

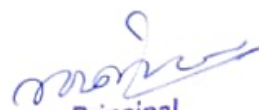
**ANALYSIS OF FEEDBACK OF STUDENTS OF HEM CHANDRA DEV
GOSWAMI COLLEGE, NITAIPUKHURI ON CURRICULUM
TRANSACTION IN THE ACADEMIC YEAR 2022-23**

Submitted by

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1.0 Introduction:

Curriculum transaction is the most essential activity in the entire process of curriculum development. It is the systematic process that helps in analyzing the instructional design applied to disseminate the curricular contents among students with a view to achieve the stipulated learning outcome. Curriculum transaction is based on many factors. Transferability is one of the factors of effective curriculum transaction. Students would be able to transfer or apply the contents taught in the classroom in real life situation. Other important factors are teaching methods and classroom environment. Teaching method should be cautiously selected by teachers in regard to age, subject matter and learning ability of students. The classroom environment must be congenial and noise free. A faulty transaction process followed by teachers in terms of curricular content may hamper in achieving desired goals of even a well-planned curriculum. Students are the backbone in the process as they can analyse the effectiveness of transaction process followed by their respective teachers and can contribute to its effectiveness by desired suggestions. Moreover, Dibrugarh University has changed the syllabus of under-graduate programme to Choice Based Credit System. Students have to cope up the changing syllabus contents and internal evaluation process. Therefore, IQAC, H.C.D.G. College, Nitaipukhuri developed a feedback form for students on curriculum transaction process in the college with a view to sought the necessary suggestions for better improvement of learning environment and to achieve the learning outcome.

2.0 Objectives of the Study:

The objectives of the conducted study on curriculum transaction are:

- (i) To analyse the feedback of 6th semester students on predetermined parameters related to curriculum transaction on B.A. Programme (CBCS) offered at Hem Chandra Devgoswami College, Nitaipukhuri.
- ii) To indentify the major learner-centric barriers for mapping future pathways with a view to develop the curriculum transaction process in the college.

3.0 Methodology:

3.1 Method: In the present study, Descriptive method is used. An educational survey is done to collect the data. Both the primary and secondary data are used in the study. The data are mainly primary data and collected from six semester Honours students of H.C.D. G. College of the academic session 2022-2023.

3.2 Population and Sample:

In the academic session 2022-23, there are 55 students in the final year pursuing five B.A. programmes. There is no student in Economics department. Thus, all students are selected as sample for the study.

3.3 Tools of Data Collection:

A questionnaire on curriculum transaction was constructed by IQAC and administered to the sample. The questionnaire consists of 25 questions relating to perception about the pursuing CBCS programme (total 7 questions), perception about curriculum transaction in classroom teaching (total 10 questions) and evaluation system (total 7 questions). The responses for each question of 24 questions are collected in multiple choice options and only question no. 25 is descriptive in nature.

3.4 Data Collection Methodology:

The population of the feedback report is the students of 6th semester who are studying in the institution during the said academic session. The final year students are selected as they have an overall idea on the curriculum

Table 1: The distribution of Sample Students of 6th Semester (2022-2023)

Gender	Assamese	Education	English	History	Political Science
Male	4	6	1	0	14
Female	15	9	1	4	1
Total	19	15	2	4	15

3.5 Data analysis: The data are analyzed by using statistical tools and graphically represented by tables, bar diagrams, pie charts and arithmetic percentage of the responses. The questionnaire is attached in Appendix I.

4.0 Analysis of the Responses of Students Feedback on Curriculum Transaction:

All the courses as Honours, GE, AECC, SEC of each semester have equal significance of to provide a Grade in B.A. CBCS Programme.

(A) Feedback on Perception about the Pursuing Programme:

In the context of perception of students towards satisfaction over the pursued B.A. programme. The data are revealed in Table 2:

Table 2: Percentage of responses on Satisfaction of students over the pursued B.A. programme under Dibrugarh University

Response	Assamese	Education	English	History	Political Science	Total
Satisfied	89.47	93.33	50	100	93.33	90.9
Not satisfied	10.52	6.66	50	0	6.66	9.1

The above table informs that 90.9% students of 6th semester are found satisfied with the pursued B.A. programme under Dibrugarh University. However, the remaining 9.1 % students showed negative attitude towards the programme. It indicates majority of students found the programme as they desire it for further application. But, a few students may found the content difficult or unable to achieve their goals which reveals their dissatisfaction. Data are also illustrated in the diagram below:

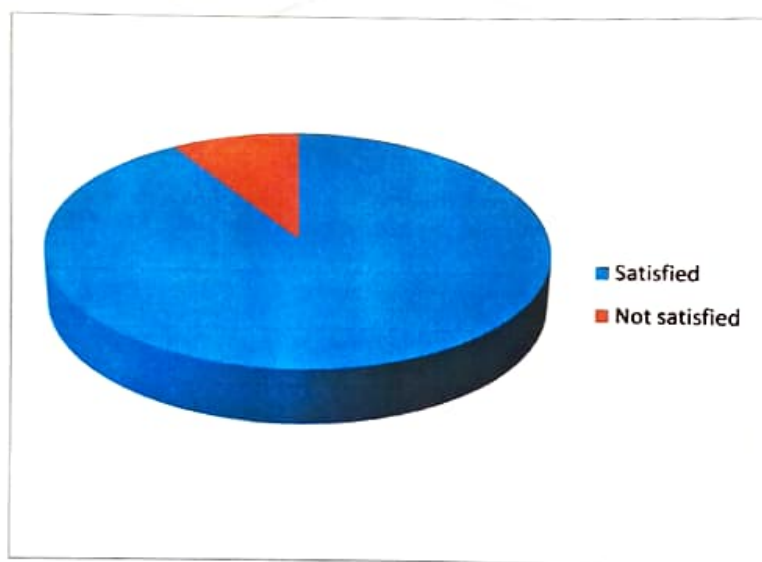


Figure 1: Perception on Satisfaction of students over the pursued B.A. Programme under Dibrugarh University

In the context of familiarity with contents of Honours subject pursued by the students, the results are stated in the Table 3:

Table 3: Perception of students on the contents of Honours subject

Response in %	Assamese	Education	English	History	Political Science	Total
(A) Familiar with all contents	36.84	13.33	50	0	6.66	20
(B) 75-99%	10.52	46.66	50	0	53.33	32.72
(C) 50-74%	52.63	33.33	0	75	40	43.64
(D) Below 50%	0	6.66	0	25	0	3.64

The Table 3 discloses about familiarity of students in terms of contents of Honours subject pursued by them that only 20% students felt that they are familiar with all contents of their pursuing course, 32.72% students feels they are familiar with 75-99 percent portion of the course, 43.64% students thought they are familiar with 50-74 percent of the contents and 3.64% students thought they are familiar with below 50% of the contents of Honours subject. The data are graphically represented below:

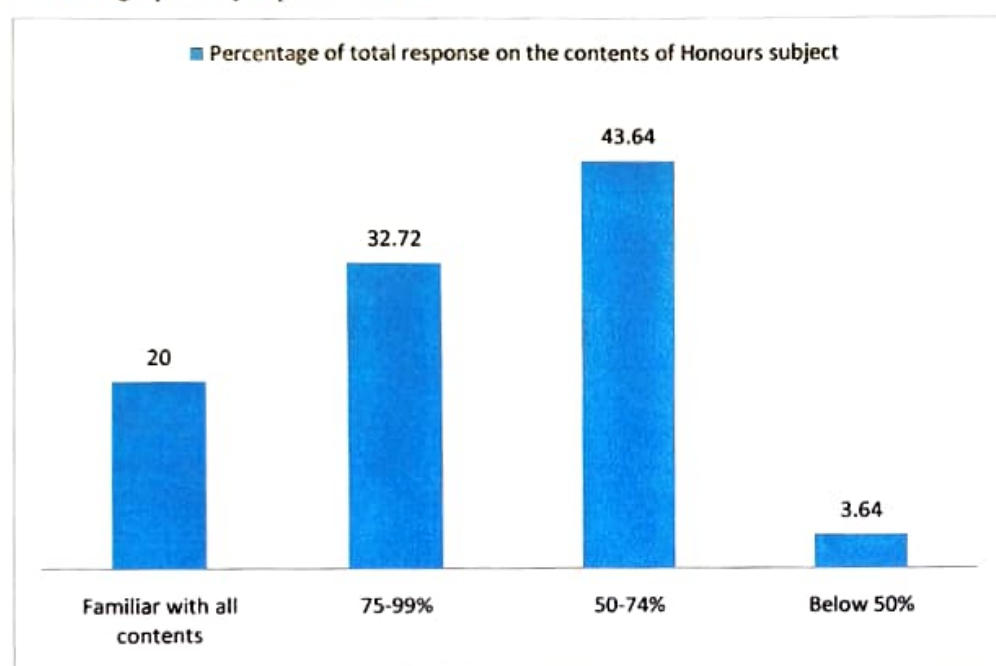


Figure 2: Perception of students on contents of Honours subject

Perception of students on contents of Generic Elective subject are also examined and make known to the following data revealed in Table 4:

Table 4: Percentage of responses on the contents of Generic Elective (GE) subject familiar with the students

Response	Assamese	Education	English	History	Political Science	Total
(A) Familiar with all contents	36.84	0	50	50	6.66	20
(B) 75-99%	10.52	40	50	25	53.33	32.73
(C) 50-74%	52.63	33.33	0	0	40	38.18
(D) Below 50%	0	20	0	0	0	5.45
(E) No Response	0	6.66	0	25	0	3.64

The Table 4 reveals that only 20% students felt that they are familiar with the contents of Generic Elective (GE) subject, 32.73% students feels they are familiar with 75-99 percent portion of the course, 38.18% students thought they are familiar with 50-74 percent of the contents and 5.45% students thought they are familiar with below 50% of the contents. It indicates that although the students know equal significance of all courses in the entire semester system, yet students give less emphasize on generic elective course. The data are graphically represented below:

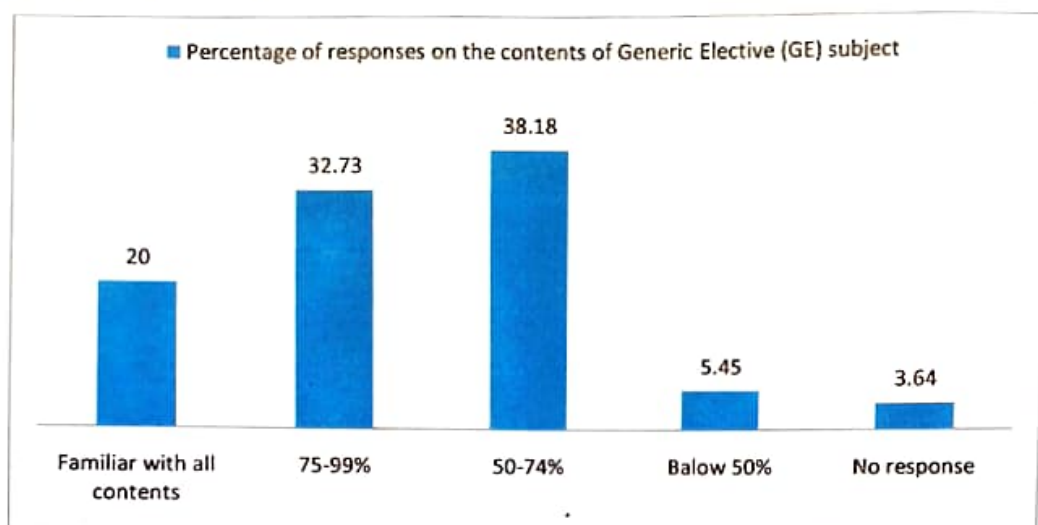


Figure 3: Percentage of responses on the contents of Generic Elective (GE) subject familiar with the students

Perception of students on contents of Ability Enhancement Compulsory Course (AECC) is examined and the results are stated in the following Table:

Table 5: Percentage distribution of responses of familiarity on the contents of Ability Enhancement Compulsory Course (AECC)

Response	Assamese	Education	English	History	Political Science	Total
(A) Familiar with all contents	5.26	6.66	0	0	6.66	5.45
(B) 75-99%	36.84	33.33	50	0	13.33	27.27
(C) 50-74%	52.63	46.66	50	25	66.66	52.73
(D) Below 50%	0	6.66	0	25	0	3.64
(E) No Response	5.26	6.66	0	50	13.33	10.91

The Table 5 reveals that only 5.45% students felt that they are familiar with the contents of Ability Enhancement Compulsory Course (AECC), 27.27% students feels they

are familiar with 75-99 percent portion of the course, 52.73% students thought they are familiar with 50-74 percent of the contents and 3.64 % students thought they are familiar with below 50% of the contents. It indicates that most of the students give less emphasize on Ability Enhancement Compulsory Course (AECC). The data found in the study are graphically represented in following figure:

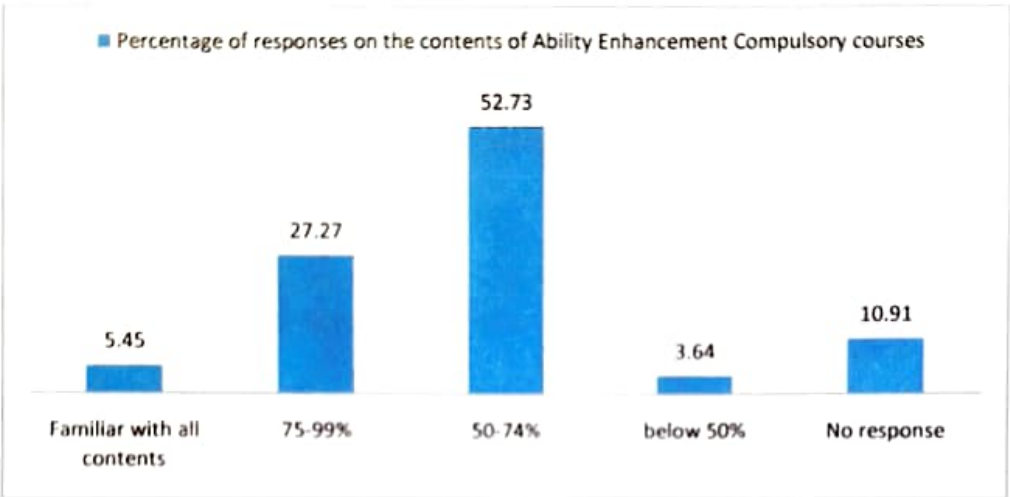


Figure 4: Percentage distribution of responses of familiarity on the contents of Ability Enhancement Compulsory Course (AECC)

The data found on perception of students on familiarity on contents of Skill Enhancement Course (SEC) are stated in the table below:

Table 6: Percentage of responses on the familiarity on contents of Skill Enhancement Course (SEC)

Response	Assamese	Education	English	History	Political Science	Total
(A) Familiar with all contents	0	0	0	0	13.33	3.64
(B) 75-99%	15.78	46.66	50	0	6.66	21.82
(C) 50-74%	84.21	40	50	75	60	63.64
(D) Below 50%	0	6.66	0	0	0	1.81
(D) No Response	0	6.66	0	25	20	9.09

The Table 6 reveals that only 3.64 % students felt that they are familiar with the contents of Ability Enhancement Compulsory Course (AECC), 21.82% students feels they are familiar with 75-99 percent portion of the course, 63.64% students thought they are familiar with 50-74 percent of the contents and 1.81% students thought they are familiar with

below 50% of the contents. It indicates that almost 66% sampled students give less importance on Skill Enhancement Course (SEC). The data found in the study are graphically represented in following figure:

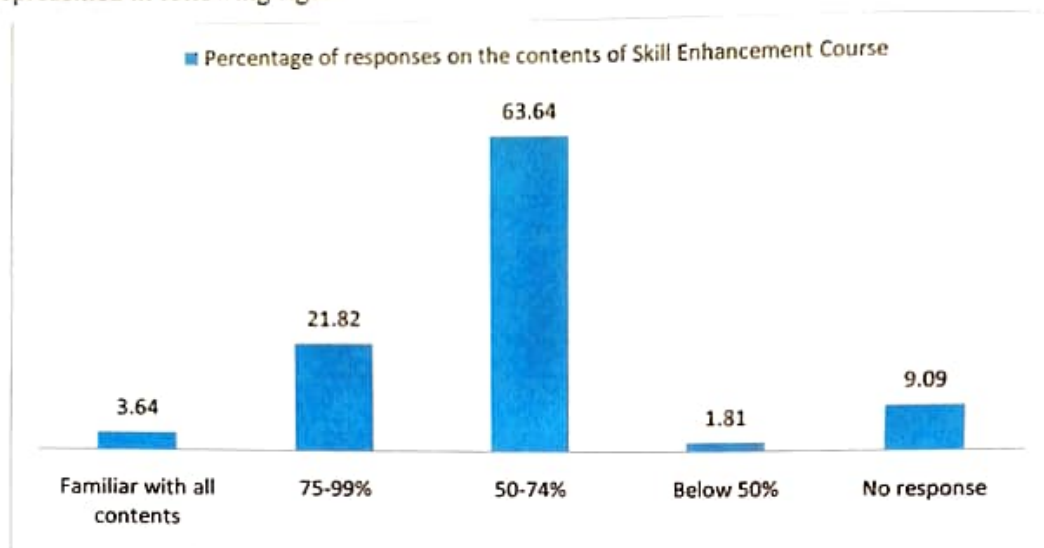


Figure 5: Perception of respondents on the familiarity of contents of Skill Enhancement Course (SEC)

The internal coordination among different courses of Honours subject is stated in following table:

Table 7: Percentage of response on Internal Coordination among different courses of Honours subject

Response	Assamese	Education	English	History	Political Science
(A) Yes	26.32	93.33	50	100	93.33
(B) No	73.13	-	50	-	-
(C) Sometimes	-	6.66	-	-	6.66

The above table reveals that 93.33% of sample students are agree that the courses of the Honours programme offered by Dibrugarh University have internal coordination. It indicates that the students found easy to understand the courses and relate them to each other. The figures are graphically represented:

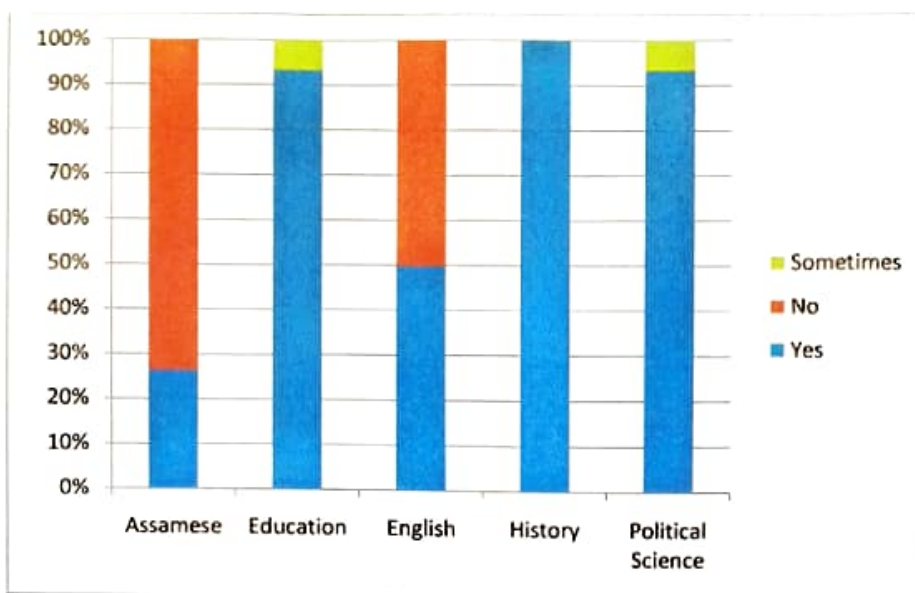


Figure 6: Perception of students on Internal Coordination among different courses of Honours subject

Percentage of responses on sufficient input in the syllabus to appear in the competitive examination is stated in Table 25:

Table 8: Percentage of responses on sufficient input in the syllabus to appear in the competitive examination

Response	Assamese	Education	English	History	Political Science
(A) Yes	21.06	80	50	100	46.66
(B) No	63.16	13.34	50	0	33.34
(D) No Response	15.78	6.66	0	0	20

The above table reveals students showed heterogeneous viewpoint regarding contents of the syllabus to appear in the competitive examination. The data explains that majority of students pursuing B.A. programme in most of the disciplines agreed but 63.16% students of Assamese department denied it.

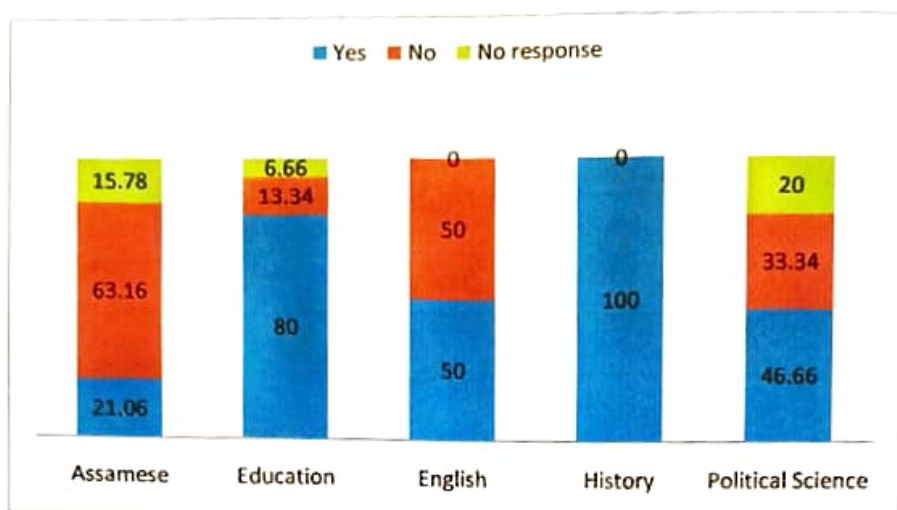


Figure 7: Perception on sufficient input in the syllabus to appear in Competitive examination

(B) Feedback on Curriculum Transaction in Classroom Teaching:

Curriculum transaction includes teaching methods, strategies, classroom environment, disciplines maintained and so on. The teachers should emphasize to achieve the course objectives. Percentage of responses on achievement of the course objective after completion of the course in the semester is mentioned in the table below:

Table 9: Percentage of responses on achievement of the course objective after completion of the course in the semester

Response	Assamese	Education	English	History	Political Science	Total
(A) Yes	100	93.33	100	75	93.33	94.55
(B) No	0	0	0	0	6.66	1.82
(C) Sometimes	0	6.66	0	0	0	1.82
(D) No Response	0	0	0	25	0	1.81

The above table reveals that 94.55% students agreed that they have achieved the course objective stipulated by Dibrugarh University after completion of the courses in each semester. It indicates, the students feel they achieved the learning outcome of each course. The responses are also graphically represented in the the figure:

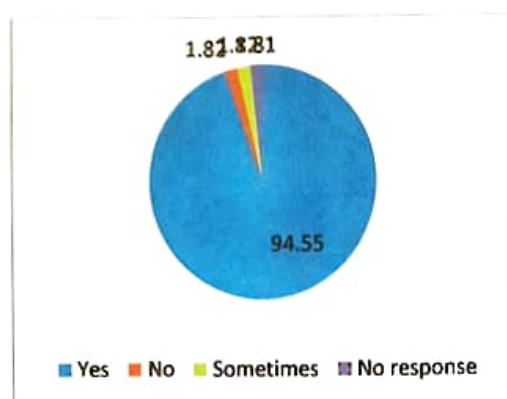


Figure 8: Percentage of responses on achievement of the course objective after completion of the course in the semester

The students are asked whether teachers explain the concepts with simple and known facts to understand the non-familiar concepts and the responses are explained in the table below:

Table 10: Percentage of responses on explanation with simple and known facts to understand the non-familiar concepts in classroom teaching

Response	Assamese	Education	English	History	Political Science	Total
(A) Yes	100	93.33	50	75	93.33	81.82
(B) No	0	0	50	0	26.66	9.09
(C) No Response	0	6.66	0	25	20	9.09

From the above table, it has been known that according to 81.82 % students are agreed that their teacher explain the contents with simple and known facts so that students can understand the non-familiar concepts in classroom teaching. The data are presented through graph:

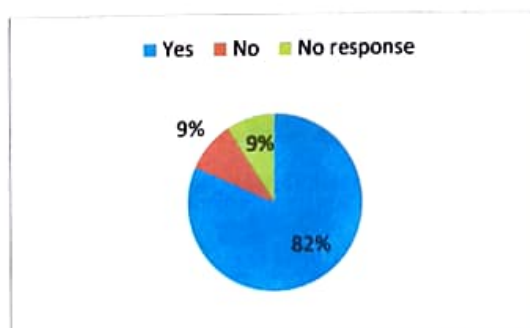


Figure 9: Percentage of responses on explanation with simple and known facts to understand the non-familiar concepts in classroom teaching

The effectiveness of curriculum transaction also depends on completion of the classes within the specific time limit by the course teachers within their fixed time limit for each session. The students are asked to give their view point on this matter and responses are stated in the table:

According to total 98.18% students all courses are completed by teacher within the time. 93.33% of education department has replied to the question and 6.66% students not replied.

Table 11: Percentage of responses on ability of teachers to complete the classes within the specific time limit fixed for each session

Subjects	(A) Yes	No	Sometimes
Honours	100%	0	0
GE	100%	0	0
AECC	100%	0	0
SEC	100%	0	0

Teaching method delivered by teacher plays an important role in teaching-learning process. Students identified the teaching methods applied by teachers of H.C.D.G. College in classroom teaching. The data are mentioned in table below:

Table 12: Percentage of responses on teaching methods followed in classroom teaching

Response	Assamese	Education	English	History	Political Science	Total
(A) Lecture method	26.31	100	50	25	33.33	40.09
(B) Question-answer method	10.53	86.66	0	25	40	40
(C) Discussion method	100	100	100	100	40	83.63
(D) Demonstration	0	0	0	0	0	0
No response	0	0	0	0	0	0

It has been found from the study that all students of four departments are agreed that their subject teachers used to teach through discussion method in classroom teaching. They also used to teach by addressing lecture on the topic and sometimes question to them. It is noteworthy to mention that teachers used blackboard/ white board to demonstrate in the classroom. Traditional methods are commonly used by teachers. The data are again graphically presented in the figure:

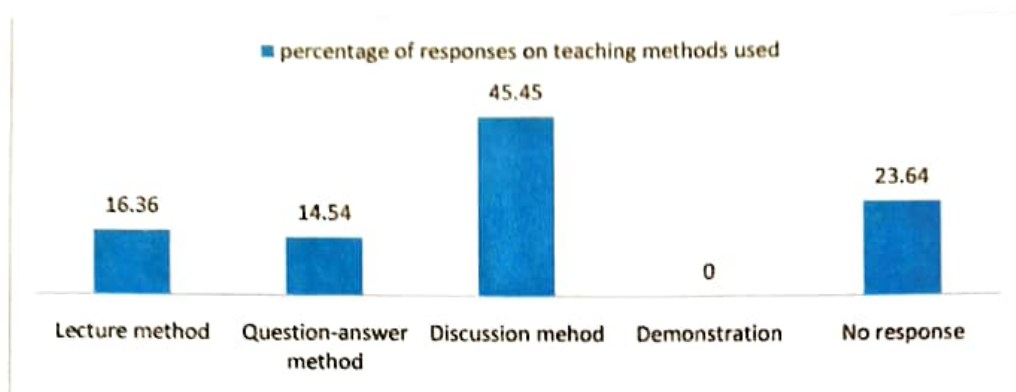


Figure 10: Responses on teaching methods followed in classroom teaching

The perception about whether the students are satisfied with the teaching methods adopted by teachers are analyzed and stated in Table 13. Students choose more than one option to disclose their view.

Table 13: Percentage of responses on satisfaction with the teaching methods adopted by teachers

Response	Assamese	Education	English	History	Political Science	Total
(A) Use of teaching skills during teaching	5.26	13.33	0	25	13.33	5.45
(B) Attention to individual differences	0	0	0	75	13.33	3.64
(C) Frequent tutorial classes/ revision	0	20	50	0	33.33	9.09
(D) Use of Audio-visual aids	94.74	20	50	0	13.33	36.36
(E) No Response	5.26	46.66	0	0	20	7.27

It has been found that 5.45% of total sample students are satisfied with teaching skills used by subject teachers in transacting different courses during teaching and 9.09 % of students viewed that they are satisfied with tutorial classes taken by teachers and revision of the syllabus. 94.74% students of Assamese department are satisfied with audio-visual aids frequently used by teachers. Students of History and Political Science department are satisfied with attention given by teachers individually to them on the basis of their differences. However, a lot of students did not choose any option. The data are represented in diagram below:

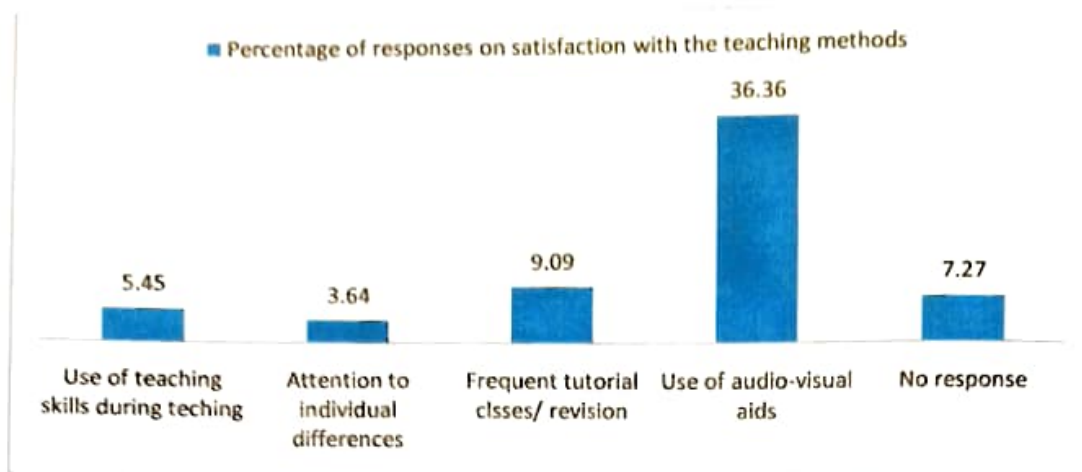


Figure 11: Satisfaction with the teaching methods adopted by teachers

The teaching aids used most commonly by teachers in the classroom are mentioned in the table below:

Table 14: Percentage of responses on teaching aids used in the classroom

Response	Assamese	Education	English	History	Political Science
(A) Blackboard/Whiteboard	89.47	100	0	100	53.33
(B) Models	0	0	50	0	0
(C) E-resources (overhead projector, internet)	10.52	0	50	0	40
(D) Printed material	0	6.66	50	0	6.66
(E) Any other, please specify:	-	-	-	-	-

The table signifies that majority of teachers used to teach using blackboard/whiteboard. Sometimes they used printed materials and presented the contents using power point. It is represented graphically in Figure 12:

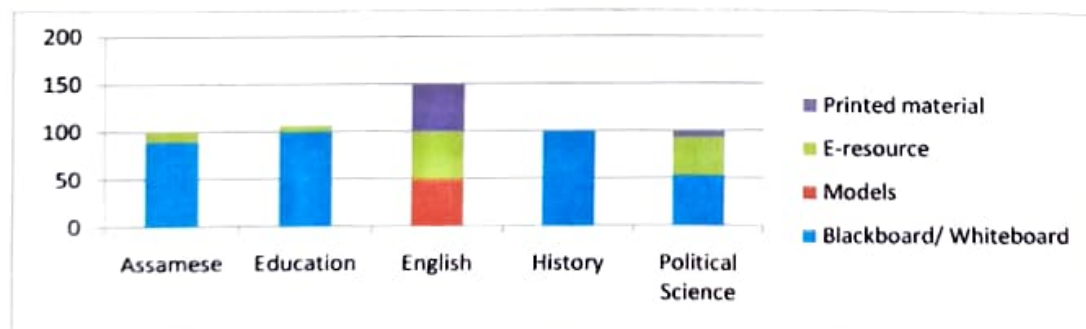


Figure 12: Graphical representation of teaching aids used in the classroom

The percentage of responses on opportunity get by students for active participation in the classroom is disclosed in table below:

**Table 15: Percentage of responses on opportunity
get by students for active participation in the classroom**

Response	Assamese	Education	English	History	Political Science
(A) Asking questions	94.74	73.34	50	25	20
(B) Discussion when do not clearly understand	15.78	20	100	75	66.66
(C) Asking for guidance	0	0	0	0	0
(D) Motivation from teachers	0	6.66	0	0	6.66
(F) No Response	0	13.33	0	0	6.66

The table signifies that most of the students of all departments agreed that teachers ask questions and discuss with students when they clearly do not understand the subject matter. A few number students are motivated for active participation in classroom activities. It indicates students get opportunity to participate in discussion, to question whenever necessary and to fulfill their query.

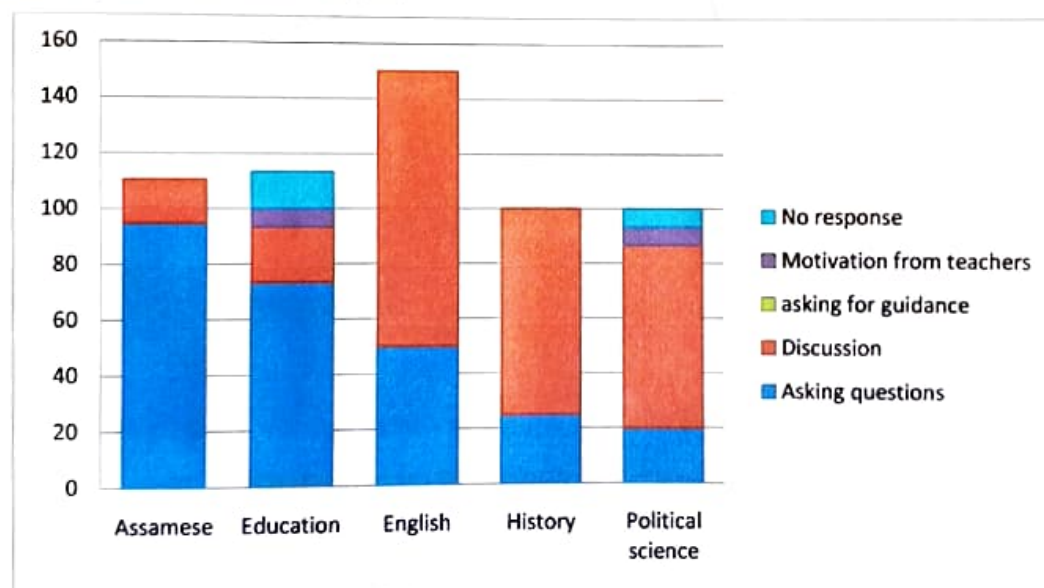


Figure 13: Perception on active participation of students in the classroom

The students are asked whether the students found difficult to understand and coordinate the contents of a single course if it is taught by different teachers of the same department and the result found are stated in Table 17:

Table 16: Percentage of responses on difficulty to understand and coordinate the contents of a single course that taught by different teachers of the same department

Response	Assamese	Education	English	History	Political Science
(A) Yes	5.26	26.66	0	25	80
(B) No	15.8	73.34	50	75	20
(C) Sometimes	78.94	0	50	0	0

It has been found that 78.94% students of Assamese department found sometimes difficult to understand, 26.66% students of Education found difficult to understand, 80% students of Political Science department found difficult to understand if the units of a single course is divided and taught by different teachers. It indicates proper course distribution can help students to understand the topics taught in the classroom. The data are graphically represented in following figure:

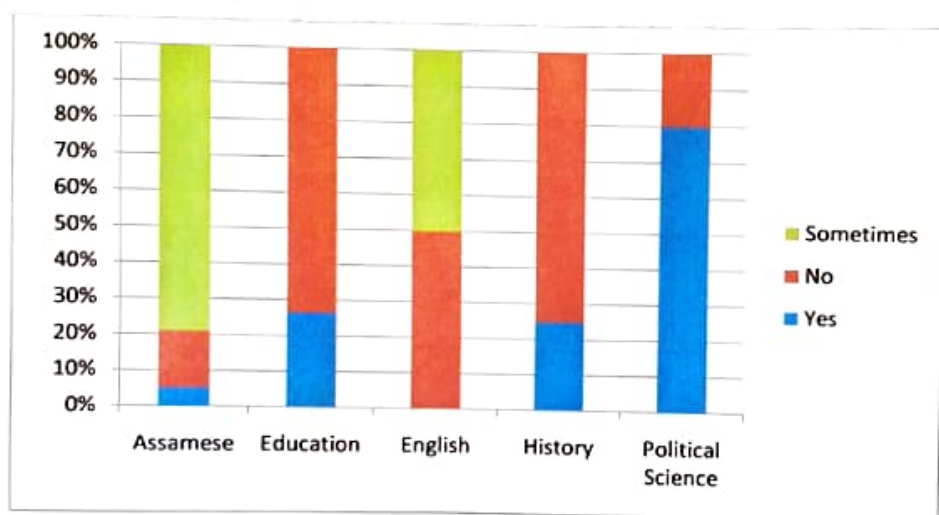


Figure 14: Perception on difficulty to understand and coordinate the contents of a single course that taught by different teachers of the same department

Percentage of responses on satisfaction with the sincerity and punctuality of the students and teachers are pointed out in the table below:

Table 17: Percentage of responses on satisfaction with the sincerity and punctuality of the students and teachers

Response	Assamese	Education	English	History	Political Science	Total
(A) Yes	100	100	100	100	100	100
(B) No	0	0	0	0	0	0
(C) Sometimes	0	0	0	0	0	0

The table reveals that all of the sampled students are satisfied with the sincerity and punctuality of both students and teachers. The data are graphically represented in the following figure:

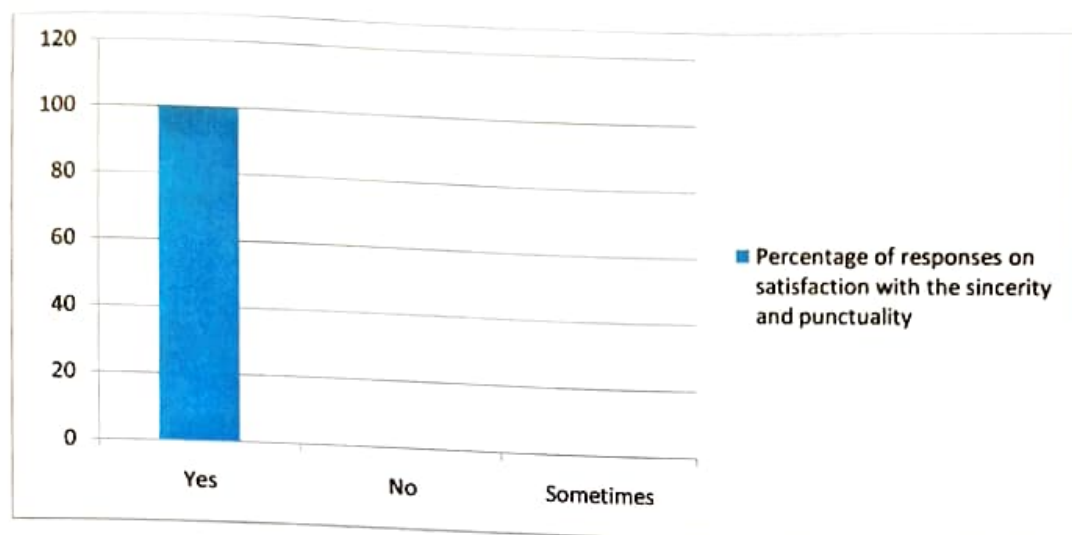


Figure 15: Percentage of responses on satisfaction with the sincerity and punctuality of the students and teachers

Percentage of responses on discipline maintenance by teacher in the classroom is stated below:

Table 18: Percentage of responses on discipline maintenance by teacher in the classroom

Response	Assamese	Education	English	History	Political Science
(A) Provide direction to obey discipline	80	100	50	75	60
(B) Take disciplinary punishments	20	0	50	25	6.66
(C) Make no comments and wait to obey discipline by students	0	0	0	0	0
(D) No Response	0	0	0	0	33.34

The above table reveals that teachers maintain discipline in the classroom by directing discipline. The results are depicted in the following graph:

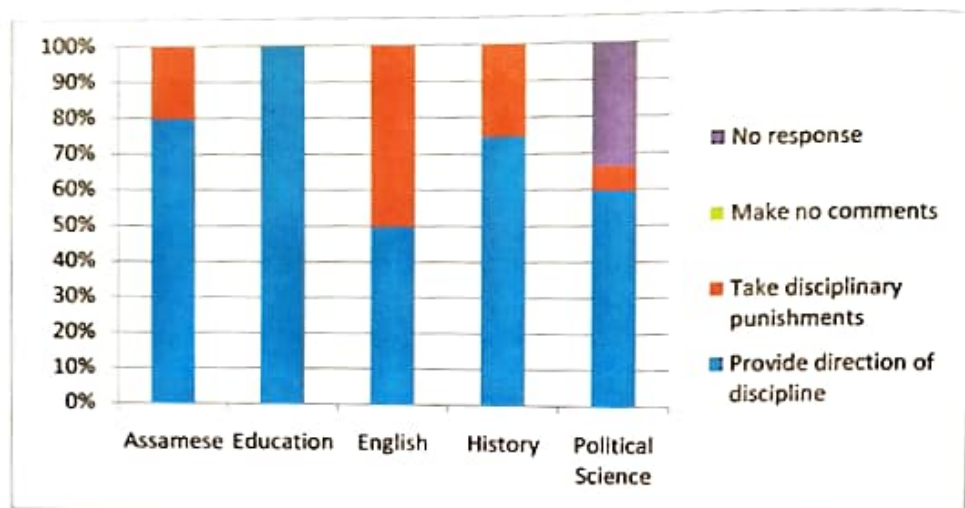


Figure 16: Percentage of responses on discipline maintenance by teacher in the classroom

(C) Feedback on Evaluation system:

Evaluation is an important part of curriculum. The questions involve perception of students regarding both external and internal evaluation.

The perception of 6th semester students about equal significance among all courses of each semester of their pursuing programme was asked and the results found from the analysis are stated in the following table:

Table 19. Percentage of responses on knowledge about equal significance of all the courses of each semester in Grading system of Choice Based Credit System

Response	Assamese	Education	English	History	Political Science	Total
(A)I know it from the first semester	63.18	46.66	50	75	80	63.64
(B)Know it lately	36.84	20	50	0	13.33	23.64
(C) Do not know about it	0	0	0	0	0	0
(D) No Response	0	33.33	0	1	6.66	12.72

The above table reveals that 63.64% students knows about equal significance of all the courses of each semester in Grading system of Choice Based Credit System and 23.64% students know it later. It indicates most of the students have clear perception about the evaluation system under CBCS. The results are graphically represented in figure:

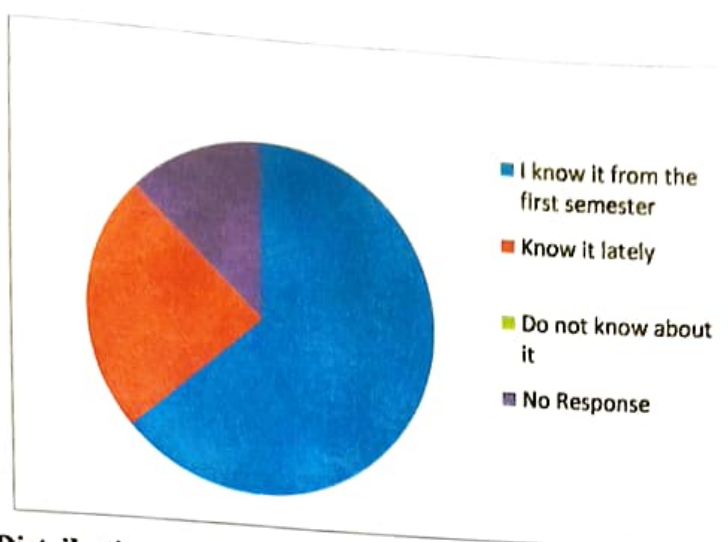


Figure 17: Distribution of Percentage of total responses on knowledge about equal significance of all the courses of each semester in Grading system of CBCS

The clear idea of 6th semester students about credit, Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA) in Choice Based Credit System are stated in table below:

Table 20: Perception of students about Credit, Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA) in CBCS

Response in %	Assamese	Education	English	History	Political Science	Total
(A) Yes	94.74	93.33	100	100	86.66	92.72
(B) No	5.26	6.66	0	0	13.33	7.28
(C)Not aware	0	0	0	0	0	0

The Table 4 reveals that 92.72% students have clear idea about credit, Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA) in Choice Based Credit System and 7.28% students have no knowledge about it. It indicates most of the students have clear perception about the evaluation system under CBCS. Although it can be concluded that the students who know it later during their duration of pursuing the programme leads them to perform low academic achievement. The results are graphically represented in figure below:

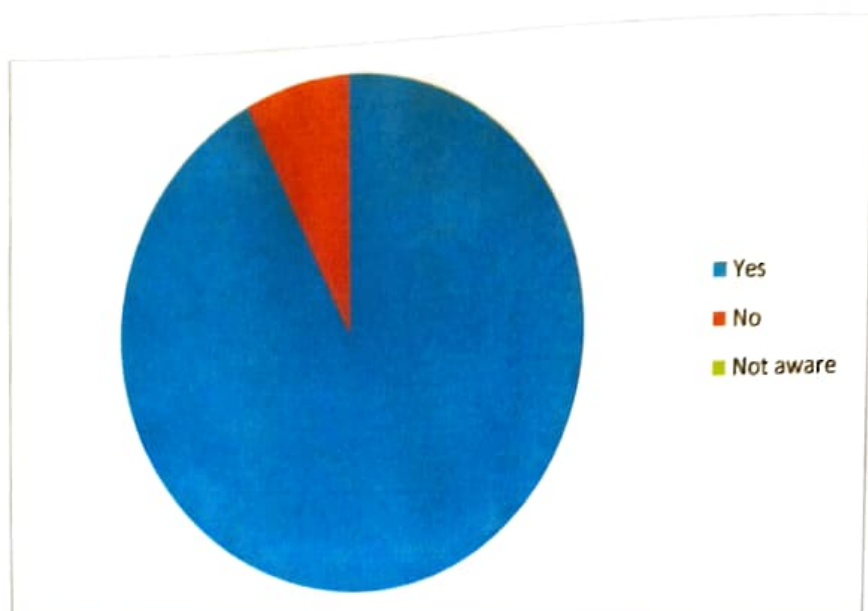


Figure 18: Graphical representation of perception about Credit, Cumulative Grade Point Average and Semester Grade Point Average in CBCS

The teachers used various tools for internal assessment. Students are asked to view on tools used by teachers for formative evaluation and the results found are stated in the table below:

Table 21: Percentage of responses on Tools used for Internal Assessment

Response	Assamese	Education	English	History	Political Science
(A) Tests	100	46.66	50	50	20
(B) Seminar	100	80	100	50	46.66
(C) Group Discussion	0	60	0	0	20
(D) Home Assignment	57.9	100	0	75	53.33
(E) Viva-Voce Examination	0	0	0	0	6.66
(F) Report writing	0	26.66	0	0	6.66
(G) No response	0	0	0	25	0

The data of the table signifies that tests and home assignment are occasionally taken by teachers. All departments organized seminar for students where they get the opportunity to write and present the seminar. Viva is not taken by teachers. Although some department also encourage students to write reports on the contents. The results are represented in the following graph:

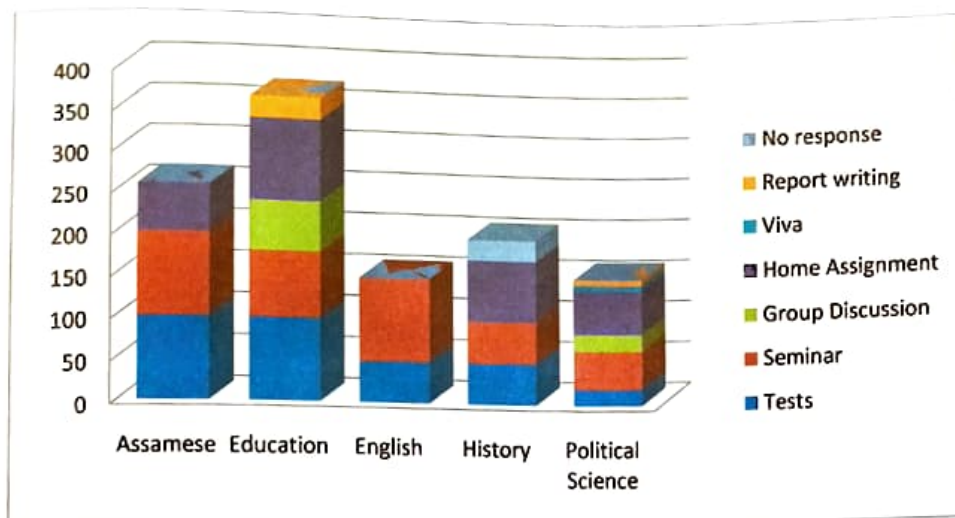


Figure 19: Percentage of responses on Tools used for Internal Assessment

The perception of students on satisfaction with the methods of internal assessment is mentioned in the Table 19:

Table 22: Percentage of responses on satisfaction with methods of internal assessment

Response	Assamese	Education	English	History	Political Science
(A) Yes	100	93.33	100	75	80
(B) No	0	0	0	0	0
(C) No Response	0	6.66	0	25	20

The table reveals that almost all of the students are satisfied with the methods of internal assessment. Although, 6.66% students of education, 25% students of History and 20% students of Political science did not disclose their view.

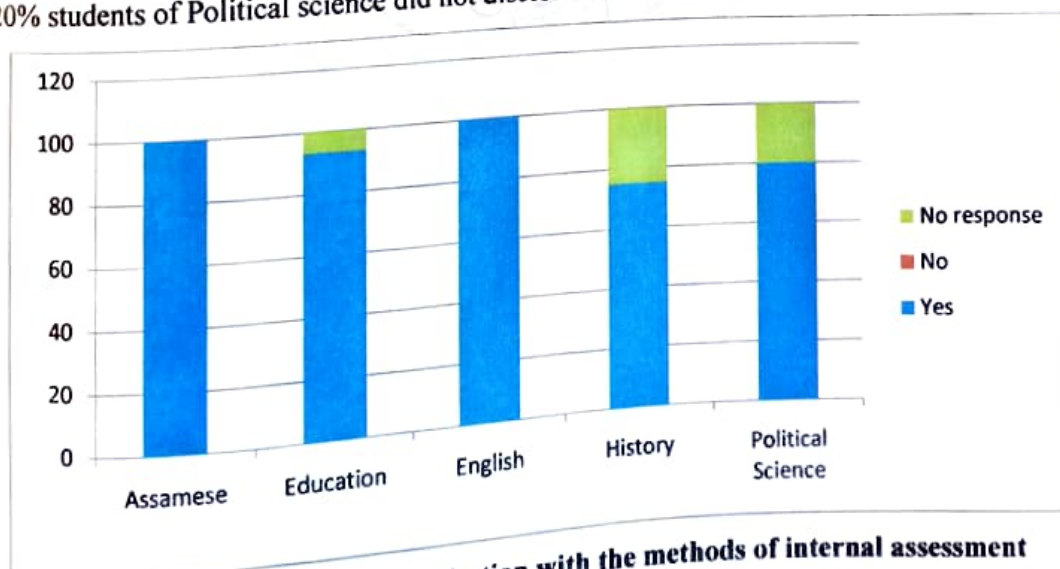


Figure 20: Perception on satisfaction with the methods of internal assessment

The course teachers explain the tools of internal assessment at the beginning of the semester are stated below:

Table 23: Percentage of responses on course teachers explain the tools of internal assessment at the beginning of the semester

Response	Assamese	Education	English	History	Political Science	Total
(A) Yes	100	100	100	100	100	100
(B) No	0	0	0	0	0	0

From the above table it has been known that teachers explain the necessity of internal assessment and methods adopted by teachers. All the students are agreed that their teachers explain the in-semester assessment.

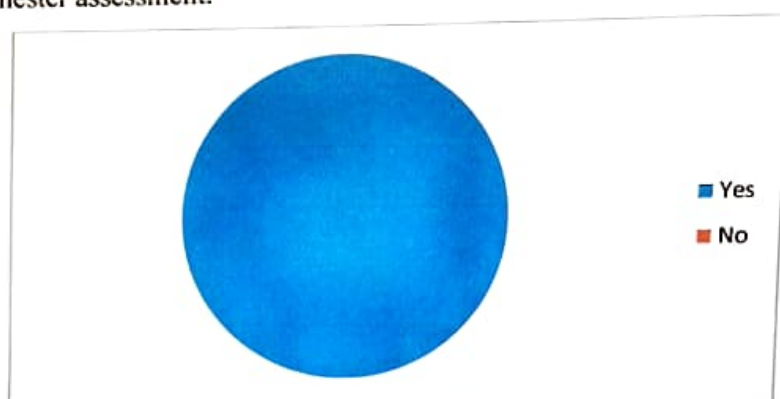


Figure 21: Percentage of responses on course teachers explain the tools of internal assessment at the beginning of the semester

The percentage of responses on satisfaction with the impartiality of the internal assessment is stated in table and graph below:

Table 24: Percentage of responses on satisfaction with the impartiality of the internal assessment

Response	Assamese	Education	English	History	Political Science
(A) Yes	100	100	100	100	100
(B) No	-	-	-	-	-

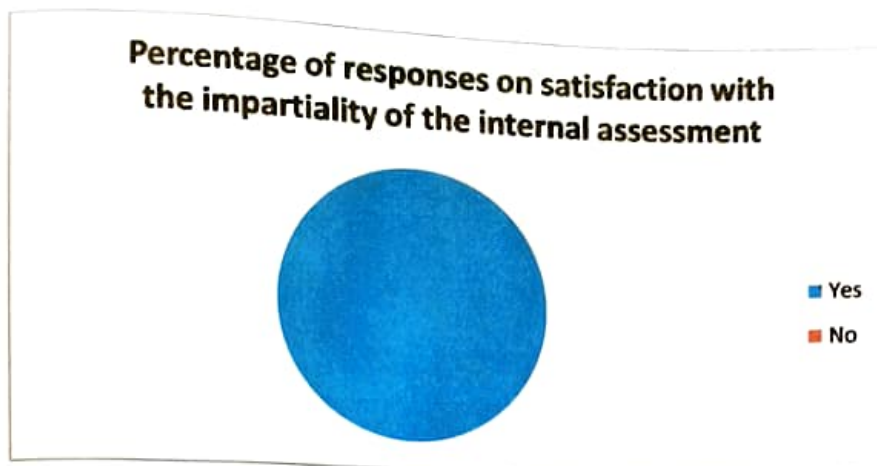


Figure 22: Percentage of responses on satisfaction with the impartiality of the internal assessment

The table reflects that 100% of students are satisfied with impartiality of the internal assessment conducted by the teachers.

Percentage of responses on transparency of answer scripts and marks obtained after evaluation are stated in table below:

Table No 24: Percentage of responses on transparency of answer scripts and marks obtained after evaluation

Response	Assamese	Education	English	History	Political Science
(A) Yes	100	93.33	100	100	100
(B) No	0	0	0	0	0
(C) No Response	0	6.66	0	0	0

From the above table, it was found that all students agree with transparency of answer scripts and marks obtained after evaluation. The data are graphically represented in the graph:

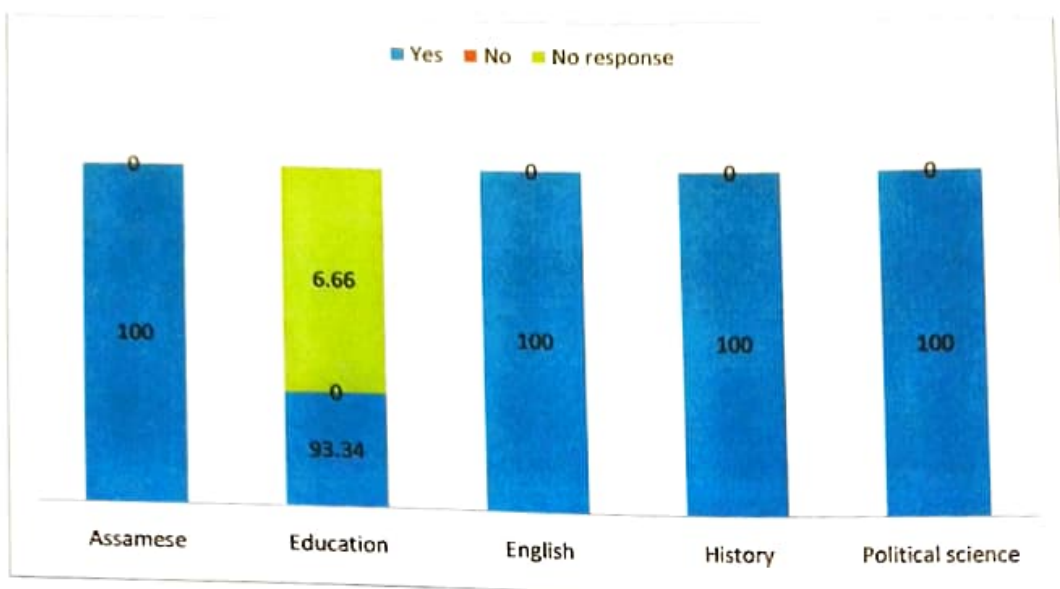


Figure 23: Percentage of responses on transparency of answer scripts and marks obtained after evaluation

5.0 Suggestions of the study:

The findings trace out the following suggestions:

- Students of all semester must be cautious to study the contents of Generic Elective Courses, Ability Enhancement Compulsory Courses and Skill Enhancement Course with equal attention and diligence as they give importance on the courses of Honours subject. They must make compulsory to attend the classes to score good grade in CBCS system.
- Teachers should apply individualized instruction and experiential learning in tutorial or remedial classes. Teachers should used to demonstrate whenever necessary related contents in teaching-learning practice.
- Students are encouraged for active participation classroom learning.

6.0 Conclusion:

Curriculum is the most important part of educational process. Proper practice of curriculum can improve the quality of higher education. Therefore, teachers should lay stress on factors of curriculum transaction to ensure good learning outcome.

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 Principal
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Annexure I

A. Feedback Form of Students, 2022-23

Topic: Perception of 6th Semester students on Curriculum Transaction in Hem Chandra Dev Goswami College, Nitaipukhuri, Sivasagar

Conducted By: IQAC, H.C.D.G. College, Nitaipukhuri

Dear students,

This survey is conducted by IQAC, H.C.D.G. College, Nitaipukhuri, to collect, analyze and assess the responses of students in the 6th semester who are pursuing B.A. Programme in Honours in six departments of the college from January to May 2023. The survey consists of 25 questions. It aims to study the perception of students towards curriculum transaction by teachers in classroom teaching and to help the administration for the overall development of the institution.

Key instructions:

- 1) All questions are compulsory for the students. Please attempt all questions.
 - 2) Each question has alternatives. You should choose the most appropriate one and give a tick mark to only one option.
 - 3) However, you can choose more than one option only in question no. 11, 12, 13, 14 and 17.
 - 4) Questions no. 18 and 25 are qualitative. Give point-wise answers only.
-

A. Name of the student (BLOCK LETTER):

B. Your Honours subject:

- | | | |
|--------------|----------------|------------------------|
| (i) Assamese | (ii) Economics | (iii) Education |
| (iv) English | (v) History | (vi) Political Science |

C. Your Generic Elective Subject:

- | | | | |
|---------------|----------------|---------------|------------------------|
| (i) Economics | (ii) Education | (iii) History | (iv) Political Science |
|---------------|----------------|---------------|------------------------|

D. Duration of your study in the college:

- | | |
|-------------|--------------|
| (i) 3 years | (ii) 5 years |
|-------------|--------------|

E. Your e-mail:

F. Your contact number:

1. Do you know that all the courses (Honours, GE, AECC, SEC) of each semester have equal significance to provide a Grade in B.A. (CBCS- Choice Based Credit System) programme?

(A) I know it from the first semester (B) I Know it lately (C) I do not know about it

2. Are you satisfied with the Choice Based Credit System offered under Dibrugarh University?

(A) Yes (B) No

3. Do you have a clear idea about Credit, Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA) in Choice Based Credit System?

(A) Yes (B) No (C) Not aware

4. How many percentages of the contents of your Honours subject are you familiar with?

(A) Familiar with all contents (B) 75-100%
(C) 50-74% (D) Below 50%

5. How many percentages of the contents of your Generic Elective (GE) subject are you familiar with?

(A) Familiar with all contents (B) 75-100%
(C) 50-74% (D) Below 50%

6. How many percentages of the contents of your Ability Enhancement Compulsory Course (AECC) subject are you familiar with?

(A) Familiar with all contents (B) 75-100%
(C) 50-74% (D) Below 50%

7. How many percentages of the contents of your Skill Enhancement Course (SEC) subject are you familiar with?

(A) Familiar with all contents (B) 75-100%
(C) 50-74% (D) Below 50%

8. Have you achieved the course objective after completion of the course in the semester?

(A) Yes (B) No (C) Sometimes

9. Do our teachers explain the concepts with simple and known facts to understand the non-familiar concepts?

(A) Yes (B) No

10. Are your course teachers able to complete the classes within the specific time limit fixed for each session?

Subjects (A) Yes (B) No (C) Sometimes

Honours

GE

AECC

SEC

11. What are the methods of teaching followed by your teachers during teaching?

- (A) Lecture method (B) Question-answer method
(C) Discussion method (D) Demonstration
(E) Any other, please specify:

12. Are you satisfied with the teaching methods adopted by your teachers? If not, what suggestions would you want to provide?

- (A) Use of teaching skills during teaching. (B) Attention to individual differences.
(C) Frequent tutorial classes/ revision. (D) use of Audio-visual aids during teaching
(E) Any other, please specify:

13. Which teaching aids are used most commonly in the classroom?

- (A) Blackboard/Whiteboard (B) Models
(C) E-resources (overhead projector, internet) (D) Printed material
(E) Any other, please specify:

14. What type of opportunity do you get for active participation in the classroom?

- (A) Asking questions (B) Discussion when do not clearly understand
(C) Asking for guidance (D) Motivation from teachers
(E) Any other, please specify:

15. Do you find internal coordination among different courses of your Honours subject?

- (A) Yes (B) No (C) Sometimes

16. Do you find it difficult to understand and coordinate the contents of a single course if it is taught by different teachers of the same department?

- (A) Yes (B) No (C) Sometimes

17. Which tools are used for internal assessment?

- (A) Tests (B) Seminar (C) Group Discussion
(D) Home Assignment (E) Viva-Voce Examination (F) Report writing
(F) Any other.....

18. Are you satisfied with the methods of internal assessment?

(A) Yes

(B) No

If not, what suggestions would you want to provide?

.....

19. Do your course teachers explain the tools of internal assessment at the beginning of the semester?

(A) Yes

(B) No

20. Are you satisfied with the impartiality of the internal assessment?

(A) Yes

(B) No

21. Are you allowed to look into your answer scripts and marks obtained after evaluation, if you want?

(A) Yes

(B) No

22. Are you satisfied with the sincerity and punctuality of the students and teachers in the classroom?

(A) Yes

(B) No

(C) Sometimes

23. How does your teacher maintain the classroom environment?

(A) Provide direction to obey discipline

(B) Take disciplinary punishments

(C) Make no comments and wait to obey discipline by students

24. Is your syllabus sufficient enough to help you to appear in the competitive examination?

(A) Yes

(B) No

25. Give three suggestions to improve the teaching-learning process through the curriculum?


(A)

(B)

(C)

Signature of the Student

****End of the Report****


Coordinator/Convener
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Sivasagar, Assam


Principal
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