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ACADEMIC REVIEW: BUSSTOPS
(Internal Review)

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BUS STOPS: An Academic Review workshop held on 13th January 2016

A review workshop "BUS STOPS" was organized by the Academic Board and IQAC where the Senior College faculty participated. A few key areas of St Xavier's College functioning were identified and the faculty were required to list strengths, weakness and suggestions in a written response from two perspectives – on an individual basis as well as from a department point of view.

A brief summary of what the faculty identified in the key areas, from both perspectives, is listed below:

1. ASSESSMENT/ EVALUATION SYSTEMS FOR ESE AND CIA:

+ives/strengths - double blind and moderation - are good quality control systems; model answers ensures consistency in marking; showing assessed papers to students ensures transparency; modular learning, testing specific syllabus related content; centralized system for correction; has forced us to learn time/work management; streamlined process of paper setting.

-ives/weakness - finding experienced examiners/moderators is difficult; this does not happen with additional and PG examinations; there is discrepancy/disparity of marks between internal & external; safety hazard sending papers out; random 10% is unfair for moderation; too many exams, evaluations, retests, it has become 'messy'.

Suggestions - computerized systems/apps to reduce administrative work; increase % of papers for moderation; consider retired teachers as moderators; no CIA for practical subjects; reduce the number of CIAs; revision of the rubrics used for assessment of CIAs.

2. ECC:

+ives/strengths - students learn to work in groups, develop inter personal skills, exposure of their inherent talents and creativity and channelizes energy; provides leadership opportunities to all students

-ives/weakness - Too many events are hosted in the academic year to provide ECC hours; upper limit to participation should be set; student participation in the same event should be discouraged; science students find it difficult to complete ECC hours because of the schedule.

Suggestions - Numbers of hours should be reduced; sports activities to be included in ECC; more department activities to be encouraged; Festivals should be hosted every alternate year; multiple departments can jointly hold festivals

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3. INTERDISCIPLINARY COURSES:

3.1 SCS:-

+ives/strengths - Promotes lateral thinking; opens up alternate career options for students including research; helps improve report writing and quality of answers by students; exposure to different kinds of scientific writing (short comm, full length papers etc.).

-ives/weakness - Competency of the teacher teaching the course; extra workload for science teachers; disparity in the way each department conducts the course; logistics of class strength, venue and time need to be official.

Suggestions - the course could be optional with a centralized common course conducted by experts in the field of writing research papers – maybe an online mode in the third semester followed by implementation in the chosen subject in the fourth semester; consider the fourth and fifth semester for conduct as the students are more serious and receptive; the course needs to be redesigned.

3.2 Applied Component

+ives/strengths - Applied Component is an excellent value addition to core subject.

-ives/weakness - Keeping AC open to choice causes logistic problems in numbers, timetable allotment evaluation and field visits; Students not taking the AC course of their subject may be detrimental.

Suggestions - The syllabus should not have core subject matter; all departments should have their own AC.

3.3 Cross Faculty Course (CFC):-

+ives/strengths-A rare and flexible opportunity which is interesting for both staff and students as more engagement between Arts and Science; students show active participation and show keen interest and teachers feel it is an exciting and challenging experience as students throw new perspectives on subject; most of the courses are very innovative.

-ives/weakness - Evaluation is a challenge; large classes; extra workload for the teachers; some courses are too theoretical; students do not get their preferred courses; one semester is too short to establish a rapport with students and to teach meaningfully; some science courses are too basic.

Suggestions - Review and update syllabus; students should take courses of their interest; orientation for students to cope with these new courses and feedback with respect to subject is necessary; validity of course to be regularly evaluated; new courses to be offered; class strength should not be more than 30; teachers of CFC should meet to discuss challenges in the teaching; have project based CFC; the science courses need to be made more thought

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provoking and not merely informative; more courses to be added; include at least 1 or 2 lectures of people from industries and organize field visits.

4. SIP:-

+ives/strengths - Students are sensitized to a life beyond their comfort zone to social issues/ challenges; they develop interactive skills along with a sense of responsibility towards society which helps them grow as better citizens; some may even switch career paths as a result of this exposure; the reports that are submitted force them to introspect and reflect and concurs with the Jesuit ethos.

-ives/weakness - should be voluntary and the choice should be kept to students; the options should include work with aged, animals; the hours required for fulfilment should be flexible – could be reduced, spread over two academic years during the vacation, offer camps in an adopted village, etc.; grading of the journal alone is not sufficient for awarding the credit; the additional 30 hours required for the Honours certification can becomes more demanding;

Suggestions - The NGOs/source of the activity could be requested to give a letter of appreciation ; a mid-semester after the orientation with the students will be helpful to assess the involvement of student ; the PG students could be involved too; be open to other options of sensitization e.g. Animal welfare shelters; could be spread over all three years.

5. SPC:-

+ives/strengths - Appreciative; provides a venue for all students to expose and allow them to openly express their ideas on the current and relevant issues and bringing at par; an opportunity for teachers to improve the emotional quotient of students and enhance holistic learning; subjects are well designed and very innovative in nature

-ives/weakness - EVS is repetitive and monotonous; could be revamped; the course is not taken seriously by the students; large numbers of students; lack of practicality in the course; the evaluation due to subjectivity becomes difficult;

6. RESULTS – GPA AND MARKS:-

Suggestions: - number of attempts should be mentioned on the consolidated mark sheet; negative marking for additional examinations; normalize marks; convert the GPA into a ten point scale; grading class interval should be uniform; conversion of credits to % marks should be given; no marks to be mentioned on the mark sheet; all results should be available online; better record keeping by the office; use percentile system for CGPA; security hologram on all mark sheets; final results to be shared with departments; results evaluation – bar graphs, histogram, etc. must be given to the departments.

The responses from a major stakeholder – the faculty of the institution gave an insight into the key areas and on deep reflection a few concrete steps were considered to take this forward.

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Other valuable comments included a uniformity and constant update in the syllabi uploaded on the website; appreciation for the BOS which allowed upgrading the content; incorporating Bloom's taxonomy and technology in the teaching-learning process.

Reforms recommended:

SIP: - reduce the number of hours and increase the available options

ECC:-keep an upper limit as well as type of involvement per academic year, monitor appointment of students in designations to allow more students to grow.

EXAMINATIONS: - reduce the number of CIAs, incorporate innovative methods of assessment; revision of rubrics.

SCIENTIFIC COMMUNICATION SKILLS: review within departments

CROSS FACULTY COURSES: teachers involved could discuss further and recommend suggestions.

RESULTS: to be shared with departments after ESE; Shift to a 10 point scale

SYLLABUS AND BOS: introduce uniformity and regular update of syllabi; ensure meetings of BOS of every department at least once in an academic year.

TEACHING AND LEARNING METHODOLOGY: incorporate innovations.

Dr Gulshanara Shaikh

Vice Principal (Academics)

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ACTION TAKEN REPORT

The recommendations suggested by faculty, departments and appointed committees were shared with the Principal and the modifications were:

2016-17

1.1 EXAMINATIONS:

1.2 The Retest for CIAs was withdrawn.

1.3 CIA for the first semester (FY) was of [15+25] marks.

1.4 A few Rubrics were customized to the need by faculty and were endorsed by the Principal.

1.5 Failure at CIA debarred the student from appearing for the 60 marks ESE, instead allowed attempt at a 100 marks paper. (implemented in a phased manner)

1.6 Subjects with practicals were offered an option of not organizing a practical CIA.

1.7 End Semester practical examinations were scheduled according to the departments in a dedicated time slot where there were NO regular lectures.

1.8 Bar graphs of the performance of all students was analysed as an attempt of 'Internal Academic Audit' and were shared with the departments.

1.9 A small committee was appointed to consider the conversion from 4 □ 10 for the GPA system.

1.10 Faculty was trained in a Google workshop to enter marks of courses online which came into practise the same academic year.

2.1 EXTRA CURRICULAR CREDIT:

2.2 A distribution of 60 hours over the three academic years in the proportion of 20+30+10 credits.

2.3 The 'positions/designations' were to be monitored to ensure a fair opportunity to be provided for maximum students .

2.4 Department festivals to be held every alternate year and this schedule to be shared first with the Principal.

2.5 Departments were strongly recommended to co-host festivals/conferences/seminars –the department of Mathematics and Statistics jointly organized "Confluence" in

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2.6 The ECC hours acquired to be displayed at the end of the academic year.

3.0 INTERDISCIPLINARY COURSES:

3.1 Scientific Communication Skills-An 'online' methodology was adopted by the Chemistry Department in the 3rd semester .

3.2 A special committee was formed to discuss CROSS FACULTY COURSE further and identify suggestions. The committee met and the outcome is in Annexure A.

3.3 The honours programme was introduced to the FY students in a fresh approach, which involved a 'HUB' system involving three areas - Lingua-Humanities, Physical Sciences and Biological Sciences encouraging inter disciplinary involvement.

4.1 SOCIAL INVOLVEMENT PROGRAMME:

4.2 The number of NGOs were increased and Animal Welfare was also included.

4.3 The number of mandatory hours was reduced to [45 + 5], 45 hours of volunteering at the approved institute/NGO and 5 hours were discipline oriented which the departments would offer.

5.0 SYLLABUS:

The syllabus needs to be uniformly formatted and accurate before it is uploaded on the website. For this purpose a template was shared with the faculty. The template is Annexure B.

5.1 TEACHING AND LEARNING METHODOLOGY:

5.2 Faculty was encouraged to use Flipped Classroom, Inquiry based learning and Moodle.

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ANNEXURE A

ST. XAVIER'S COLLEGE (AUTONOMOUS), MUMBAI

REPORT ON FEASIBILITY OF REVAMPING THE CROSS FACULTY COURSE FROM 2017-18

INTRODUCTION

The Principal constituted the following interdisciplinary committee in November 2016, to look into the possibility of revamping the Cross Faculty Course -

- **Science (including BSc-IT and BVoc-SD)**: Convenor: Binoj Kutty
  Members: Rohan Jadhav, Maya Murdeshwar, Saima Khan
- **Arts (including BMM, BMS, BVoc-T)**: Convenor: Ruby Pavri
  Members: Rashmi Lee George, Radhika Rani, Rahul Menon, Kaizeen Jehangir

These **two sub-committees:**

- engaged with each other through brainstorming meetings.
- (held on 19th Nov. and 3rd Dec. 2016, and 16th Jan. 2017).
- connected with students (to ascertain their expectations and feedback on CFC).
- obtained feedback from faculty members, especially those teaching CFC courses.
- referred to syllabi of other institutes that conduct such courses.
- collaborated to compile the report.

OBJECTIVES

We were asked to deliberate on the following issues and were given freedom to 'think radically':

1. Nomenclature per CFC created; the content of each CFC;
   the number of modules per CFC; the number of credits to be offered per CFC.
2. **Teaching** modalities with respect to the department responsible for coordinating each CFC; which lecturers would teach the course; should the teaching be shared across faculty members from the sub - discipline?
3. **Evaluation** modalities for the CIA's and the ESE.
4. **Impact** of introduction of such a course on the practical workload of the teaching and non-teaching staff.
5. Impact on overall **workload** of the faculty.

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EVALUATION OF THE CURRENT SYSTEM

- **Current course**
  - The current CFC runs as 3 lectures a week held at the same time slot for all departments of Arts and similarly for Science
  - The list of current courses and brief descriptions are given in **Annexure A** (p.7)
  - There are **10** courses offered by the Arts departments and **9** offered by the Science departments.
  - In many of the Science departments **the 3 CFC lectures are over and above the required workload**.

- **Strengths**
  - Feeling of excitement and novelty amongst the students.
  - Different and challenging experience with diverse students.
  - Innovative courses with flexibility in design and evaluation for the instructor.
  - Exposure to courses from multiple disciplines adds weight to a student's résumé (especially if applying abroad).

- **Limitations**
  - **From Students' Perspectives**
    - Misconceptions regarding what the course will cover and evaluation modalities.
    - Many do not get their preferred choice of department.
    - Lack of clarity regarding how CFCs are allocated.
    - Too theoretical, not enough done through practicals/field visits.
    - Teaching-Learning: Some courses taught at a higher level of understanding, without providing sufficient background (especially with respect to Science courses for Arts students - students find it difficult to cope with this).
    - Evaluation: Arts students tend to score higher as Question/Answers for CFC conducted by science departments are more objective. In contrast Science students tend to write to-the-point answers and score lesser, as they are not used to writing long essay-type answers as required for the questions in the CFC conducted by Arts department.

  - **From Teachers' Perspectives**
    - Extra workload for many departments (has to be shared by some, which has its own set of administrative problems and contributes to a lack of cohesiveness).
    - One semester is too short to establish rapport with students.
    - Especially difficult to reach out to students who are apathetic because they didn't get their choice or they do not perceive this as relevant to their cumulative learning curve.
    - Shortage of time and logistical problems with setting up of practicals/organizing a field visit.
    - Coverage of basic concepts in a subject needs to be tackled before getting to the relevant content of the specific CFC (level of teaching for the target group is difficult to ascertain especially with a diverse class).

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- Course content ends up being diluted to match the level of students with no previous background in the subject.
- Science students particularly find reference work difficult due to time constraints.
- Level of motivation in some teachers is lower for CFC (where it is an extra workload) because of the demands of the Career Advancement Scheme activities (eg. API points, Category III - Research), which are perceived as more important for promotions .
- Teachers are engaged in their respective break time and end up missing staff events held in the department during those time.

POSSIBILITIES FOR A SINGLE CFC

- **LOGISTICS**(who teaches, modalities for learning and evaluation etc.)
  - The course will have to be **modular** (with a compulsory module on Financial Management) with a single teacher completing the teaching and evaluation (with flexibility of evaluation formats) for a particular module to maintain uniformity .
  - **Modular Approach (3 Modules)**
    - **1 compulsory module** (Financial Management) to be completed in the first 3 weeks and evaluated through CIA-1 (9 lectures, Weightage: 20M).
    - Students can choose **any 2 from the other modules** on offer - one in January and one in February (Each to be completed within 15 lectures, **with flexible evaluation formats, each worth 40M**).
    - A specific module to be offered by the department in January and **repeated** in February for another batch (not necessarily by the same teacher - extra workload can thus be shared). This will facilitate smaller batch size per class, while reaching out to more students.
    - Lectures could be held in a single session (3 lecture periods) or in a (2+1) lecture format during the week.
    - Individual modules can be evaluated and scores assigned at the end of each module during the course. (Class participation, Assignment OR Field trip and Reports) worth 40M for each module.
    - No CIA or separate ESE required.
  - **Non-Modular Approach (Current approach)**
    - Unit-1 on Financial Management to be handled by experts from BMS/Accounts/Economics.
      - CIA-1 is entirely FM
    - Unit-2 and -3 within a specified subject, with course content adapted to fit the reduced time slots.
      - CIA-2 if conducted, to be held from either of these two units.
    - ESE has all three units OR covers only Units-2 and -3 which are within a specified subject.
    - Can continue with the current format of 3 spaced lectures per week.

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- **COURSE CONTENT** (for the proposed CFC)
  - **CFC conducted by ARTS departments for the SYBSc, BSc-IT and BVoc-SD students**
    - The Philosophy behind Liberal Arts.
    - The Evolution of Social Sciences.
    - Media Literacy (multidisciplinary).
    - Entrepreneurship (by the Department of Management Studies).
    - Pick a major focal/world event/theme (*eg.* 'Conflict') and critically analyze it from various perspectives through the modules offered (Sociology, Economics, History, Literature, Politics, Psychology)
    - Modules offered could also be unconventional, covering an aspect of Fine Arts or Performing Arts (music, drama), Sports or Inter-religious Studies.
  - **CFC conducted by SCIENCE departments for the SYBA, BMM, BMS, BVoc-T students**
    - Innovations in Science (highlighting the progress of science through the century covering major breakthroughs in Physical and Biological Sciences).
    - Evolution of Scientific Thought (look forward from past to present, or, look progressively backward to trace the roots of an idea).
- **IMPACT of such a change** (on workload, students)
  - More choice for students with the modular approach.
  - Students get different perspectives on a common theme. This will facilitate critical thinking and rational analysis.
  - Workload can be protected/shared.
  - However, readymade texts/content might not be easily accessible.
  - If there is a single comprehensive course, teachers will need to be trained (or outsourced) with respect to maintaining uniformity in teaching and evaluation.

OUR INSIGHTS (from the feedback)

- An overwhelming majority of students do not want a single CFC to replace subject-related department-specific CFCs.
- Many are excited about exposure to a different kind of perspective.
- Do not force students to take courses they are not interested in.
- Teachers' and students' outlook towards the course needs to be improved.(The impression is that a larger population just wants to get done with it. In which case there is no major benefit or learning from the experience for either the teacher or learner).

RECOMMENDATIONS

- Continue with department-specific courses <u>but **change the marginalized treatment given to them**</u> **by the departments.**
- The course **descriptions** on the website need to be made more concise and content-specific (CFC Syllabus is not available on our website)
- SYs would benefit from an orientation regarding the CFC choices available to them.

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- Transparency to be maintained in the **process of allotment** of CFC choices to the students. (The selection process criteria and details should be made available on the College website).
- The three lectures could be **scheduled** as a double and single during the week. This allows for conducting a short practical, workshop or structured exercise or screening a film/documentary with time for discussion.
- Have **just one CIA but keep the modality flexible** for departments.
- **Each department needs to rethink/review the kind of course and modules being offered**. Must be perceived as relevant by the student group.
- **Survey**/Questionnaire to be generated and circulated among students who have completed the CFC course (for systematic feedback).

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Annexure A

Description of the Cross Faculty Courses currently offered at St. Xavier's College, (Autonomous), Mumbai.

- **Offered by the ARTS departments for Science students including BSc-IT and BVoc-SD**

1. **Indian Culture - The Philosophy Within [Department of Ancient Indian Culture]**
   Indian Culture, the Philosophy within, is a study of the essence of the multifaceted culture of our subcontinent in the Political, Social, Economic, Religious and Philosophical parameters. Through interactive discussions, Field Trips, Films, Documentaries, Workshops and Guest lectures the topics will be explored to give a broad understanding of the innate aspects of Indian culture where the holistic elements of Indian Philosophy form the natural weave. The attempt of the course is to provide a judicious and a logical understanding of Indian Culture which in all aspects presents a vibrant, dynamic and a diverse whole.

2. **International Economics [Department of Economics]**
   The objective of the course is to provide a basic background against which students (especially those with no knowledge of the Theory of Economic) can analyze current International economic problems. To achieve this, students will be exposed to various aspects of International trade, Trade embargoes, Trade theories, Trade policy and the International Monetary system.

3. **Literature and Resistance [Department of English]**
   The course explores how texts from different cultures and traditions may reflect or influence values, assumptions and the sense of identity. It aims to help students become critical readers of fiction, poetry and drama by introducing them to literary concepts and themes of conflict and resistance. The readings include texts on social and political resistance and an introduction to feminism, as an example of resistance to patriarchal values, and also draw attention to the use of poetry with its imagery, symbolism and figures of speech, as a medium of resistance.

4. **An Introduction to Gandhian Studies [Department of History]**
   This course is a study of, the Father of our nation, Mahatma Gandhi, the leader, nation builder and an exceptional personality. It deals with colonial India and the life and times of Mahatma Gandhi, his struggles for personal freedom and for a free India. It will focus on his methods of fighting back the imperialists in India and in South Africa. It will cover his basic and simple philosophy of life, struggle against the mighty British and about self control. It is about how he moblised the nation towards one common objective and goal ie. freedom. The course will highlight the various practices of Truth, Non violence, Satyagrha etc. It will try to draw parallels to the methods used across the world to seek justice and promote peace. The course will expect students to go through Gandhi's autobiography and understand his stages of evolution in personal and as well in his

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political career. The students will be given research articles on various themes related to his philosophy and movements. It will try to understand the opposition he had from his contemporaries and other sections of society. It is equally important to study his dream for India and how he wanted the country to progress. His concepts of state, nation, village industries etc. are still so relevant to study and debate upon. The generation today needs to know about him, not merely as a name and symbol, but also what he achieved as a leader. If today we forget Gandhi and his principles, then we will have to revive him again, because he is timeless and has left an indelible mark on the history of our country and around the world. Apparently Einstein once wrote the following about Gandhi: "Generations to come, it may be, will scarce believe that such a one as this ever in flesh and blood walked upon this earth"

5. **Fundamentals of the Indian Constitution [Department of Political Science]**
The course helps in understanding the basics of the Indian Constitution and the working of the governmental machinery with focus on the selection, qualification, powers and limitations of the President and the election, appointment, powers and role of the Prime minister. It also provides an overview of The Judiciary, with special attention to the organization, that is, the High court and Supreme Court and finally judicial activism.

6. **Science of Culture [Department of Sociology & Anthropology]** The course will explore the concept of culture. Culture is not easily defined, nor is there a consensus among scholars, philosophers and politicians (nor, probably, among the rest of us) as to what exactly the concept should include. We hope here to expose students to its various usages and different meaning. For this we will look at the history of the culture concept by exposing students to a few of the wide-ranging debates which have gone on about the concept of culture during the past century and see its relevance to practitioners of science. Furthermore, we hope to offer some insight into what the culture debate means in our own lives and to provide some examples of how cultural meanings are formed, maintained, and changed. Some of the topics covered will be Popular culture and Information society.

7. **Science, Technology and Social Change: Some Issues and Challenges [Department of Sociology & Anthropology]** Science students do get an opportunity to develop expertise in their chosen discipline. Often times, however, this expertise is not in sync with social realities. This single Semester special course has been designed to provide the undergraduate science student from any subject specialization the ability to interrogate broader social questions as they impact the world of science. It is hoped thereby that their study and subsequent practice will be better informed and be motivated through social concerns.

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8. **Representing the Nation through the News Media [BMM Department]**
   This paper aims to give students an overview of the news media. It is an introduction to regional newspapers, their crusade to educate Indians on the real issues and the Indian regional language newspaper's role in nation building. In this age of 'breaking news' there is an attempt to deconstruct news and reach the readers: this will be reflected on.

9. **Management Accounting and Investment Portfolio Management [BMS Department]**
   It is difficult to earn money but it is more difficult to multiple it. To understand various opportunities of investments in the market it is necessary to learn to understand the balance sheet and profit and loss accounts. The subject Management Account and Investment Portfolio is framed in such a manner that science students can study various investment opportunities which are existing in the market and by their own analytical skill they can also do investments after they start earning.

10. **The Psychology of Relationships [Department of Psychology]**
    All humans engage in various interpersonal relationships but may not be aware of the psychological factors that play a role in adjustment and growth through these relationships. This course involves the application of psychology with the aim of helping people to be more effective in their interpersonal interaction. It will give the insight into overcoming barriers in communication, understanding friendship, love, vulnerable areas in marriage & sexual relationships. Modules include:An orientation to Psychology (as a science) and it's applications Topic 1: Interpersonal communication and conflict Topic 2: Friendship and Love Topic 3: Marriage and intimate relationships

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- **Offered by the SCIENCE departments for Arts students including BMM, BMS and BVoc-T**

1. **Descriptive Statistics [Department of Statistics]** Today the need of Statistics is felt in almost every sphere of human activity. Statistics is not just the mere collection of data and its presentation through graphs, diagrams and tables. It is a body of techniques for making inferences from observed data. In fact Statistics is considered a science which uses observed data to make decisions in the face of uncertainty. This covers considerable ground since uncertainties are met in every situation and walk of life. We experience uncertainties in everyday life, like when a teacher compares the abilities of students, when an economist forecasts trends, when a newspaper predicts an election and so forth. This course aims at acquainting students with basic statistical techniques and their application to different practical problems. Students will acquire knowledge of tabular and diagrammatic representation of the data, averages, measures of dispersion, coefficients of skewness and kurtosis, simple linear correlation and coefficients of association. Ultimately our aim is to provide a basic framework to equip students to look at situations in a logical and analytical fashion.

2. **The Art of Mathematics [Department of Mathematics]**
The students will be involved in learning concepts through simple illustrations that are both challenging and stimulating. The idea is to inculcate mathematical ways of thinking and at the same time cover topics that will be generally useful to liberal arts students. The emphasis is on making on the course interesting and yet delivering the matter required without dilution. This course is a mixture of undergrad level topics with a fun-flavour added and the art of problem formulation and solving.In general, no formulae will need to be memorised, they will all be available wherever required. Calculators will be allowed.There will be 36 lectures of 50 minutes each. Attendance requirement will be as per college guidelines.The basic areas covered are
   - Art of Problem Solving • The Art of Counting • Equations and Graphs
   - Introduction to Calculus, formulating problems and methods used for solving problems
   - Basics of Linear Algebra • Mathematics in Everyday Life

3. **Garden Art [Department of Botany]**
The course aims at introducing students to the joys of gardening, while simultaneously combining an introduction to the scientific aspects of plant propagation, soil quality and soil maintenance with the more commercial applications of horticulture. The latter include landscaping, flower arrangement, and creating Bonsai. The program involves compulsory visits to gardens in the city.

4. **Chemistry in Context: Applying Chemistry to Society [Department of Chemistry]**
Chemistry is a practical art. Everything we see, smell, touch or taste is chemistry. Chemistry is all around us improving our quality of life. In our everyday life we come across various materials which are all contributions of Chemistry whether it

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clothes, drugs, cosmetics. All medicines, modern drugs or traditional herbal remedies, rely on chemistry. Creative chemistry also provides energy and transport and is continually looking to do all these things whilst conserving scarce resources and protecting our natural environment. A common knowledge of the fundamental chemistry behind the products we use will enable us to choose what is essential and discard what is harmful to our life, for example whether the cosmetics that we use really offer what they claim, whether there is a difference in the cleansing property of the very costly and moderately priced toilet soaps, what type of unwanted, non nutritive chemicals are present in packed food items and soft drinks available in the market? This course 'Chemistry in Context' will show you how chemistry is present in all aspects of our life - helping to feed us, clothe us, house us, entertain us and keep us healthy. The course includes topics such as nuclear energy and energy alternatives; health, food and nutrition, kitchen chemistry, plastics, chemicals in the environment, medicine, etc. The goal of the course is to establish a relationship of chemical principles with significance to social, political, economic, and ethical issues. Color is used extensively to express the artist's message. "Chemistry in Art" provides a variety of perspectives on chemistry. The chemical materials used will be presented with a historical perspective of their usage in art, and how this usage affected the techniques of various artists. In this course, we will survey some of the interactions of chemistry in order to create an aesthetically pleasing form of art.

5. **Nutrition & Reproductive Health [Department of Life Science & Biochemistry]**
The course introduces students to two essential aspects of health – Nutrition and Reproductive health in two modules. The first module will examine food and its relation to health, food groups and their selection, the body and energy expenditure, nutritional disorders and food laws, policies, safety etc. The second module deals with human reproduction, infertility, contraception, birth defects and other reproductive disorders.

6. **Infectious Diseases: Staying Ahead [Department of Microbiology]** Infectious diseases are the leading cause of death in the world. They have been around since the beginning of time, shaping world history and threatening mankind. Medical breakthroughs like antibiotics and vaccines have assisted in combating infectious diseases .Thirty years ago when small pox was eradicated from the face of the earth scientists were optimistic and believed the long struggle for control of infectious diseases was almost over. While there have been successes there have also been defeats .Newly recognized diseases caused by viruses, bacteria and other infections are continually emerging and posing daunting global challenges for patient diagnosis, treatment and for public health responses. Even as new pathogens are emerging so are new technologies that may lead to effective new prevention and treatment strategies. This course is hoping to promote awareness of infectious diseases and related research and development of new vaccines and drug treatments.

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7. **Physics behind Astronomy, Photography and Technology [Department of Physics]**

Every day changes in the sky puzzles the common man and he wonders about the stars and galaxies around us. Knowing that we are part of one galaxy in the same universe one wants to find the origin of this universe. Physics helps us reveal and understand the mystery of things being observed in the universe. The Astronomy unit of this course being offered by the department of Physics will give one an idea of the origin and evolution of the stars. It will help solve many riddles about the universe.We all handle cameras and do photography. It is a general notion that if we have a good camera we will get good quality photographs. In the unit on Photography in this course, you will learn the physics behind every part camera and the process of photography. This it will definitely help you use the same camera more effectively and improve the results of your photography.This is the era of technology. The technology is spreading very fast, with new innovations, and occupying space in every part of our life. In the last unit of this course we will show you demonstrations based on simple concepts of physics which forms the basis of technology. You will enjoy trying some demonstrations on your own which will remove the fear of physics from your mind.

8. **Web Designing [IT Department]**

Today, website development is required everywhere. A website makes data accessible from anywhere in the internet. Learning web designing is certainly an advantage. This course of web designing is divided into three units namely • Html and CSS • Photoshop • ASP .NET. HTML and CSS are the fundamental technologies for building Web pages. CSS is for style and layout. This course teaches Dreamweaver software in depth, which is used for website designing. One can make webpage layout, animation easily without writing much code . Eg. Making the menu bar in dreamweaver is by dragging the menu control available. HTML is a markup language for describing web pages. Modifying images for the web is through photoshop. One can make animation in photoshop. Adobe Photoshop is the premier photo editing software tool available. ASP is a server side language, which is used to process the request . With ASP one can get data from database dynamically . ASP interaction with database will be taught. ASP is a Microsoft technology that enables you to create dynamic web sites This course also teaches about the security required in the website. After taking this course, one can design websites, add animation, put security in the website. This course also teaches you how to make your own server and put it in the local area network/internet. At the end of the course "designing a website" will be done as an assignment. Students will be guided on making the website.

9. **Secret Lives of Animals [Department of Zoology]**

The course will begin with an introduction to evolutionary theories which form the basic framework of all fields of biology. The origin of life on earth and Darwin's insight into evolutionary history will be dealt with in the first unit, Evolution: a walk with nature. Some of the strategies that animals use to survive will be introduced in the next two units. Like human beings, many animals have evolved to form societies with different levels of work organization and communication among the members. The second unit of the course

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discusses social animals and evolution of their social organization. Animals show extraordinary abilities to survive extreme environmental stresses. They tolerate freezing, complete desiccation, extreme heat and exposure to chemicals that are fatal to most other organisms. The third unit of the course introduces and defines what conditions constitute 'extreme environments' and explores the strategies animals use to survive in these habitats

ARTS COMMITTEE
Ruby Pavri
Convenor

SCIENCE COMMITTEE
Binoj Kutty
Convenor

Date: 17th Jan. 2017

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REPORT ON STUDENT SURVEY RESPONSES (FEEDBACK) ON THE CROSS FACULTY COURSE

INTRODUCTION

The Principal constituted the following interdisciplinary committee in November 2016, to look into the possibility of revamping the Cross Faculty Course -

- **Science (including BSc-IT and BVoc-SD)**: Convenor: Binoj Kutty
  Members: Rohan Jadhav, Maya Murdeshwar, Saima Khan
- **Arts (including BMM, BMS, BVoc-T)**: Convenor: Ruby Pavri
  Members: Rashmi Lee George, Radhika Rani, Rahul Menon, Kaizeen Jehangir

These **two sub-committees:**

- Submitted their 1st report on 17th Jan. 2017
- Met on 6th & 16th Jan., 13th Feb., 14th & 15th Mar. 2017.
- Constructed a survey to assess student feedback and suggestions regarding revamping the CFC.
- This was circulated (20th Jan. 2017) through the heads of departments/representatives from the CFC committee to reach out to the current TY students who then accessed the Google forms link to respond to the survey https://goo.gl/forms/ZHCBkLkcfGRDCE2A3
- The responsibility was allotted as follows:

  Professor: (Departments to be sent to) Binoj:
  (Geo, BMS, BMM)
  Saima: (Chemistry)
  Rohan: (Physics, Maths, Stats)
  Maya: (Life Science, Microbiology, Botany,
  Zoology) Rahul: (All Economics)
  Ruby: (Psychology, IT) Radhika:
  (Soc/Anthro & BVoc.)
  Kaizeen: (History & Political Science)
  Rashmi: (English & AIC)
- Initial deadline for the survey was 30th Jan., but only 157 students had responded, so it was extended to
  3rd Feb. 2017.
- 239 out of approximately 600 students responded.
- The feedback forms have been duly collated and analysed to create the final report.
- **Refer to the Appendix for the tabulated data and statistics**.

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RESPONSES OBTAINED FROM STUDENTS

- **Most of the responses recorded (around 70%) were from Arts students who had attended science CFCs.**
- 77% of students were **allotted their choice** of CFCs.
- Over 60% of students felt that **course objectives** were clear at the start of the course, while 84% felt that the course objectives as stated in the syllabus were met.
- Around 60% have rated the quality of the **teaching-learning experience** as being effective. Only around 15% felt that the experience was not satisfactory.
- Over 50% felt that the subject offered in the CFC **generated** a lot of **interest** in them.
- 58% of students felt that the **evaluation formats** in the **CIA** were effective, while 60% felt that the **ESE** format was effective. Around 13% and 14% felt that the CIA and ESE evaluation formats were below average respectively.
- 49.4% of students responded that marks obtained in **CFC increased their SGPA**, while 21.8% felt it **lowered their SGPA**. 28.9% claimed it had **no impact**. (Please note that this may simply reflect the fact that more Arts students than Science students have responded to the survey).
- Around 70% of students felt that the CFC had contributed to their **personal development** in some measure. Around 80% felt that their **intellectual development** was aided by the CFC in some measure.
- Only 7% of respondents would **support** the move to a **single CFC** in Arts and Sciences. 57.3% believe that the structure should be **retained with revisions**. About 36% feel that it should be **retained as it is**.
- **An overwhelming 90% of respondents have stated that a single common CFC would not be preferable.**

SUGGESTIONS FROM STUDENTS REGARDING RE-STRUCTURING

- Students have indicated that **changes should focus** on the following areas:
  - Course Content (66.2%)
  - Instructor expertise (31.5%)
  - Teaching methodology (47.2%)
  - Evaluation format (27.8%)

What follows is a **summary of the qualitative suggestions** given by respondents.

- Several students felt that the CFC **should not be re-vamped** into one common course **because**:
  - It inhibits the diversity and choice
  - It would make the learning experience superficial (content would become generalised)
  - It would increase the number of compulsory subjects having a standardised format
  - Interests and aptitudes of students are different
  - The current system increases interaction with students from different fields
  - Considered to be a stress-buster and breaks monotony from regular courses

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  - Different courses give scope for intellectual creativity
  - *"Our degree is very inflexible as it is. CFC in its current form gives students some degree of respite and freedom to choose what they study".*
- Many students have **requested for an orientation/preview** of the courses conducted by the respective faculty (before CFC forms have to be submitted) so as to enable a more informed choice.
- A majority of students have mentioned the importance of being **allotted their CFC choices and increasing the range of options to choose from**
  - Seats for more popular courses should be increased
  - Students should be allowed to choose CFC courses from either streams as long as it is from a department which they are not part of (specifically relevant to the restriction of choices for BMM, BMS and BSc IT)
  - Choice based on the "merit system" could be reworked to accommodate everybody's interests
  - According to one respondent,
    "Students with higher GPAs choose easier subjects and students with lower GPAs who need easier subjects, suffer as they are forced to take tougher subjects"
- Many respondents believe that the CFCs should be **conducted over two semesters** to make it more comprehensive, meaningful and less rushed.
- Students feel that they should be having access to relevant, **application-based content** rather than merely theoretical content. Arts students have expressed a desire for more lab visits, field studies etc.
- The content needs to **focus on the level of students' comprehension,** considering the background they come from (for eg: Arts students coming from a non-science background). Technical terms should be expressed in a more simplified manner, for those who have no background in that subject. Initial classes should focus on the basics and build up towards higher concepts more gradually.
- In CFCs where modules are shared across professors, there needs to be **better co-ordination** regarding lecture allotment within the week so as to minimise confusion and ensure that topics do not overlap. (In some departments, the diverse perspectives from different teachers, kept students engaged).
- The following response underscores the importance of **instructor expertise,**
  "please provide the strongest teachers from the department, and not the freest teachers, to take the cross faculty classes as it reflects on the entire department and shapes opinions. Don't mean to derogate the teachers that do take the effort to take cross faculty, but whenever the course is handled by someone who truly revels in the subject is the interest in amateurs generated!"
- The teaching method should be **interactive, interesting and creative** rather than a passive delivery of content. Apart from lectures, experiments, lab-work, model projects and field visits (beyond-the-classroom activities) should be included.
- Some teachers need to have **better class management**.
- To make **comprehensive, consolidated study material** accessible earlier in the course than towards exams.
- Efforts could be made to create a CIA (Assignments, Presentations) that allows the

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students to **link the CFC to their own core subjects**, to stimulate inter-disciplinary thinking. For example, a Psychology student in a Chemistry CFC could study the chemical basis of depression.

- It was challenging for some Arts students to **rote-learn** and answer science questions as they perceived them as requiring a different approach.
- **Evaluation** without considering the background of the students from a different stream was considered to be **strict**.
- CIA guidelines for certain departments, "*were incredibly vague and seemed enormously incoherent.*"

RECOMMENDATIONS

- Continue with department-specific courses but **change the marginalized treatment given to them by the departments.**
- The **course descriptions** on the website need to be made more concise and content-specific.
- **CFC Syllabi** should be uploaded on to the College website.
- SYs would benefit from an **orientation** (around end August) regarding the CFC choices available to them.
- Students need to be made aware of the **system of allotment** of choices based on the software which has been designed by the college so as to prevent the perception of bias or arbitrariness. Emphasis should be placed on the **correct method to fill the online form**. Forms with erroneous or incomplete details are automatically screened out and given least priority despite their over-all percentage.
- It had been suggested that **priority for CFC allotment** could be based on the first and second semester SPC percentages rather than over-all percentages. However, the committee felt that this would be inappropriate as SPC marks were already being considered within the over-all percentages. Moreover, over-all grades reflect consistency and student effort more than that of a single compulsory course.
- Increase the **range of choices** offered to the students in each stream.
- The three **lectures could be scheduled as a double and single** during the week. This allows for conducting a short lab practical, workshop or structured exercise or screening a film/documentary with time for discussion.
- Have **just one CIA but keep the modality flexible** for departments.
- **Each department needs to rethink/review the kind of course and modules being offered**. Must be perceived as relevant by the student group.
- Circulate the **CFC feedback survey** to the current SY batch at the beginning of the next academic year.

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As a final comment, we would like to thank our Principal for giving us the opportunity to engage with each other in this committee as well as with staff and students, on this theme. Although some of the team members were only able to attend a couple of meetings, most of the others contributed in some form or the other. It was a pleasure to brainstorm and work with such a diverse group.

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Convenor

SCIENCE COMMITTEE
Binoj Kutty
Convenor

Date: 15th Mar. 2017

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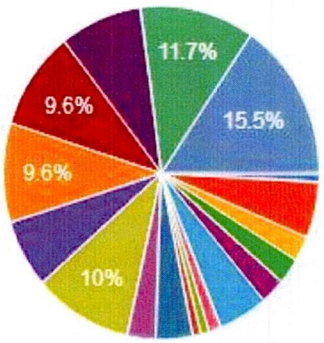
CFC SURVEY STATISTICS – MAR 2017

QUESTIONS RESPONSES 239

Course you have enrolled for last year (Select one) (239 responses)



- Indian Culture - The Philosophy Wi...
- International Economics --- Depart...
- Literature and Resistance --- Depa...
- An Introduction to Gandhian Studie...
- Fundamentals of the Indian Consti...
- Science of Culture --- Department...
- Science, Technology and Social C...
- Representing the Nation through t...

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- Management Accounting and Inves...
- The Psychology of Relationships --...
- Descriptive Statistics --- Departme...
- The Art of Mathematics -- Departm...
- Garden Art --- Department of Botany
- Chemistry in Context: Applying Che...
- Nutrition & Reproductive Health ---...
- Infectious Diseases: Staying Ahea...

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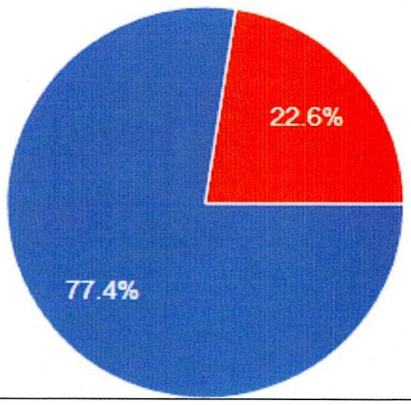
- Physics behind Astronomy, Photography and Technology- Department of Physics
- Web Designing --- Department of Information Technology
- Secret Lives of Animals--- Department of Zoology

3/3

Did you get your choice of CFC offered (239 responses)



- YES
- NO

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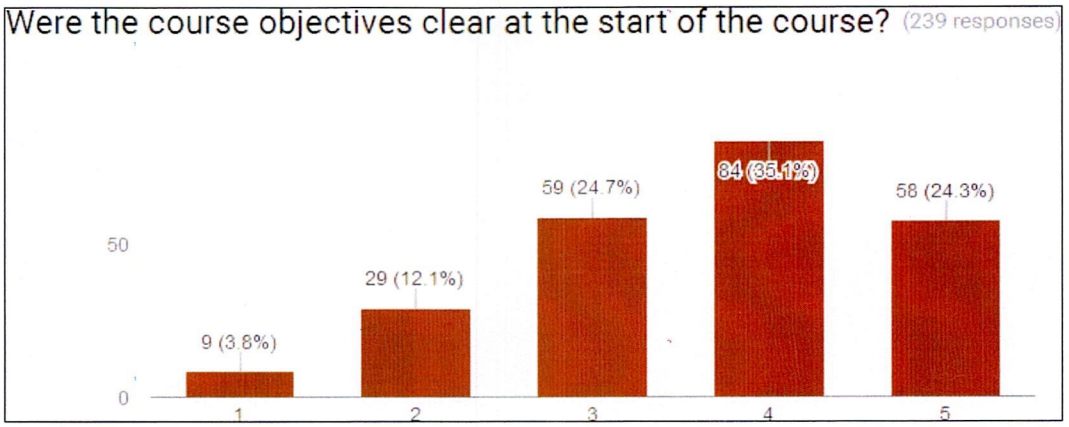

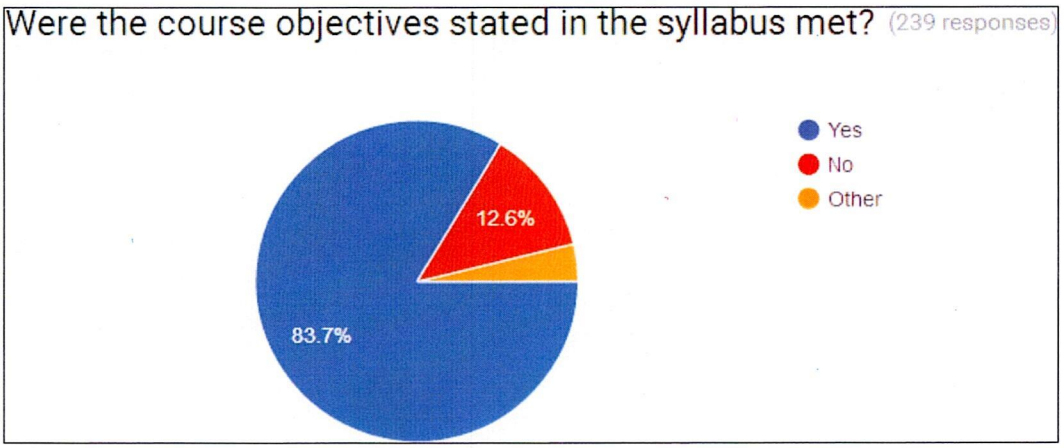

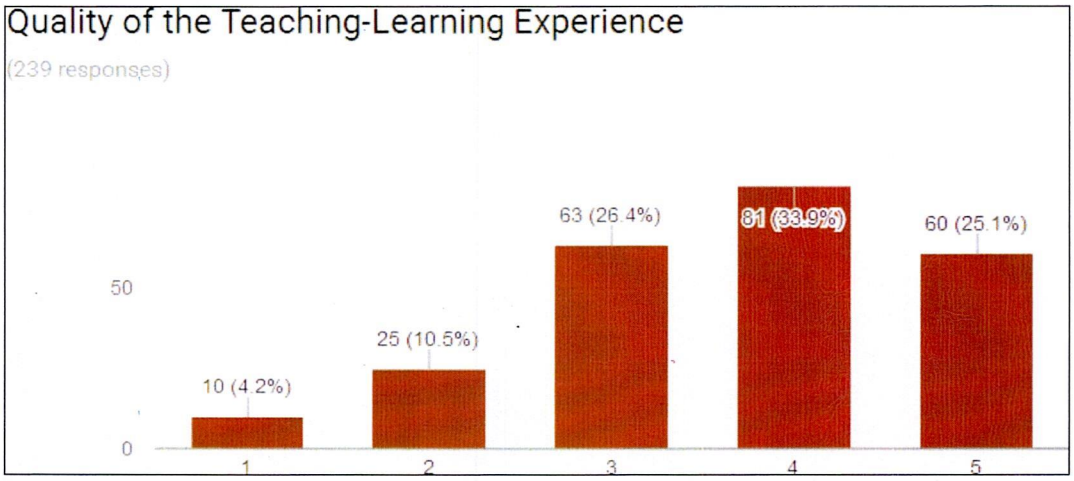

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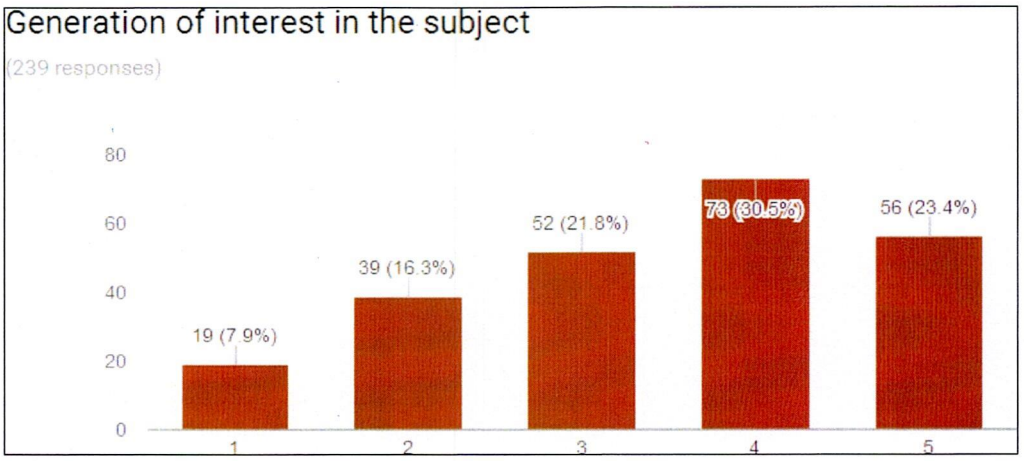

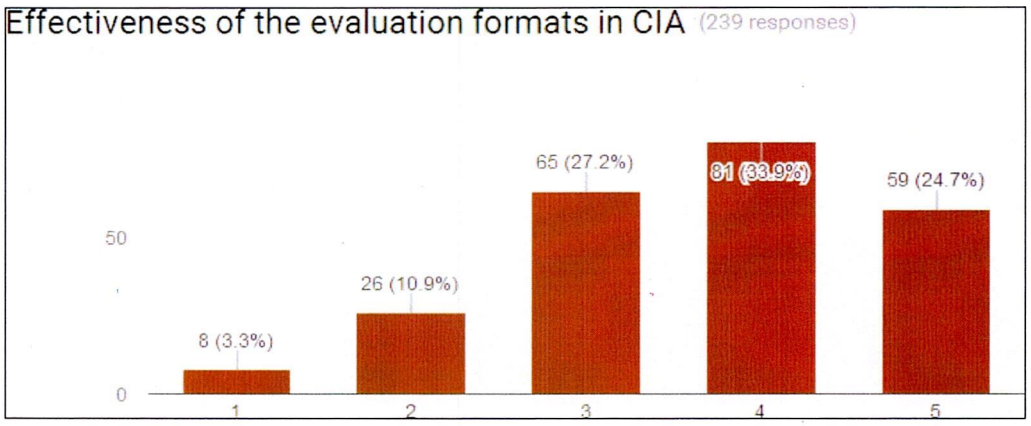

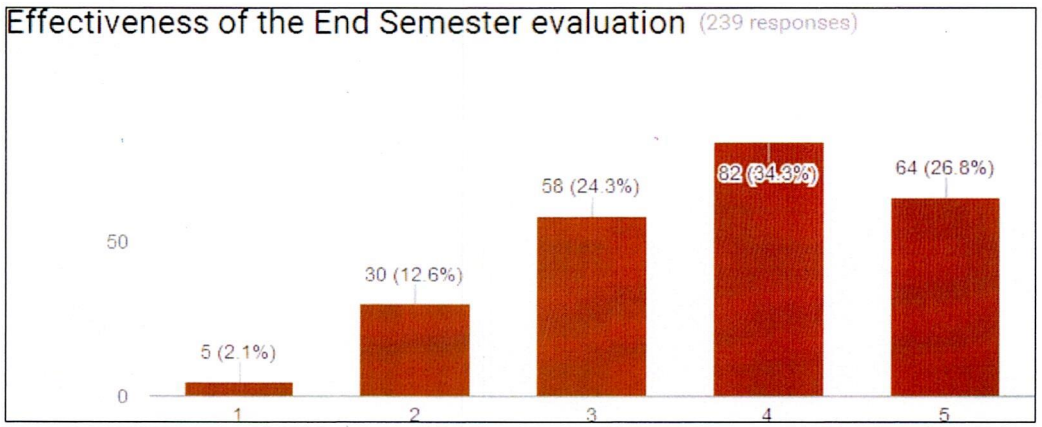

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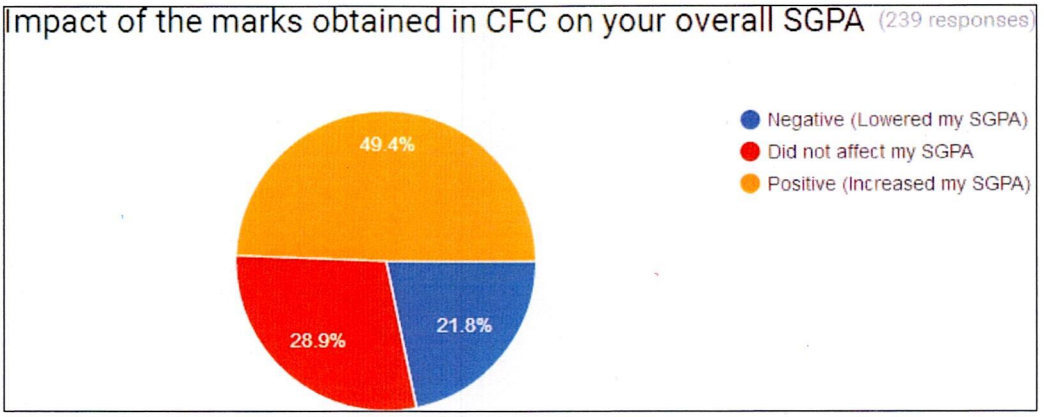

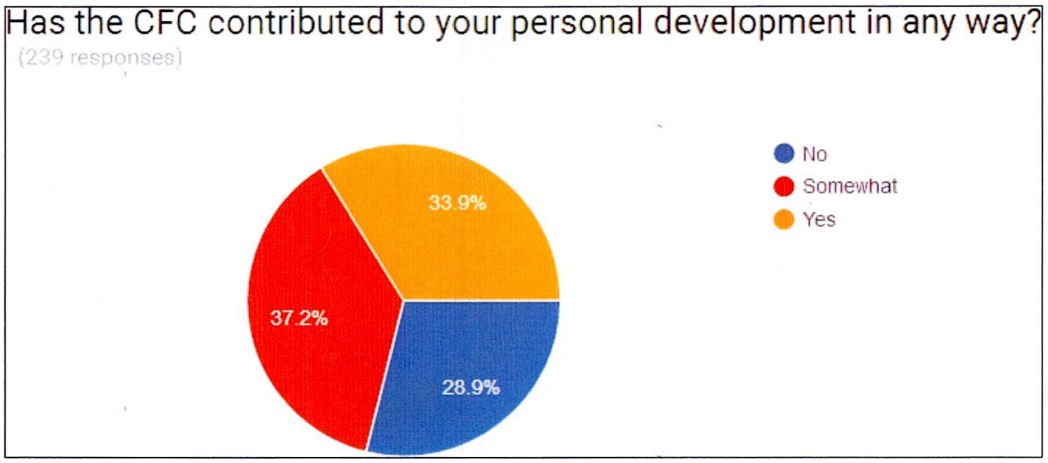

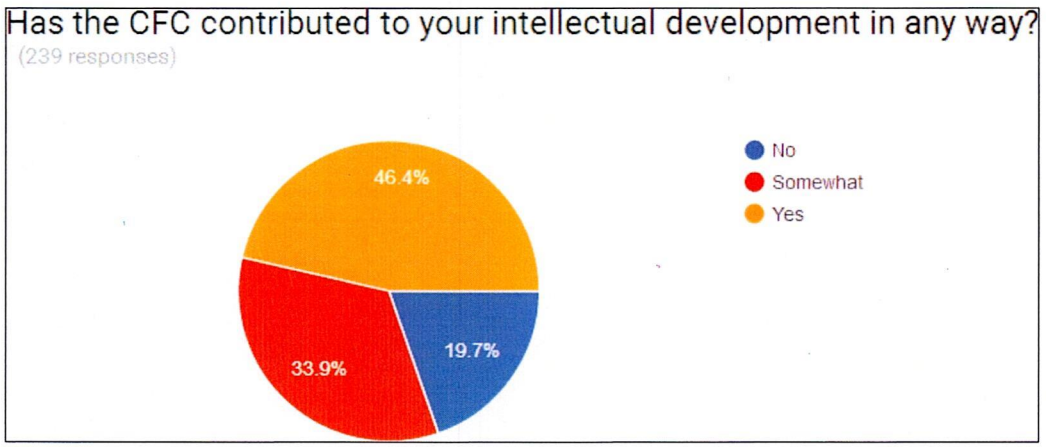

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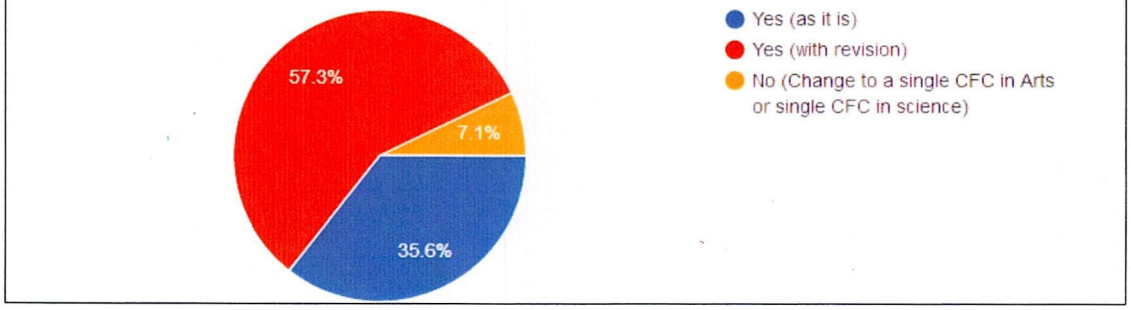
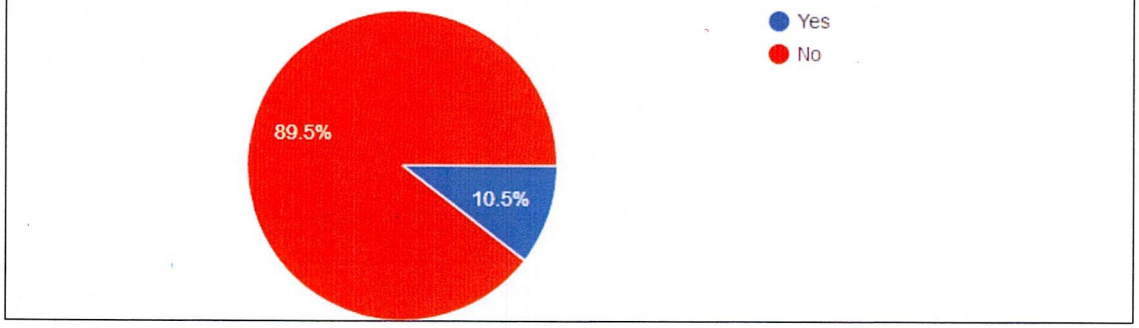
Should the current structure of diverse CFC linked to specific departments be retained

(239 responses)



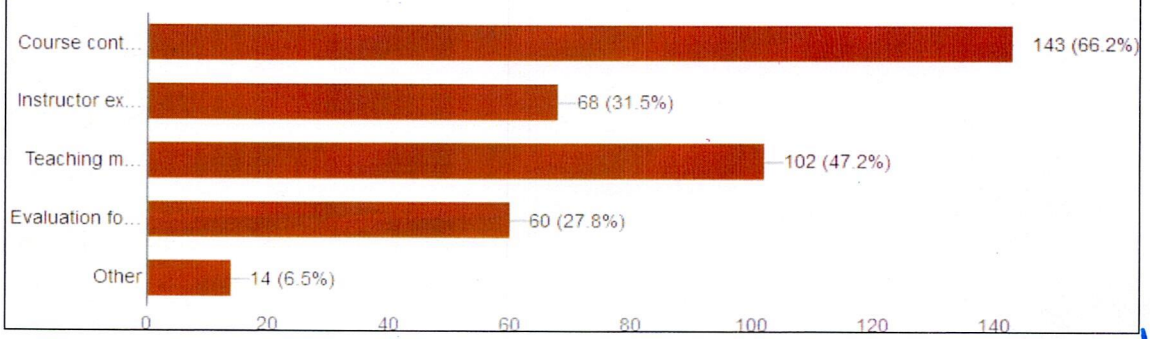
Would a single common CFC in Science for all Arts students, and a single common CFC in Arts for all Science students, be better according to you?

(239 responses)



Restructuring of diverse CFC should focus on changes in (You may choose more than one option. For 'Others', please specify the aspect for change)

(216 responses)



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CFC SURVEY RESPONSES - March 2017
Any other constructive suggestions (especially regarding content for the common CFC):
• It can be made much more interesting and innovative then what it is right now.Try to implement some modern methods of teaching
• Interests are different therefore choices of CFC should not be common
• None.
• While the course content in International Economics was not very difficult (A lot of it was covered in school), the instructor (Aparna Ma'am) made the material very boring. Even learning the basics was difficult as she made the course so boring, it was a struggle to stay awake. The course material in itself was quite interesting to study by oneself. With better trained instructors, it would be possible to go into greater depth with the material. We spent a lot of time going through very easy to grasp concepts while very interesting but more difficult parts of the syllabus were rushed through or given for self study.
• Certain CFC commend higher interest from students as a result the seats for these CFCs should be increased
• Been a science student it is difficult to study too much of theory
• No
• According to the feedback from other friends they said many CFC courses were not much interesting! But the psychology was very interesting course! It majorly depends upon what is your CFC subject! Otherwise some CFC. Where u have no liking can also make u feel enthusiastic for that courses!
• It should be more interactive so that it is easy for science student to learn arts or commerce subjects
• Every student has different choices and interests. One common course won't be apt for all.so different CFC courses should be continued.
• The different options in CFC has helped retain the interest over the years. It is the best it stays the same
• NO.
• I feel it's the best as it exists now. Can we please have CFC for an entire year, just the way we have applied component? It was really an important contribution in terms of a stress buster, cause of the kind of pressure that sums up due to the other 7 papers. It helps you also to interact with people from different fields.
• CFC should be made a full year 2 semester indepth course.
• If a common CFC HAS TO BE MADE, then perhaps it would be helpful to divide all the subjects in 2 sections, for example, lifescience and related subjects under 1 and physics, chemistry, etc under the other, and then let the student choose between those 2 options, rather

than enforcing an all encompassing mandatory course
• Students should be granted what they opt for or else there's no Interest In the other subject which they are granted
• I would like to suggest that CFC's should be made fun and creative where the students of either streams get a creative experience of the other stream. The CFC could include experiments, model projects, field visits etc. Thus it contributes towards an actual learning experience and also maintains an interest in that subject rather than just sitting in a lecture and expecting students to understand a subject that they haven't done since 2-3 years or are completely new to.
• 1. Orientation before choice has to be made 2. Inclusion of lab hours 3. Prevention of role learning
• I thoroughly enjoyed my cross faculty to the point that it was my favorite class that semester. But I made a very planned and informed choice-mostly because I believe a basic understanding of nutritional and reproductive health should be made compulsory (possibly as an alternative to an extremely useless value education semester in SPC) for students of all streams due to it being information that should be universally propagated by college. I believe that greater efforts to tie up what we learn in our own subject courses to what we learn in the cross fac should be made in the framing of CIAs, to truly enhance the experience of it being interdisciplinary. Additionally, please provide the strongest teachers from the department, and not the freest teachers, to take the cross fac classes as it reflects on the entire department and shapes opinions. Don't mean to derogate the teachers that do take the effort to take cross fac, but whenever the course is handled by someone who truly revels in the subject is the interest in amateurs generated!
• The three different teachers who teach the zoology course are very effective, it provides diverse perspectives and keeps us engaged. It's handled very well, the course is very enjoyable and informative. It isn't too complex and is taught from a cross-faculty course perspective.
• when asked for our choices of CFC, it should be offered because my chemistry was my 7th choice. With a heavy dose of intense chemistry, it is difficult to cope up with it and re-tie years of separateness from the subject. Chemistry is a subject I have minimal liking and yet I was forced to study it without a choice to change it.
• Is not needed. especially for just half semester...nor do we learn anything new nor so much is taught in (just) half semester. It should be removed. and something related to selected subject/course should be taught.
• Maybe the Nutrition part of the course could be slightly simplified. It was a little difficult to understand the technical chemistry based part of the breaking down of food components. The Reproduction part of the course and the teaching was excellent! Keep it up!
• Do not introduce a common CFC. It inhibits diversity and choice.
• As arts students, aren't used to mugging or learning by heart, which is usually a primary

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way to learn science subjects. The way we have trained ourselves, over the years, to answer questions is very different from the way science questions are expected to be answered. That is one major problem I feel most students faced. In terms of the course content, if it is necessary for us to study a science based subject, it would be helpful if it weren't as theory based as the course currently is. A little practical knowledge might help make the subject slightly more interesting and wouldn't feel like a burden in the SY, which is already a difficult year for most students to cope with.
• The course could be improved by giving students hands-on, useful skills within the CFC of their choice. Why is it that Arts students never enter a lab during their cross-fac courses? The Web IT CIA 2 project of designing a website was a good step in this direction, but not once did we ever actually step into a computer lab while learning making the class quite tedious and one-sided. This sort of practical knowledge needs to be inculcated across CFCs instead of relying on study packs and pure-theory evaluations.
• CFC could be made an elective, in the sense that students from any stream could choose a CFC from any other stream. For e.g., an Arts student could choose a CFC offered by the BMS or BMM department or any other Arts department that they aren't a part of.
.
• Every student should be able to opt for a CFC of their choice, getting a random subject as CFC will not just decrease the student's SGPA but also - he/ she may not particularly learn/take back much from the course - which defeats the purpose of the course all together.
• The subject is new and we need interactive engaging lectures. The professors for Technology and Photography were pretty good and they had a plus point as the content also was interesting. But when it came to Astronomy, all the professor did was look at the ppt and talk to us expecting us to know everything. A part that could have been very engaging failed miserably because of poor teaching methods. When it comes to evaluation, teachers must realize that for Art students this kind of science is completely new and we won't be able to writs the most accurate answers. But instead they correct the papers quite strictly as if we're learning this subject from two years and are supposed to write apt answers.
• The CFC courses must reach arts students science subjects but also be relevant
• Pure Application Based content - Theory supplied should just be applicable /relevant (Memorizing content for one semester is irrelevant)
• I feel that CFC is a brilliant program, however being a BMM student I would have liked to choose some art courses as well. A student in arts or science should be allowed to choose from subjects within arts or sciences as well.
• Evaluation format should be done according to the background of the students.
• Don't have a common CFC. It will be another "compulsory" subject that students won't be interested in. Having the opportunity to opt for something may at least spark interest in a subject.

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- I would advise against a common CFC. The current format allows for those having specific interests in the cross faculty realm to explore them to a greater extent. Creating a common CFC in my opinion would dilute exposure to any one field.

  I would suggest a short orientation at the end of Sem 3, including a presentation by the instructor on the course objectives. This may help students make an informed choice.

  Another suggestion is to get feedback from past, as well as future students about topics they would like to be exposed to as a part of a particular subjects CFC. If not in their entirety, at least small portions of these topics may be included in the syllabus.
- The content should be focused on the whole of science and arts. What the root of the subject really is? It should give the learner an understanding and a perspective of what the subject wants to talk about. It should encourage people to think and act and not something which will make you more competent in the economy
- Students should learn to respect the professors, just because the professor is lenient students shouldn't be allowed to get away with banter.

  Common cfc would make it like a standardized test, the pleasure is in the availability of choice
- The Physics CFC offered three sub-courses, all taken by different professors. This led to a lot of confusion about the timetable and attendance. Students were rarely informed if lectures were cancelled. They should instead offer a single sub-course for the CFC taken by a single professor, which would eliminate clashes and overlaps.

  I don't believe there should be a common CFC - the learning experience would be highly superficial, particularly if the social sciences are grouped under one head.
- None
- No
- It should be for whole 2 semesters in order to get hold on a particular course
- Get down to the basics and assume the students coming in know nothing.
- The CIA guidelines for Physics were incredibly vague and seemed enormously incoherent.
- More application centered structure, since one semester is not sufficient to study and understand theories and other subject material
- When there are two faulty members there should be coordination between them and make sure topics don't overlap and teach keeping the basic understanding of students.
- I wish we could've had cfc for more than one semester. Cause it's difficult to cover such a vast yet interesting discourse in a few weeks.
- Considering a lot of people are totally new to the course, the professor should start from the basics in the initial classes for better understanding.
- Physics was my not choice but unfortunately I got the subject. The wrong with the subject is the professor and content. I only enjoyed astronomy and photography part bit. The subject should be given to those who have done physics basic In past. It not should be given to new Lerner. If the CFC want to give to new Lerner it should be arrange In such manner where it will be easy to game knowledge.

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• The focus on art pigments used in paintings historically was not really relevant since the subject objective Chemistry in today's life
• I don't think there should be only one common subject because that would deny the purpose of getting a peep into the subject of one's choice.
• CFC content spread over 2 semesters, make it interactive.
• The common CFC would restrict choice for students and force them to study subjects that they might not be interested in. In my opinion, it would be best to go through with the current system for CFC albeit making some changes in terms of teaching methodology and faculty expertise.
• The whole purpose of CFC would become redundant if it is integrated into a single course as we chose our subjects based on our interests. Its an extremely interesting course and provides a break from monotony of our regular courses thus, increasing our interest as well. Having different subjects allows for more intellectual creativity which would be completely eradicated if it is integrated. A change that could be made however, is that most students do not get the choice of their chosen subject owing to the merit system. If that could be reworked to accommodate everyone, it would be productive.
• not really
• Please don't allot CFC based on GPA. The ones with a higher GPA choose a more scoring CFC and this just accentuates the divide. So much for socialist ideologies.
• Should be taught in an interesting and interactive manner
• It would be better if students got the CFC of their choice.
• Content should be simple for Arts students to grasp.
• Students should get the subjects they ask for. As students with higher GPAs choose easier subjects and students with lower GPAs who need easier subjects, suffer as they are forced to take tougher subjects.
• no
• Content was more informative, but teaching would get quite uncomfortable sometimes, because of the way the staff taught us like a common science students, while I came across many many terms for the first time.
• Don't change it
• More active learning rather than passive. (Arts perspective)
• None
• First and foremost, the idea behind CFC itself is flawed. It is nothing but an imposition given the fact that 99% students choose the science/arts stream because they do not like the other stream. What is the point of half-knowledge? Although some courses can be interesting, now all of us know only about less than 1% of the entirety of the subjects we chose.

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As far as a common CFC is concerned, its a worse concept. Already what we learn in these courses is a negligible amount of subject matter and to ask the student to divide his attention among 10 different subject matters, none of which will be properly laid out for a detailed understanding is a miscarriage of logic. Secondly, a common CFC would entail stats for someone who has consciously kept himself away from numbers and vice versa for someone from the sciences who has no interest in ideologies and theories. Understand that much of what we choose should be motivated by why we choose it, not simply because our college asked us to do so. There should be no common CFC.
• no
• It shouldn't be confined to theories, perhaps, emphasis should be on its application in the real world.
• It should be made more out of classroom otherwise we tend to look at it as just other paper which we are studying just for the sake of it.
• keep arts cross faculty for arts students. give introduction to new content
• The students should be given a preview about all the CFCs syllabi before applying for the courses so as to get an idea of the courses, that could make it easier for the students to select the subject in which they would be interested to learn.
• A CFC of your choice enables greater interest in the subject and this helps the student score well
• I thoroughly enjoyed my CFC it was enriching and engaging. We should be able to access more choices in CFC
• A single professor instead of multiple professors would help. Comprehensive, consolidated study material would also be appreciated.
• The course content should be made more relevant to our principle subjects/core. Certain courses (eg Chemistry) delve into unnecessary technicalities and theoretical nitty gritties, without laying enough emphasis on practical application. It would also be more fair to allow BA students to pick from BMM and BMS courses.
• Common CFC would force students to comply a syllabus they might not be inclined, keeping the course diverse with alot of options would provide a scope of Choice which would match the aptitude of the respective individual.
• Arts students should also have the choice to select BMM or BMS as a part of CFC. Reason being there is no equal choices available throughout.
• A common CFC would be ineffective in the fact that it's content would become a generalisation of science as a whole. On the other a selection of CFC would allow us to actually gain some knowledge (as much as you can expect in a single semester) of a specific field of science
• Common cfc is impractical, since preferences of people differ. With the current structure, students have a choice to,choose a cfc that interests them, and is therefore, not an added burden to the 7 papers that have to be studied in sy.

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• Zoology faculty and content is great.
• Common cfc is a bad idea. Our degree is very unflexible as it is. The cfc in its current form gives students some degree of respite and freedom to choose what they study.
• It feels like it's really randomly designed
• It should be light weighted in terms of the syllabus content
• The structure now is good as there are many options to chose from instead of being restricted to just one, if restructured.
• I would prefer to be able to pick a CFC from any department of arts as it gives me the ability to chose a subject that peaks my interest of that i would like to learn more about. A common CFC would not allow me to chose a subject i feel i would prefer and gain knowledge in.

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ANNEXURE B

St. Xavier's College – Autonomous, Mumbai Syllabus

For 1st/2nd Semester Courses in Economics

(June/November 2017 onwards)

Contents:

Theory Syllabus for Courses:

A.Eco.1.01 - Introductory Microeconomics: Demand and Production

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TEMPLATE FOR SYLLABUS

SUBJECT

CLASS: **COURSE CODE:**

TITLE: XXXXXXXXXXXXXXXXXXXX

[NOT MORE THAN 30 CHARACTERS INCLUDING SPACES]

LEARNING OBJECTIVES:

1.

2.....

Total Number of lectures: 45

UNIT I	**Title**	15 lectures
1:1	Subtitle	
1.1.1		
1.1.2		
1.2	Subtitle	
1.2.1		
1.2.2		
UNIT II	**Title**	15 lectures
2:1	Subtitle	
2.1.1		
2.1.2		
2.2	Subtitle	
2.2.1		
2.2.2		
UNIT III	**Title**	15 lectures
3:1	Subtitle	
3.1.1		
3.1.2		
3.2	Subtitle	
3.2.1		
3.2.2		
UNIT IV	**Title**	15 lectures
4:1	Subtitle	
4.1.1		
4.1.2		
4.2	Subtitle	
4.2.1		
4.2.2		

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. **Course XXXXXX Practicals**

……..

LIST OF RECOMMENDED REFERENCE BOOKS:

1.

2…….

ASSESSMENT:

THEORY:

CIA I: …….

CIA II [APPROVED GRID TO BE ATTACHED *]

ESE PATTERN:

For 60 marks *:3 Units - 4 Questions of 15 marks each [Q1 of ALL units and Q2 to Q4 per unit] 4 Units - 4 Questions of 15 marks each [per unit]

For 100 marks *:3 Units - 4 Questions of 25 marks each [Q1 of ALL units and Q2 to Q4 per unit] 4 Units - 5 Questions of 20 marks each [Q1 of ALL units and Q2 to Q5 per unit]

PRACTICALS *:

CIA:

ESE:

*The Grids and Question paper templates have to be approved by the Subject Expert of the BOS

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