

**ANALYSIS OF FEEDBACK OF TEACHERS OF HEM CHANDRA DEV  
GOSWAMI COLLEGE, NITAIPUKHURI ON CURRICULUM  
TRANSACTION IN THE ACDEMIC YEAR 2021-22**



*Prepared By*

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## FEEDBACK REPORT OF TEACHERS ON CURRICULUM TRANSACTION

Session: 2021-22

### Introduction and Method

Teachers are one of the most important parts of the teaching-learning process. They not only work as a facilitator but mentor of the overall teaching-learning process and administration of any educational institution. Therefore, analyzing feedback is vital for developing the academic and administrative atmosphere of the institution. IQAC of H.C.D.G College, Nitaipukhuri has conducted an offline feedback survey of the teachers following the guidelines of NAAC (National Assessment and Accreditation Council) on curriculum transaction.

Only primary data are used in the analysis. The data are collected from a population of 18 teachers currently working in 6 departments of H.C.D.G College during the academic year 2021-22. A structured questionnaire is used to collect information on different aspects of curriculum transaction. The data are analysed and presented using simple statistical tools like bar diagram and percentages.

### Analysis and Findings:

**a) Involvement in Development of Curriculum:** Majority of the teachers are not involved in the development of curriculum for add on and certificate course implemented in the college. About 38.88 percent of the teachers are involved in this process. The reason is that the curriculum for Honours and Non-Honours subjects of core, discipline specific elective and generic elective courses are constructed by the affiliated Dibrugarh University, Dibrugarh, where the participation is selective. Moreover, in the institution there are only a limited number of self-sustaining add-on courses such as Beautician course, Diploma in computer application and SatriyaNritya where the participation of the teachers is not always possible as it requires specialization in that field.

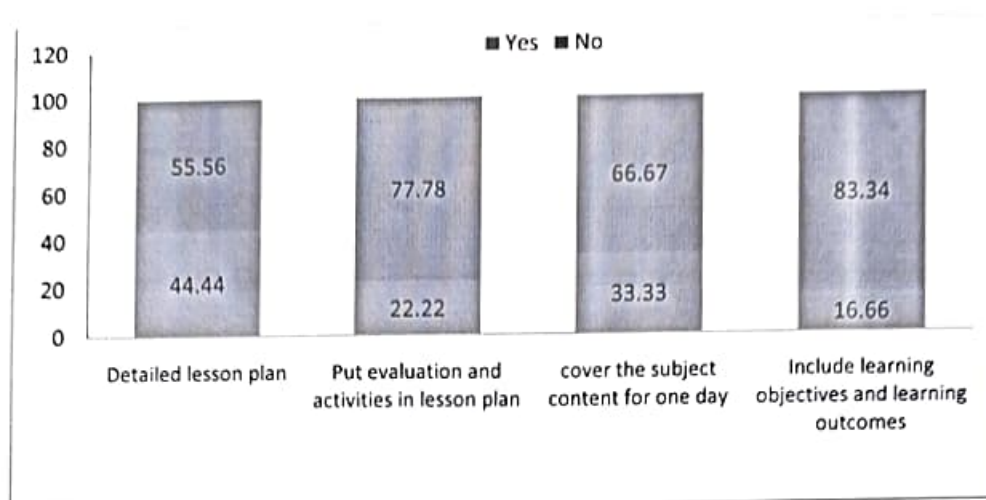
**b) Preparation of Lesson Plan:** Regarding the preparation of the lesson plan about 94.45 percent of the teachers prepare and implement lesson plan during classroom transaction. The Fig 1 represents the data on the structure used for preparing the lesson plan.

So, it is observed that only 44.44 percent of the teacher respondents prepare a detailed lesson plan for teaching any content in the classroom. Moreover, only a few teachers are found to be incorporating evaluation activities in the lesson plan. The data shows that only 22.22 percent of the teachers have followed this method of preparing a lesson plan. Similarly, 66.67 percent of the teachers have not only covered the subject content for a single day only. One major disadvantage of the preparation of the lesson plan is that maximum teachers (83.34%) do not include the learning objectives and learning outcomes.

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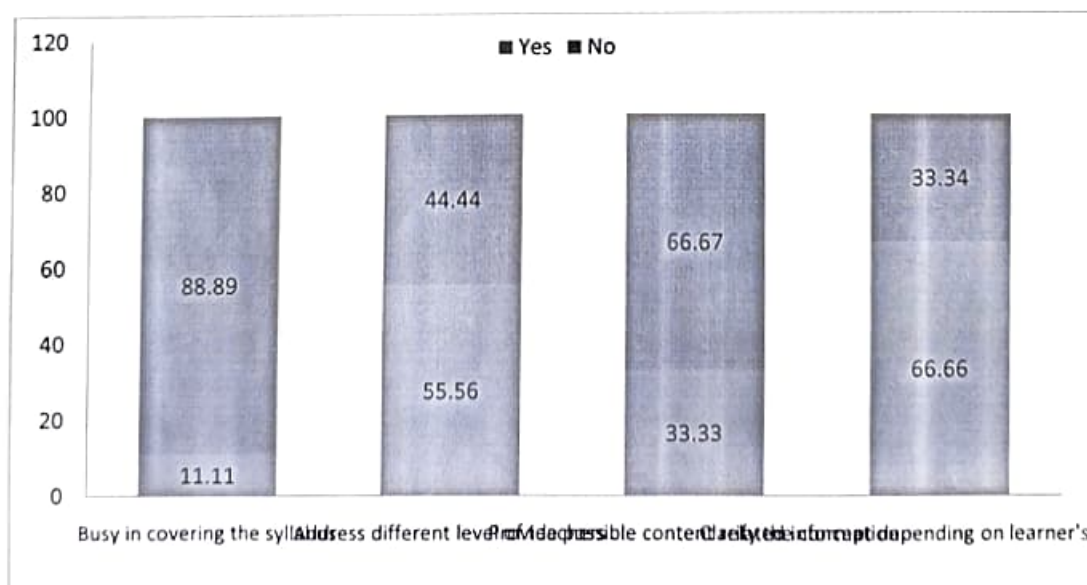
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**Fig 1: Distribution of teachers based on Method used for preparing the Lesson Plan**



**c) Reaching Out the Learners:** Another important issue in curriculum transaction is reaching out the learners using effective way of communication, for which appropriate method is very much essential. No doubt, the methods of reaching out the learners may vary depending on the teachers and type of the learners. Consequently, in the present study it is also found that different methods are applied by the teachers in this context. The Fig 2 shows the data on different method used by the teachers for reaching out the students during curriculum transactions.

**Fig 2: Data on Method used for reaching out the students during curriculum transactions**



As per the data reported in Fig 2 two most efficient method of reaching out the learners during classroom transaction are used by majority of the teachers. About 55.56% of the teachers try clarify the concepts of learners depending on learners' responses. Moreover,

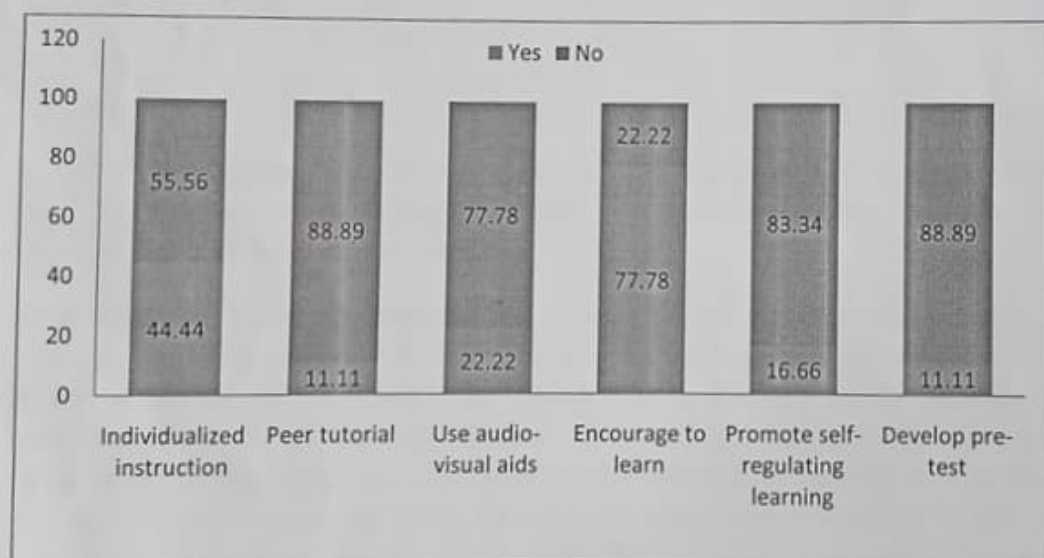
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about 66.66% of the teachers try to address different levels of learners present in the classroom. It is a good sign that very limited numbers of teacher is busy in covering the syllabus only, because 88.89 percent respondents follow this method.

**d) Strengthening the Academically Low Achiever Learners:** It is not possible that all the learners in the classroom have same level of understanding capacity and prior knowledge. The major challenge of the teacher is to overcome the problem of academically low achiever learners, for which different novel techniques need to be adopted to upgrade their performances. The Fig 3 shows data on strategy applied by the teachers for such learners in the institution. Most of the teachers used individualized instructions (44.44%) and encourage them to learn(77.78%). Similarly, 22.22 percent of the teachers use audio-visual aids and using peer tutorials and 11.11 percent teachers use audio-visual aids in the teaching-learning process. Here, in this context the peer tutorial and using audio-visual aids may be given more significance which will encourage them for collaborative learning process.

**Fig 3: Strategy for Academically Low Achiever Learners**

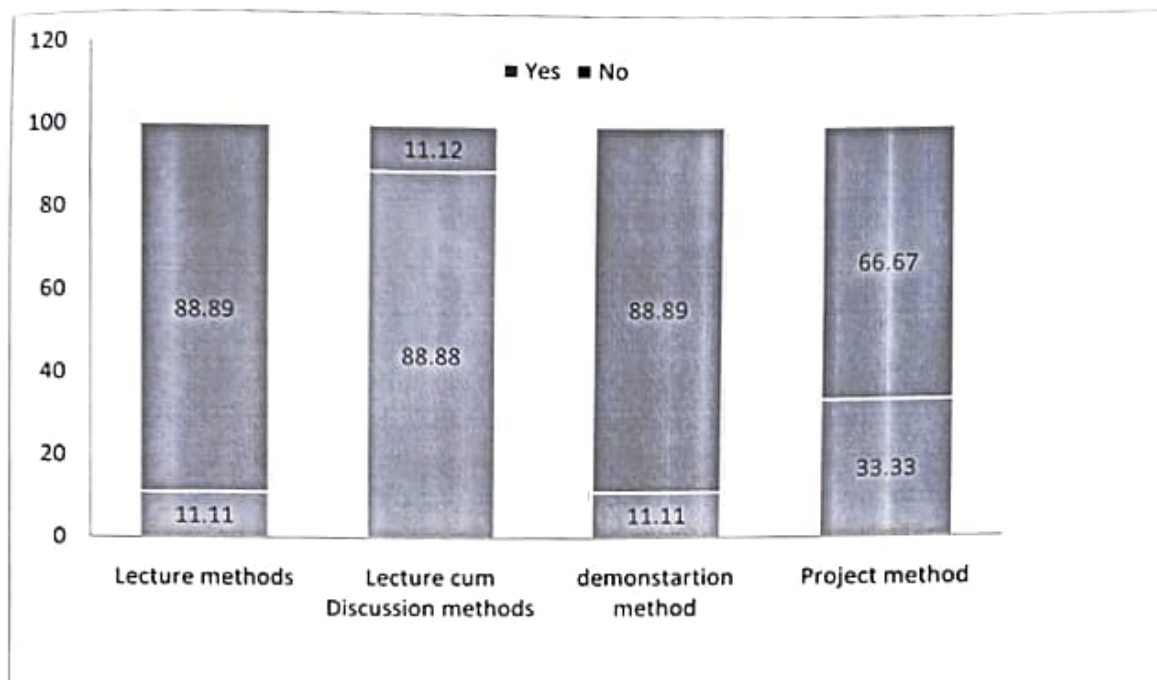


**e) Teaching Methods Used:** Effective learning also depends on the method of instruction used in classroom teaching. It is observed that different methods are applied by the teachers in the classroom. The Fig 4 shows that data on this aspect. As the data shows lecture cum discussion, and project methods are the two mostly used methods of instruction in the classroom transaction.

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**Fig 4: Method of instruction in the classroom**



So, 88.88 percent of teachers uses lecture cum discussion method in the classroom followed by 33.33 percent use of project method. The methods of lecture, demonstration are two least followed methods by the teachers.

**f) Availability of Teaching Resources:** Adequate availability of teaching materials in different forms is also another determinant of a better teaching-learning environment in an institution as it may not be possible for all the learners, specially the low income group learners to purchase all the learning materials. In that context the teachers need to use the basically those materials which are readily and freely accessible in the institution. In this case 55.56 percent of the teachers are of the view that the resources are adequate for the learners and others not. Similarly, all the respondents agree that the current time table followed in the college for classroom teaching is according to the CBCS.

#### **Some Key Suggestions:**

Depending on the analysis following key suggestions come out, which may be beneficial for further improvement of curriculum transaction in the college.

- More involvement of the teachers in the preparation of syllabus of general and other add on courses.
- Focusing on more learning objectives and learning outcomes while preparing the lesson plan by the teachers.
- Using more peer-tutorial and audio-visual resources for academically low achiever learners.
- Developing more collaborative and experiential learning method like project method in the classroom teaching

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- Increasing the availability of learning materials.
- The organization of units of a course is very important for teachers. Each course has objectives and outcomes to be achieved by teachers and students. Therefore, whenever the teachers of same department distribute the contents or units of a single course for teaching, they should be aware of integration of different topics, so that students can attain the learning outcome of the course.

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

### Sample Questionnaire

#### 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:

1. Are you involved in the design and development of curriculum for Add on and Certificate Course implemented in our college? (Yes/No)
2. Do you prepare lesson plan for classroom teaching? (Yes/No)
3. If yes, which of the following structure is followed by you?
 

(i) Detailed lesson plan i.e. cover the whole lesson.	<input type="checkbox"/>
(ii) Put evaluation and activities in lesson plan.	<input type="checkbox"/>
(iii) Cover the subject content only for the day you teach.	<input type="checkbox"/>
(iv) Include learning objectives and learning outcome.	<input type="checkbox"/>
4. Do you think that the programme you have been teaching carry transfer value?
5. Which of the following way you choose to reach out the students during curriculum transaction?
 

(i) Busy in covering the syllabus	<input type="checkbox"/>
(ii) Try to address different level of students.	<input type="checkbox"/>
(iii) Providing all possible information related to the contents.	<input type="checkbox"/>
(iv) Clarify the concept depending on learners' response.	<input type="checkbox"/>

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6. Which of the following method you apply to overcome the challenges faced by academically low achiever students?

- (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. Which of the following method do you apply in classroom teaching?

- (i) Lecture method.
- (ii) Lecture cum discussion method.
- (iii) Demonstration method.
- (iv) Project method.
- (v) Any other method you follow (Please specify)

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/No)

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

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