	5	21.7%
Indifferently	1	0	0.0%

Didn't teach at all	0	0	0.0%
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Table 3 reflects that only 13.0% students answered that they understood the topic thoroughly and whereas, majority of the students, which is 65.2% of students understood the topic satisfactorily. However, it can be observed that there are some students, 21.7% who responded that they understood the topic poorly. Therefore, it can be observed that majority of the students understood the Realist Theory satisfactorily but a small percentage failed to understand this theory.

Fig. 3: Graphical representation of the responses of the students to Qs. No. 3.

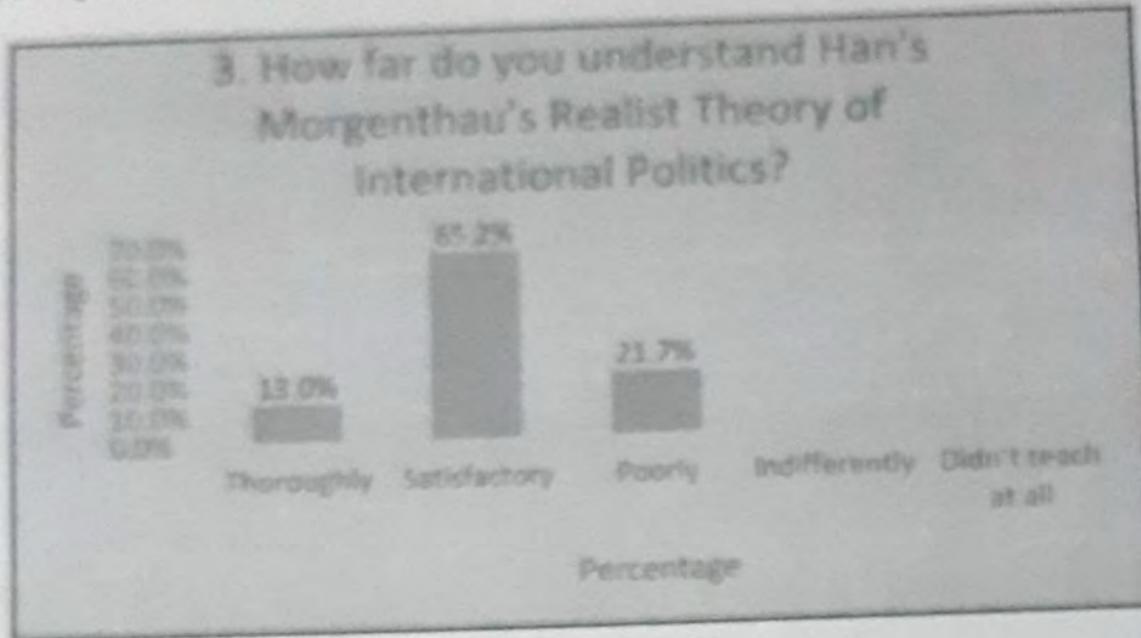


TABLE 4: Shows the students response to question related to Unit 2 on National Power.

4. (Unit 2) "National Power of each nation is determined by several geographic, human, and economic factors" Was the topic on National Power and its determinants taught by the teacher?			
Variable	Grade	No. of Response	%
Thoroughly	4	7	30.4%
Satisfactory	3	16	69.6%
Poorly	2	0	0.0%
Indifferently	1	0	0.0%
Didn't teach at all	0	0	0.0%

The fourth table represents Unit-II on National Power. The table shows that 30.4% of students answered that the topic has been taught thoroughly by the teacher to them. Further, majority of the students 69.6% are satisfied that the topic has been explained to them by the teacher. There were no students who responded that the topic was taught poorly, indifferently or did not teach at all. Overall, the table shows that the respondents are satisfied and agreed that the topic has been explained thoroughly to them.

Fig. 4: Graphical representation of the responses of the students to Qs. No. 4.

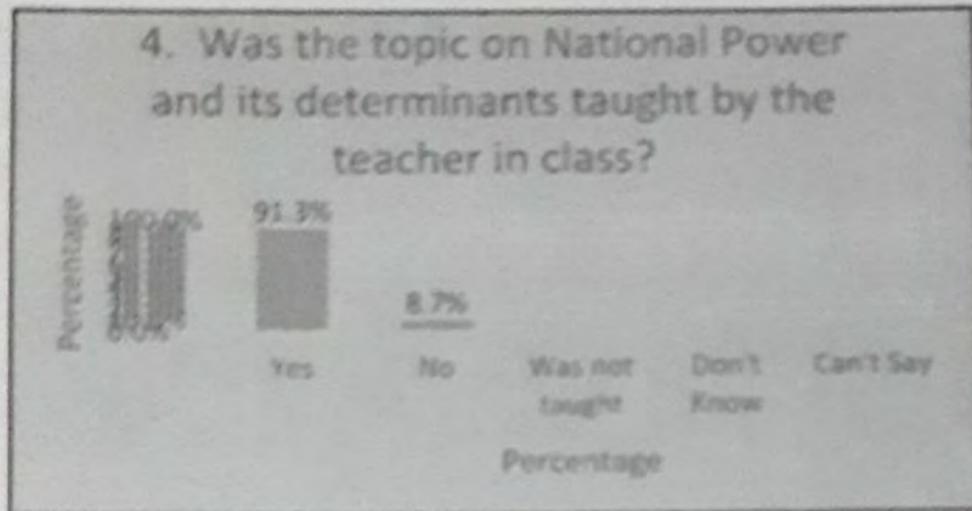


TABLE 5: Shows the students response to question related to Unit 3 on Balance of Power.

5. (Unit-3) Was the topic on Balance of Power and its techniques taught by the teacher in class?			
Variable	Grade	No. of Response	%
Yes	4	22	95.7%
No	3	1	4.3%
Was not taught	2	0	0.0%
Don't Know	1	0	0.0%
Can't Say	0	0	0.0%

The above table represents students feedback on Unit-3 related to Balance of Power. The majority 95.7% students responded that the topic on Balance of power and its techniques was taught by the teacher. Only a negligible percentage 4.3% answered this topic was not taught by the teacher in class.

Fig. 5: Graphical representation of the responses of the students to Qs. No. 5.

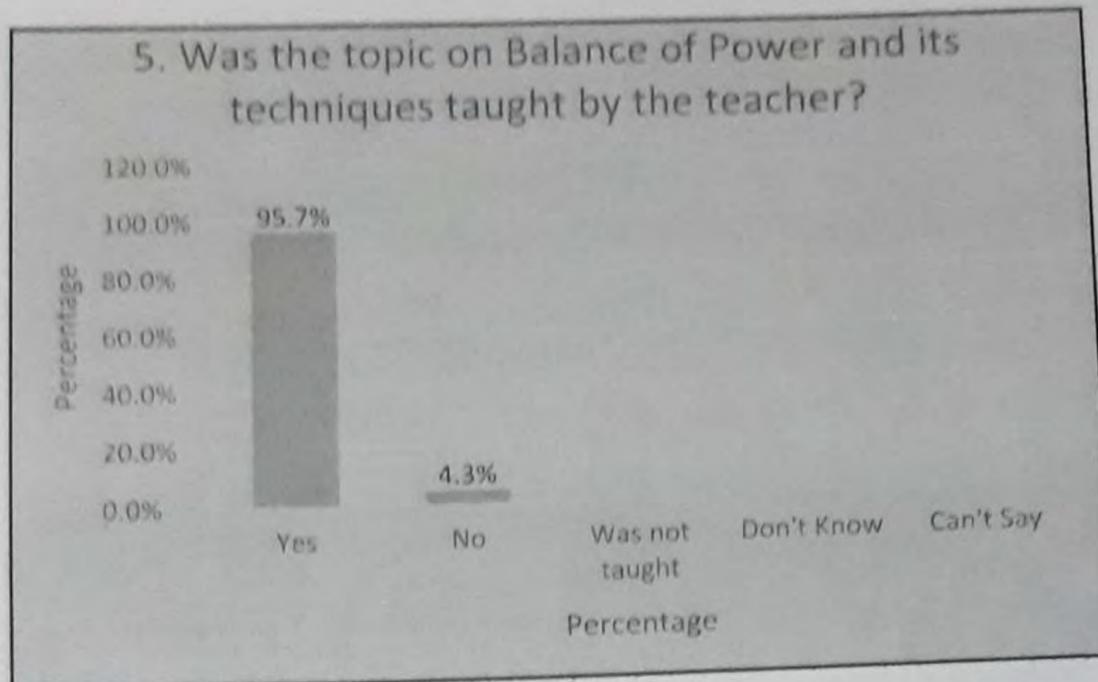


TABLE 6: Shows the students response to question related to Unit 5 on Cold War.

6.(Unit-5) How did the teacher explain to you on Cold War in international politics?			
Variable	Grade	No. of Response	%
Thoroughly	4	15	65.2%
Satisfactorily	3	8	34.8%
Poorly	2	0	0.0%
Indifferently	1	0	0.0%
Didn't teach at all	0	0	0.0%

The above table reflects the students feedback on Unit 5 of the syllabus. The majority students 65.2% responded that the topic has been taught thoroughly by the teacher. This is followed by 34.8% who are satisfied with the explanation on this particular topic by the teacher. While no students were found to respond as poorly, indifferently or not taught to the above mentioned question.

Overall, the students seem to be clear and satisfied with the teaching on the particular topic.

Fig. 6: Graphical representation of the responses of the students to Qs. No. 6.

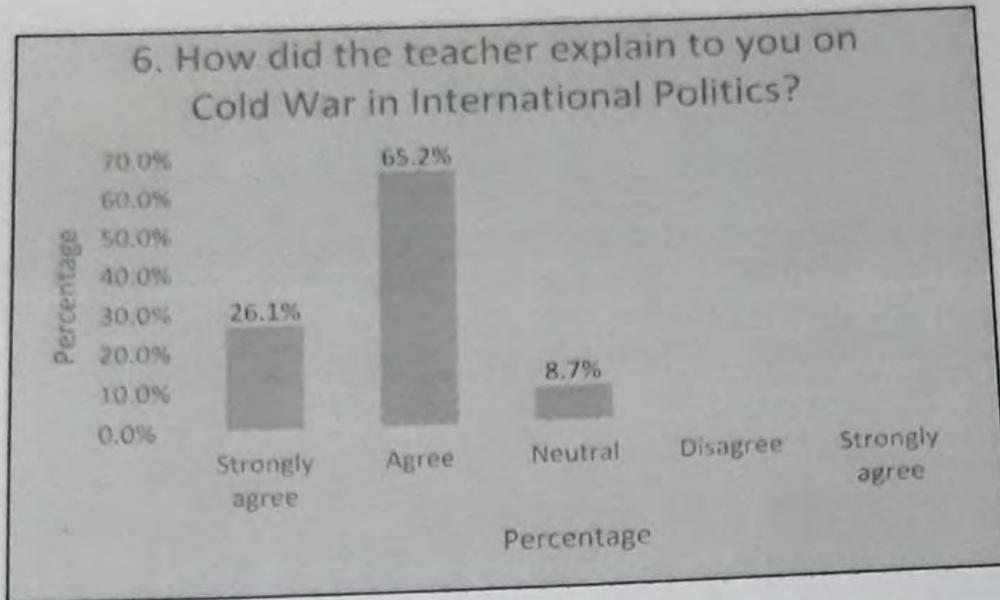


TABLE 7: Shows the students response to question about concepts included in Unit-5.

7. (Unit-5) Do you understand the concepts Bipolarity, Multipolarity and Unipolarity in International Politics?			
Variable	Grade	No. of Response	%
Yes	4	18	78.3%
No	3	4	17.4%
Was not taught	2	1	4.3%
Don't Know	1	0	0.0%
Can't Say	0	0	0.0%

The above table shows the students feedback in their understanding of concepts such as Bipolarity, Multipolarity and Unipolarity in International Politics. About 78.3% of them responded that they understand these concepts, whereas 17.4 % students answered that they were not clear with these concepts. A negligible 4.3% students expressed that the topic was not taught to them.

Overall, it can be noticed that the majority students have understood these concepts clearly and only few students did not have clarity about these concepts.

Fig. 7: Graphical representation of the responses of the students to Qs. No. 7.

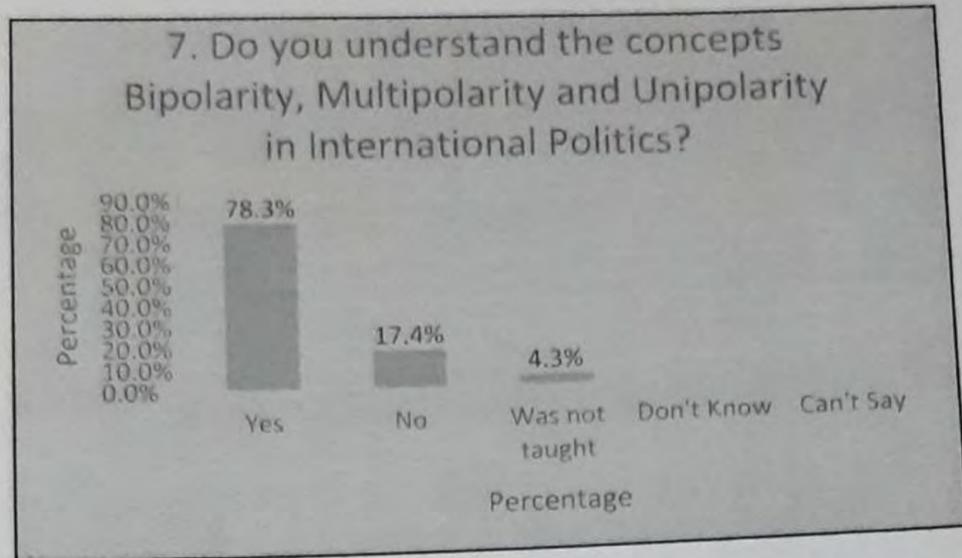


TABLE 8: Shows the students feedback to question related to Unit-4 .

8. (Unit 4) "Nation-states (State Actors) have been, continue to be and are destined to remain the key actors of international relations". Do you agree with the statement?

Variable	Grade	No. of Response	%
Strongly agree	4	6	26.1%
Agree	3	15	65.2%
Neutral	2	2	8.7%
Disagree	1	0	0.0%
Strongly Disagree	0	0	0.0%

This table enquired if the students agreed with the statement mentioned above. About 26.1% strongly agreed with the statement, whereas, 65.2% agreed with the statement and only 8.7% remained neutral in their position. None disagreed nor strongly disagreed with the statement given on State Actors as key actors of IR. This shows that majority students accept the fact that State-Actors are the primary actors of IR.

Fig. 8: Graphical representation of the responses of the students to Qs. No.8.



TABLE 9: Shows the students feedback to question related to Unit-4 .

9. (Unit 4) "Terrorism has been currently posing a major challenge to international peace and security" Do you agree with this statement?

Variable	Grade	No. of Response	%
Strongly agree	4	4	17.4%
Agree	3	16	69.6%
Neutral	2	3	13.0%
Disagree	1	0	0.0%
Strongly agree	0	0	0.0%

In the above statement, majority students agreed with the given statement on terrorism. About 17% students responded that they strongly agreed, 69.6% agreed and the remaining 13% remained neutral in their position. Overall, majority students agreed that terrorism is a major challenge to international peace.

Fig. 9: Graphical representation of the responses of the students to Qs. No.9.

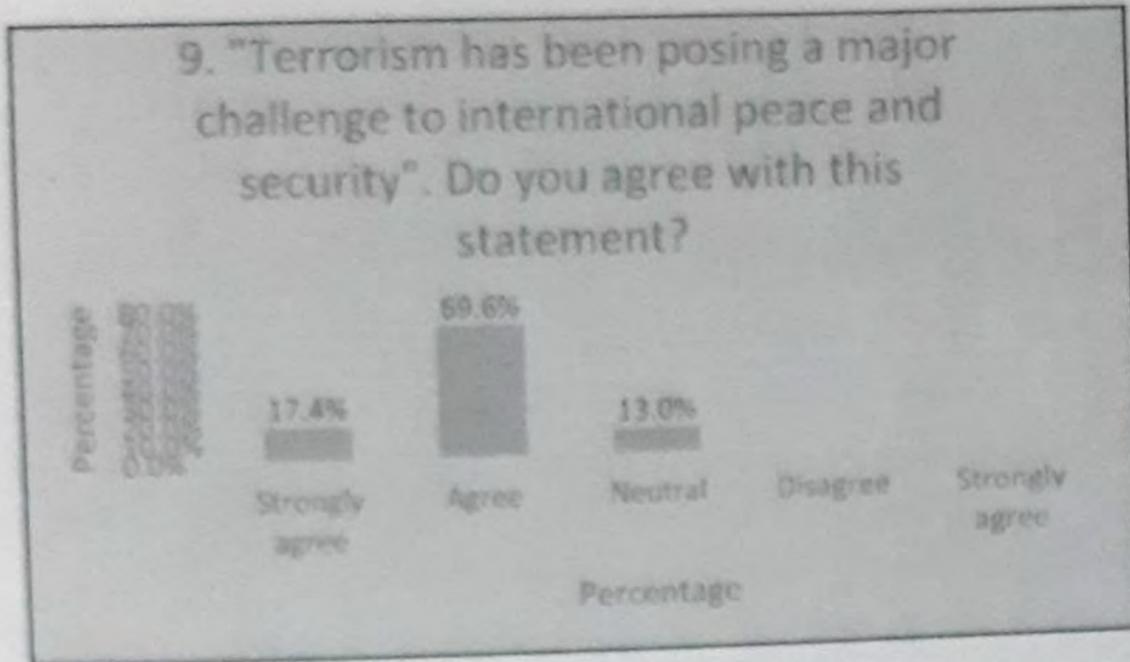
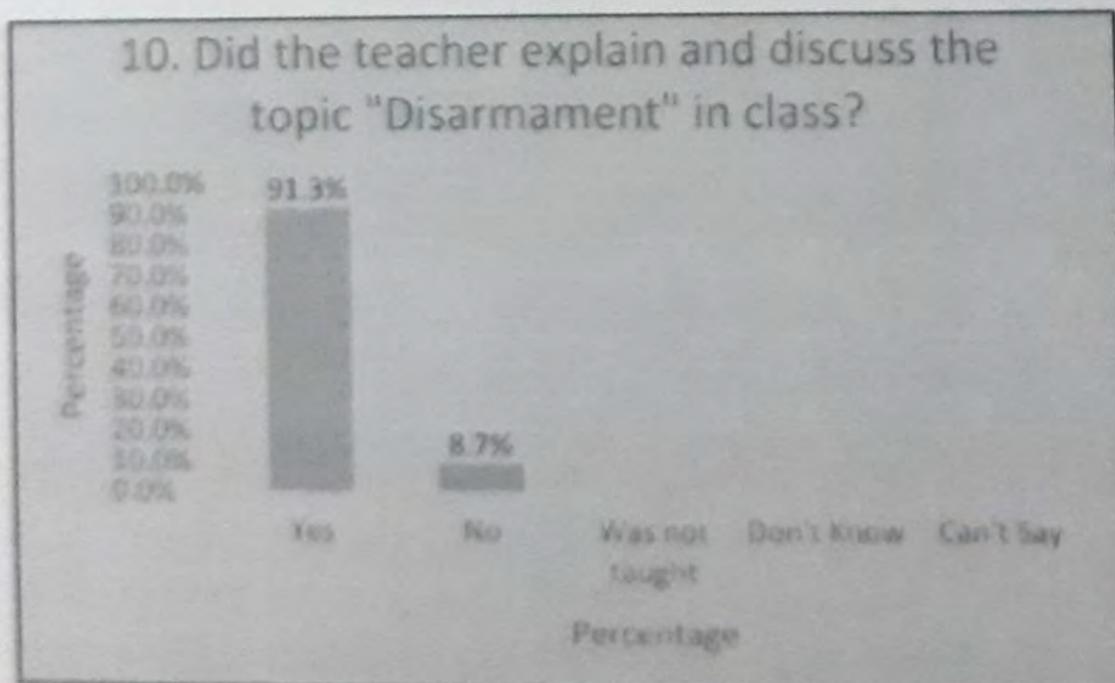


TABLE 10: Shows the students feedback to question related to Unit-6.

10. (Unit 6) Did the teacher explain and discuss the topic "Disarmament" in class?			
Variable	Grade	No. of Response	%
Yes	4	21	91.3%
No	3	2	8.7%
Was not taught	2	0	0.0%
Don't Know	1	0	0.0%
Can't Say	0	0	0.0%

The last table reflects the students response to a question asked on Topic 10. Maximum students i.e. 91.3% responded that the teacher explained the topic and had a discussion. However, 8.7% responded that the topic was not explained to them in class. In our observation, these students who gave a negative feedback lacked clarity with the question posed to them.

Fig. 10: Graphical representation of the responses of the students to Qs. No.10.



*Findings:-*

The above analyses have resulted some significant findings presented below:

- Out of 23 respondents, it was found that 85-95% of the students have given highly positive answers. This shows that they have clearly understood with the subjects taught to them.
- It was also found that large no. of Students was highly satisfied with the class lecture, discussions and reading materials provided to them.
- Very few students less than 10% responded that certain topic was not taught in class . Whereas, majority students responded positively.
- The reasons for negligible negative feedback received could be due to: (a) Low attendance (b) Lack of attentiveness in class. (c) Lack of interaction with teachers (d) Under-staff Teachers in the Department (Only 2 Teachers)
- The findings also reveal that a very small percentage of the students have given a very neutral response. This shows that they have not understood the subjects taught to them.

*Action Taken:*

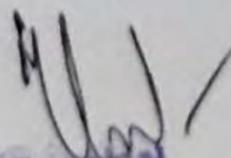
- Strict attendance is maintained.
- Assessment of students through conducting Class Tests and home assignments
- Student's Paper presentation/Seminar related to their syllabus
- Giving time for students outside classes.

*Teachers Feedback:*

Overall, the teachers are satisfied with the Fourth Semester student's feedback on the curriculum and teaching. Despite the lack of sufficient number of teachers in the Department (only two teachers last semester 2018), the syllabus was fully covered, study materials provided, internal tests conducted and assignments assessed. The teaching will be more effective if class-room is ICT enabled. The college library should stock standard texts for the students as well as for the teachers to refer them. Teachers observed that certain students are irregular in class due to different reasons, like in-sincerity on their part, financial problems, rural background, long distance of commutation. The students need regular motivation, mentoring and guidance.

*Summary:*

*From the survey on curriculum feedback conducted for IV Semester class, it was found that the curriculum imparted to the students have gain insight into the prevailing and prominent theories of International Politics. Through this curriculum, the students are introduced about World Politics, relations and interactions among nations, world affairs, foreign politics and international system. The methods of teaching and learning implemented are quite effective for the students.*

  
Principal  
Tura Govt. College, Tura.

