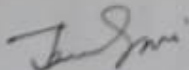


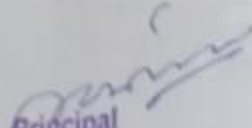
ANALYSIS OF FEEDBACK OF TEACHERS OF HEM CHANDRA DEV
GOSWAMI COLLEGE, NITAIPUKHURI ON CURRICULUM
TRANSACTION IN THE ACADEMIC YEAR 2022-23



Submitted by

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1.0 Introduction:

Teachers are the initiator, motivator and facilitator for students. They play the most crucial role in curriculum transaction as an essential part of curriculum development. Teachers analyzed the instructional design, teaching methods and classroom environment to disseminate the curricular contents among students. A well-planned transaction process followed by teachers is effective for achieving desired goals. Teachers have to deal with challenges in teaching-learning process. Therefore, IQAC, H.C.D.G. College, Nitaipukhuri developed a feedback form for teachers on curriculum transaction process in the college to cope up the changing syllabus of under-graduate programme of Choice Based Credit System of Dibrugarh University.

2.0 Objectives of the Study:

The objectives of the conducted study on curriculum transaction are:

(i) To analyse the feedback of teachers on predetermined parameters related to curriculum transaction on B.A. Programme (CBCS) offered at Hem Chandra Devgoswami College, Nitaipukhuri.

ii) To identify the major learner-centric barriers and to sought the necessary suggestions for better improvement of learning environment in the college.

3.0 Methodology:

3.1 Method: In the present study, Descriptive method is used.

3.2 Population and Sample:

In the academic session 2022-23, there are 21 teachers. All the teachers 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 10 questions. 9 questions are multiple choice type questions and only question no. 10 is descriptive in nature.

3.4 Data Collection Methodology:

All of the teachers of the college are selected as the sample.

Table 1: The Sampling Design of Student Students of 6th Semester (2022-2023)

Gender	Assamese	Economics	Education	English	History	Political Science
Male	1	1	0	0	3	2
Female	3	2	4	4	0	1
Total	4	3	4	4	3	3

From the above figure, it has been known that 38.09% teachers try to lay stress on different academic level of students while teaching, 57.14% teachers provides all possible information related to the contents and 47.62% teachers try to clarify the concept depending on learner's responses. None of the teachers keep them busy in covering the syllabus during the time duration. It indicates teachers are aware of learning style as well as academic performance of the students.

(d) Teaching methods for low achievers students:

There exists an individual difference regarding academic achievement among students of the same class. The formative and summative evaluation distinguishes between higher, middle and low achiever students. It is hard to retain focus and encourage active participation of low achiever students. The teachers should adopt teaching methods to overcome the educational problem of academically low achievers students. The table 2 shows the data on teaching methods adopted by teachers.

Table 2: Percentage of responses on teaching methods for low achievers students

Teaching methods for low achiever students	1 st rank	2 nd rank	3 rd rank	4 th rank	5 th rank	6 th rank
Individualized instruction	33.33	4.76	9.52	4.76	14.29	9.52
Peer tutorial	4.76	9.52	4.76	23.81	19.05	14.29
Use audio-visual aids	0	14.29	28.57	14.29	14.29	4.76
Encourage them to learn	23.81	38.09	9.52	9.52	0	0
Promote self-regulated learning	19.05	4.76	23.81	14.29	23.81	9.52
Develop pre-test	19.05	4.76	0	9.52	4.76	33.33

The teachers have to teach students of mixed ability in a classroom. Teachers can apply different approaches such as verbal presentation, books, images, video presentation, cite examples, encourage asking questions, assigning activities and implementing different types of assessment for different students. The sample replied that 33.33% teachers instructed individually in tutorial or remedial classes. They also encouraged students to learn regularly and self reading. Occasionally, teachers develop and administer pre-test for students.

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:

(a) Involvement in design and development of curriculum:

The result reveals that 23.8% teachers of the college are involved in the design and development of the curriculum. Out of these teachers, 4.76% teachers are involved in curriculum design under CBCS as a member of Board of Studies of one department of Dibrugarh University and 19.05% teachers are involved in curriculum development for add-on and certificate course implemented in the college. The reason is that the college implemented syllabuses prescribed by Dibrugarh University as an affiliated college of the university. Moreover, there are only limited number of self-sustaining add-on courses and certificate courses such as Beautician course, Spoken English, and Teaching at elementary level where participation of teacher is not possible as it requires specialization in that field.

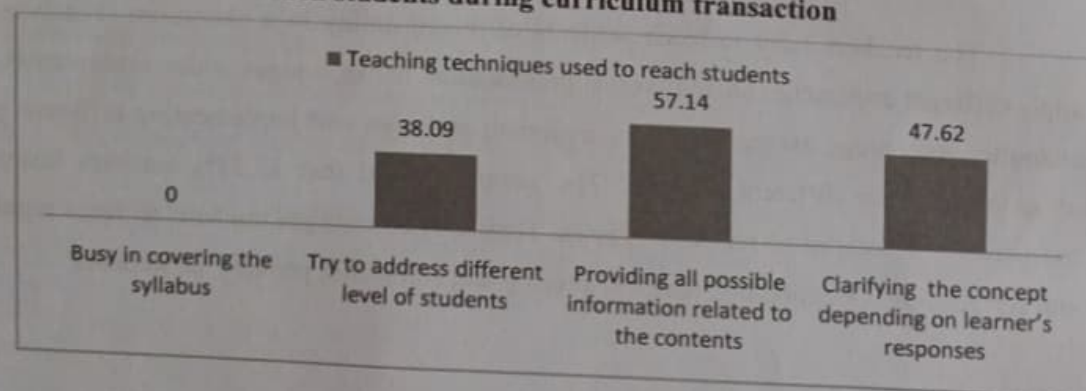
(b) Preparation of Lesson plan:

The study reveals that 100% teachers prepare and implement lesson plan during curriculum transaction. 100% teachers have course plan and work load before preparation of lesson plan for classroom teaching. 100% teachers thought that the programme they have been teaching carry transferable value as the content can be applied in further education and daily life.

(c) Teaching techniques adopted to reach out the students:

The teachers use teaching techniques to reach out the problem of students. It is varied to teachers depending on their teaching skill and attitude towards teaching profession. The figure 1 depicts the data on teaching techniques adopted by teachers to reach out students:

Figure 1: Percentage of responses on teaching techniques used to reach students during curriculum transaction



(e) Teaching methods applied in classroom teaching:

Teaching method are the techniques and general principles used to enable students achieve learning outcome. There are different ways of implementing teaching methods. It helps students to master in subject contents and apply learned contents in particular field. The teachers should use effective teaching method so that their teaching style can suit the students to understand it. The study reveals that 28.57 % teachers of the college replied that they have mostly used traditional lecture style presentation through Lecture method. 90.48% teachers replied that they have used Lecture cum Discussion method in classroom teaching. Out of this, 66.66% teachers give first preference to Lecture cum Discussion method and 23.81% teachers give it second preference as the teaching method. Teachers seldom used to demonstrate in classroom teaching yet, 71.43% teachers prefer to demonstrate. Teachers sometimes use non-projective tools, cites content related examples and implements experiential learning through field study in prescribed courses. A few teachers have been prefer online teaching though individual and group video calling or through WhatsApp group since post-covid period. Although project method is less used yet, 66.66% teachers prefer to use project method.

(f) Availability of teaching tool:

Teaching tool is the most important part of teaching-learning process. A variety of common teaching tools are used to support student learning including traditional blackboard, whiteboard. Maps, models, printed material, laboratory apparatus, charts are available in the college. It has been found that 38.10% teachers agreed that teaching materials supplied by the college authority are adequate for efficient transaction of curriculum whether rests of 61.9% teachers are not agreed with it. Similarly, 100% teachers agreed that the current time table followed for daily classroom teaching is appropriate for CBCS. It covers detailed courses, adequate time allotment to various subjects and activities, sufficient learning hour and follows the recommended hour per credit determined by Dibrugarh University.

Suggestion of the study:

The analysis of feedback for teachers sought out the following suggestions:

- ❖ More skill based courses are introduced and teachers should involve in designing add on course and certificate course.
- ❖ Adequate numbers of books under CBCS specially the reference books should be available in the library. Learners are required to encourage reading the reference books by adopting seminar paper writing, report writing and library work.

- ❖ Departmental Laptops or digital classroom should be provided to assist learner new technology.
- ❖ The teachers should ensure to meet the learning objectives and learning outcomes while preparing the lesson plan.
- ❖ Teacher should aware about online assessment and evaluation tool.

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



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Annexure: I

Topic: Feedback for Teachers on Curriculum Transaction

Guidelines for Teachers:

NAAC (National Assessment and Accreditation Council) is conducting a Feedback for teachers on curriculum transaction. So, this feedback form is prepared by IQAC, Hem Chandra Dev Goswami College, Nitaipukhuri, which will help to upgrade the quality in higher education. The teacher will have to respond all the questions given in the following format with her/his sincere effort and thought.

Key Instructions:

- i) All questions are compulsory,
- ii) Each question has alternative responses. You may tick off more than one answer to a question to the extent that it does not invalidate your response.
- iii) The Q-10 is qualitative in nature. Point-wise suggestions are to be given.

General information:

- A. Name of the Teacher:
- B. Department of the teacher:
- C. Mention the service period in H.C.D.G. College:
- D. Your email ID:
- E. Your mobile number:

Curriculum transaction: (Please tick in appropriate one)

1. Are you involved in the design and development of curriculum for CBCS syllabus under Dibrugarh University and Certificate Courses implemented in H.C.D.G. College?

Yes ☐ No ☐

If Yes, give details

2. Do you prepare lesson plan for classroom teaching?

Yes ☐ No ☐

3. Do you have course plan and work load before preparation of lesson plan for classroom teaching?

Yes ☐ No ☐

4. Do you think that the programme you have been teaching carry transfer value?

Yes ☐ No ☐

5. Which of the following way do you choose to reach out the students during curriculum transaction?

(i) Busy in covering the syllabus

☐

(ii) Try to address different level of students

☐

(iii) Providing all possible information related to the contents

☐

(iv) Clarifying the concept depending on learners' responses

☐

6. Rank the following methods that you apply to overcome the challenges faced by academically low achiever students (*Hint: 1 for the mostly used method and ascending thereafter*)

(i) Individualized instruction

☐

(ii) Peer tutorial

☐

(iii) Use audio visual aids

☐

(iv) Encourage them to learn

☐

(v) Promote self-regulated learning

☐

(vi) Develop pre-test

☐

7. Rank the following methods that you apply in classroom teaching. (*Hint: 1 for the mostly used method and ascending thereafter*)

(i) Lecture method

☐

(ii) Lecture cum discussion Method

☐

(iii) Demonstration method

☐

(iv) Project method

☐

(v) Any other method you follow.....

8. Whether the teaching materials supplied by the college authority are adequate for efficient transaction of curriculum?

Yes

☐

No

☐

9. Is the current timetable followed for daily classroom teaching proper in relation to the Choice Based Credit System structure?

Yes

☐

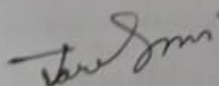
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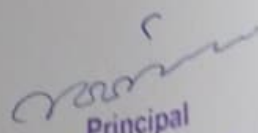
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10. Give your suggestions for improving transaction process of curriculum?

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.....
.....

Signature of teacher


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