

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



**Prepared By**

Internal Quality Assurance Cell  
Hem Chandra Dev Goswami College, Nitaipukhuri,  
Sivasagar (Assam)  
2022

**Report of the Student's Feedback on Curriculum Transaction (2021-22)**  
**H.C.D.G. College, Nitaipukhuri, Sivasagar, Assam**

**1.0 Prologue:**

The tri-polar education process includes teachers, students and curriculum. The teachers are the practitioners of curriculum who are involved in imparting contents to the students. The curriculum planner inputs learning contents, variety of experiences, knowledge, skill and values in a structured curriculum. Curriculum transaction is the most vital issue in the entire process of curriculum development. It is the systematic process that helps in analyzing the instructional design to disseminate the curricular contents among students to achieve the learning outcome. Curriculum transaction is based on many factors. Transferability is one of the factors of effective curriculum transaction. The contents taught in the classroom should be transferred or applied in real life situation. Modern education system is learner-centric education. The teaching methods and classroom environment are most necessary factors for effective curriculum transaction. 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. Therefore, H.C.D.G. College, Nitaipukhuri developed 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 study is conducted mainly focusing on the following objectives-

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

**3.0 Methodology:**

**3.1 Method:** In the present study, descriptive method is used based on survey and analytical study.

**3.2 Population and sample:** In 6<sup>th</sup> semester, there are 42 students in six disciplines in total for academic session 2021-22. Out of them, 34 students are selected as sample for the analysis of the study as they filled up and submit the feedback form.

**3.3 Tools of Data Collection:** The following source was used as records for the purpose of data collection in the present study:

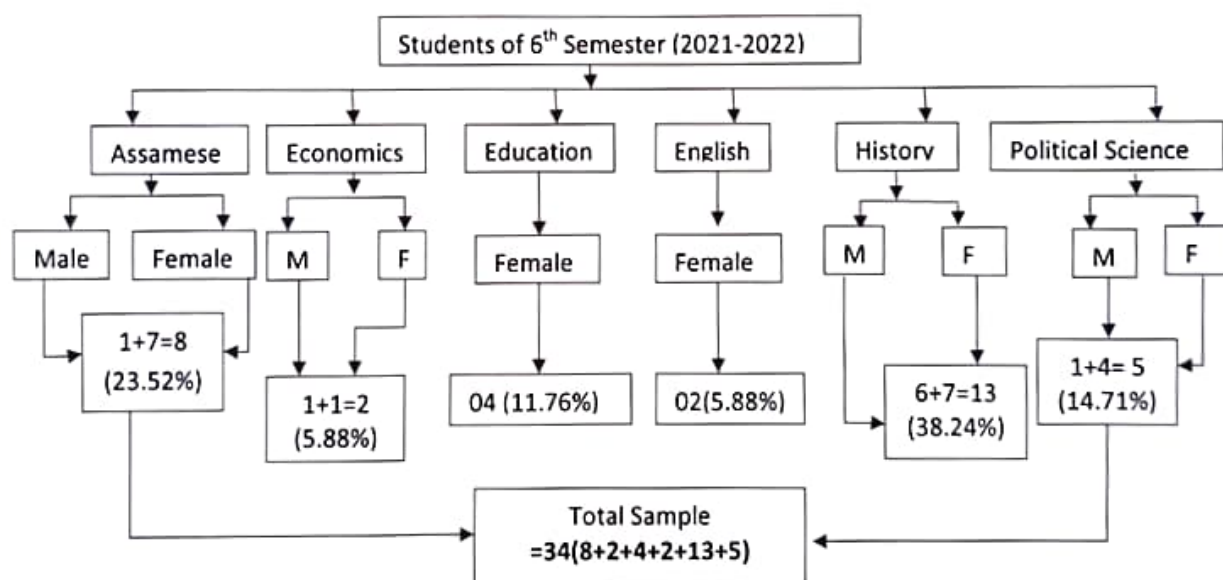
*[Handwritten Signature]*  
Coordinator/Convener  
QAC  
Nitaipukhuri  
HC

*[Handwritten Signature]*  
Principal  
H.C.D.G. College  
Nitaipukhuri, Sivasagar

The data is primary data and collected from students read in the college. The data is collected from 6<sup>th</sup> semester students of H.C.D.G. College for the academic session 2021-2022 though an online mailed questionnaire. The questionnaire consists of 16 questions relating to perception about the pursuing programme (total 2 questions), perception about the course content (total 5 questions), curriculum transaction in classroom teaching (total 3 questions), relevancy of the course (total 3 questions) and add-on courses (total 3 questions). The responses for each question of 15 questions are collected in multiple choice options and only question no. 16 descriptive in nature.

**3.4 Data Collection Methodology:** The student respondents are selected by using a multistage stratified sampling. The sampling design is shown in Fig-1. So, the population of the feedback report of the students of 6<sup>th</sup> semester who are studying in the institution during the said academic session. The final year students are selected as they have an overall idea of the curriculum.

**Fig-1: The Sampling Design of Student**



**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:**

The result shows that 80.93% students of total population responded to the questionnaires. The total responded student sample of 6<sup>th</sup> semester can be distributed belongs to different departments as 23.52% students of Assamese department, 5.88% students of Economics department, 11.76% students of Education department, 5.88% students of English

*gwi*  
Coordinator/Convener  
IQAC  
HCDG College, Nitalpukhuri  
Sivasagar, Assam

*[Signature]*

department, 38.24% students of History department and 14.71% students are belongs to Political Science department.

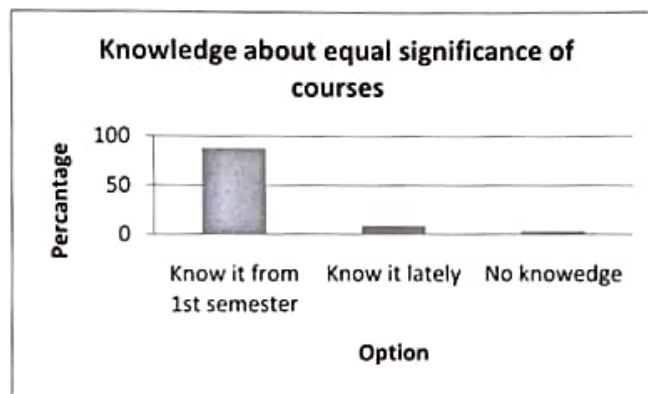
Similarly, the total responded student sample in respect to Generic Elective can be showed as 67.6% students of Education department, 3 % students of History department and 29.4 % students of Political Science department responds to the questionnaire.

The sample also revealed that 58.8% responded sample students read for three years and 41.2% students read for five years in the college.

**(a) Feedback on perception about the pursuing programme:**

The perception of 6<sup>th</sup> semester students about equal significance among all courses of their pursuing programme was asked and the results found from the analysis are showed in the following bar diagram.

**Figure 2: Students perception on knowledge about equal significance of course**

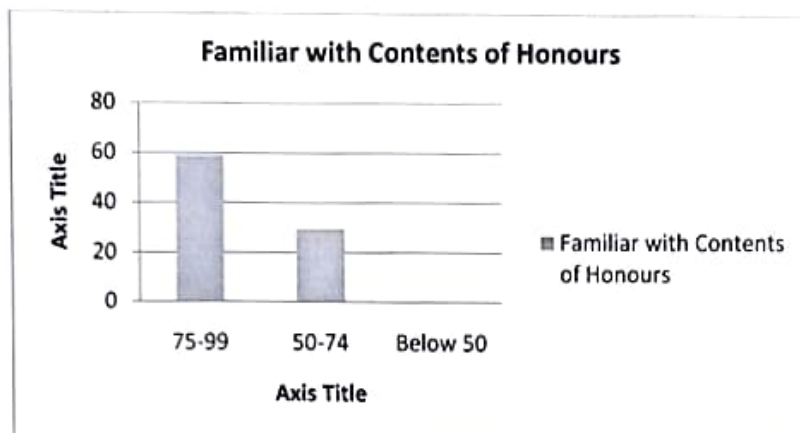


Form the above figure, it has been found that 88.2% students have clear idea about credit, cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA) in Choice Based Credit System. On the other hand, 5.9% students have no idea about these concepts. Therefore, it can be concluded that most of the students of 6<sup>th</sup> semester have clear perception about their programme and evaluation process. The induction programme for 1<sup>st</sup> semester students of CBCS programme and teachers academic guidance in classroom help them to clear perception about the matter. Although the less percentage of students has no clear concept about these terms and evaluation procedures until completion of 6th semester hinder them in learning and evaluation.

*gaur*  
H.C.D.G. College, Nitaipukhuri  
Sivasagar, Assam

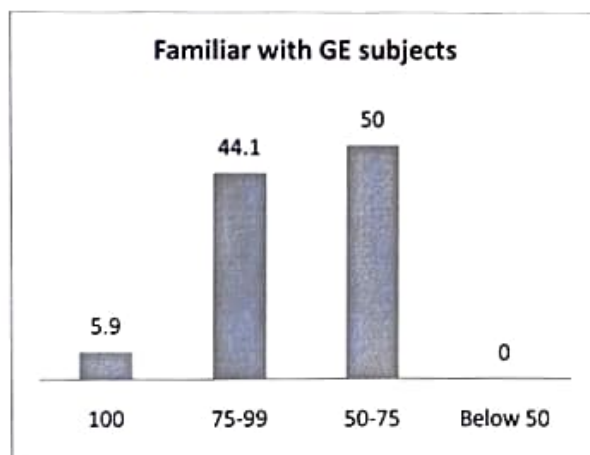
*gaur*  
H.C.D.G. College  
Nitaipukhuri, Sivasagar

**Figure 3: Familiar with contents of Honours (H) course:**



In the context of familiar with contents of Honours subject by the students, the sampled data revealed that 11.8% students thought they are familiar with all contents of their pursuing programme, 58.8% students are familiar with 75-100% of the contents of Honours subject and 29.4% students are familiar with 50-75% contents of Honours subject.

**Figure 4: Familiar with Generic Elective (GE) subjects**

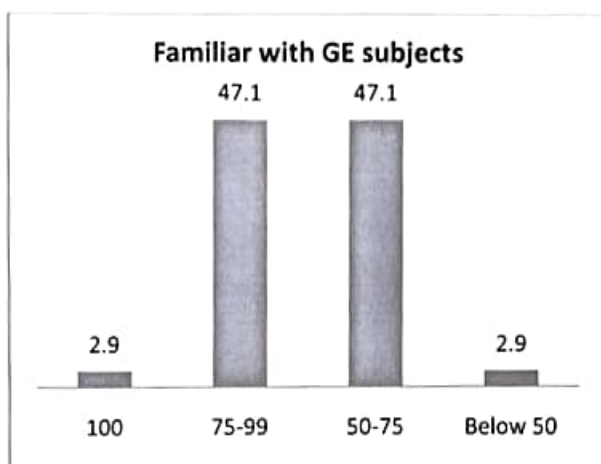


In the context of familiar with contents of Generic elective subject by the students, the sampled data revealed that only 5.9% students felt that they are familiar with all contents of their pursuing course, 44.1% students are familiar with 75-100% of the contents of Generic elective subject and 50% students are familiar with 50-75% contents of Generic elective subject.

**Figure 5: Familiar with Ability Enhance Compulsory Course (AECC)**

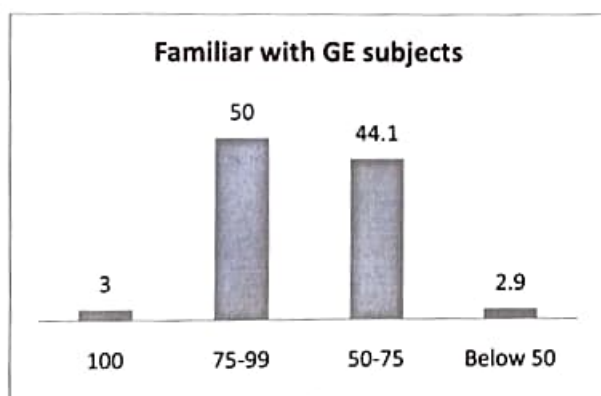
*Ghu*  
Coordinator/Convener  
IQAC  
HCDG College, Nitalpukhuri  
Bivasagar, Assam

*Sharma*  
Principal  
H.C.D.G College  
Nitalpukhuri, Sivapuri



In the context of familiarity of students with contents of Ability Enhance Compulsory Course, it was found that only 2.9% students felt that they are familiar with all contents of their pursuing course, 47.1% students are familiar with 75-100% of the contents, 47.1% students are familiar with 50-75% contents and 2.9% students are familiar with below 50% contents of Ability Enhance Compulsory Course.

**Figure 6: Familiar with Skill Enhancement Course (SEC)**



In the context of familiarity of students with contents of Skill Enhancement Course, it was found that only 3% students felt that they are familiar with all contents of their pursuing course, 50% students are familiar with 75-100% of the contents, 44.1% students are familiar with 50-75% contents and 2.9% students are familiar with below 50% contents of Skill Enhancement Course.

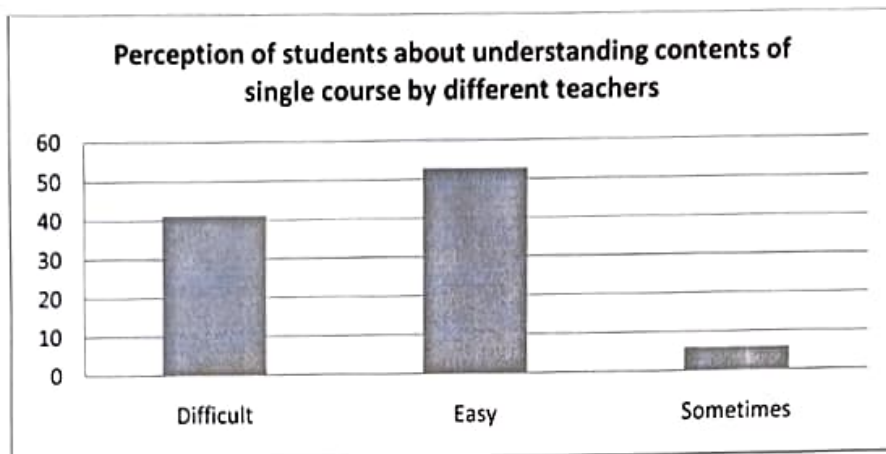
85.3% students have find coordination among different courses of their Honours subject and 14.7% students have not found it. 88.25 students have clear idea about credit, cumulative grade point average and Semester grade point Average in choice based credit system and 5.9% students have no idea and other are not aware of this. The data reveals that students had more familiar concept about honours programme to that of generic electives courses over the time.

**(b) Feedback on curriculum transaction in classroom teaching:**

*gmi*  
HCDG College, Nitaipukhuri  
Sivasagar, Assam

*Islam*  
Principal  
H.C.D.G. College  
Nitaipukhuri, Sivasagar

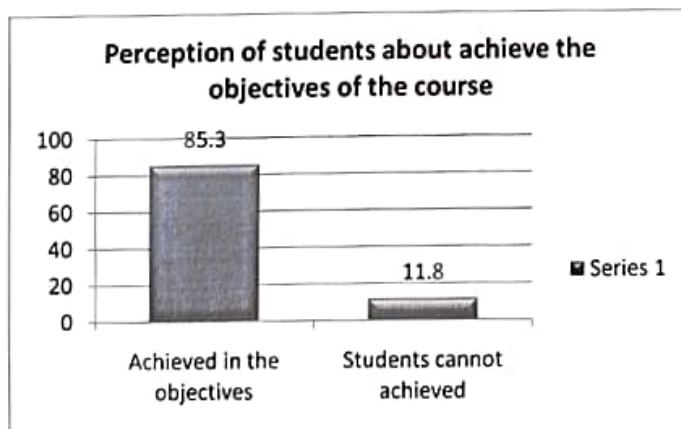
**Figure 5: Students perception on understanding contents of single course by different teachers**



41.2% students have found difficult to understand the contents of single course taught by different teachers of the department, 52.9% students have not found difficult to understand the contents of single course taught by different teachers of the department and 5.9 % students have sometimes found difficult to understand the contents of single course taught by different teachers of the department.

91.2% students have agreed that their teacher explain the concepts with simple and known facts to understand the non-familiar concepts in classroom teaching.

**Figure 6: Students perception on achievement of the objectives of the course**



85.3% students have believed that they can achieve the course objective after completion of the course in the semester and 11.8% students have believed that they cannot achieve the course objective after completion of the course in the semester.

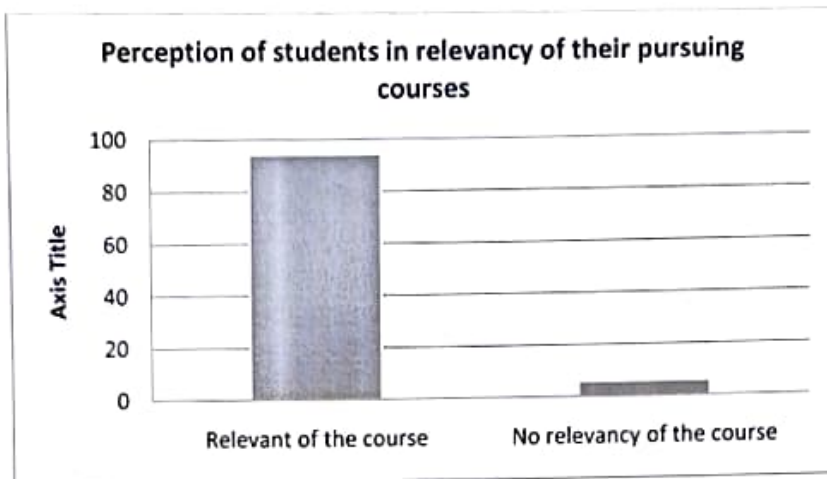
**(c) Feedback on relevancy of the courses in the programme:**

In the context of perception of 6<sup>th</sup> semester students about the relevance of their pursuing CBCS programmes in near future, the data are showed in following diagram:

*gmi*  
Coordinator/Convener  
IQAC  
HCDG College, Nitalpukhuri  
Sivasagar, Assam

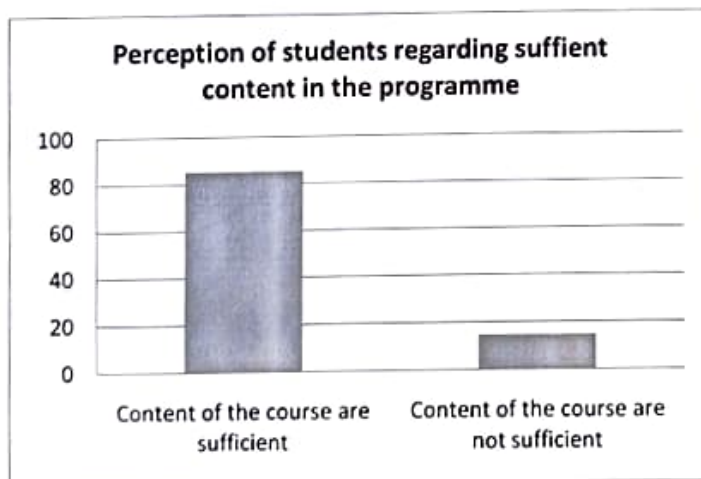
*gmi*  
H.C.D.G. College  
Nitalpukhuri, Sivasagar

**Figure 7: Students perception on relevancy of their pursuing courses**



94.15% students have thought the courses they have pursued in B.A. (CBCS) programme has relevance to the society and 5.9% students have thought the courses they have pursued in B.A. (CBCS) programme has no relevance to the society.

**Figure 8: Students perception on sufficiency of Contents in the pursuing programme**



85.3% students have thought that the presently available contents are sufficient in present day context and 14.7% students have thought that the presently available contents are not sufficient in present day context.

Relevancy of the content of the courses of all papers (AECC, Honours, GE, EVS, SEC) learnt by experience:

**(d) Feedback on Add on courses provided in H.C.D.G. College:**

Add on courses are vocational in nature. H.C.D.G. College has been pursuing such courses within the campus of the college for all students at degree level during 2021-22 session for enhancement of skill. All certificate courses are self financing and assisted by

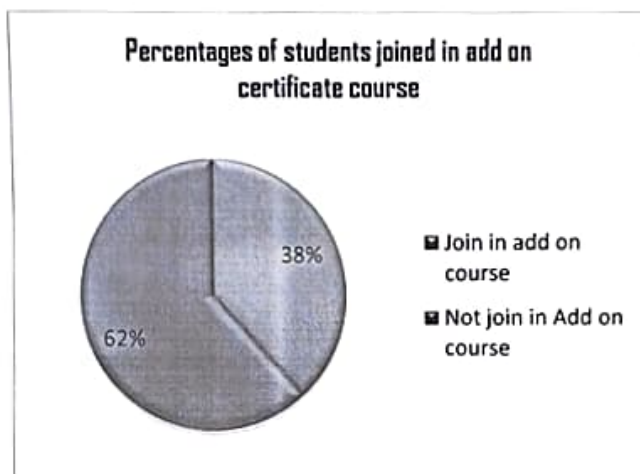
*Coordinator/Convener*  
IQAC  
HCDG College, Nitalpukhuri  
Bivasagar, Assam

*Principal*  
H.C.D.G. College  
Nitalpukhuri, Bivasagar



faculty member and fees from the students to pay the appointed trainer. It includes Training of Sattriya dance, food processing and preservation, Beautician certificate course, Training of *khol* - an instrument of Assamese culture, Training of *Bhaona*, and Bihu dance and instruments. A lot of 6<sup>th</sup> semester students were participated in the courses for their interest. The result of students' participation in Add on courses is showed through diagram below:

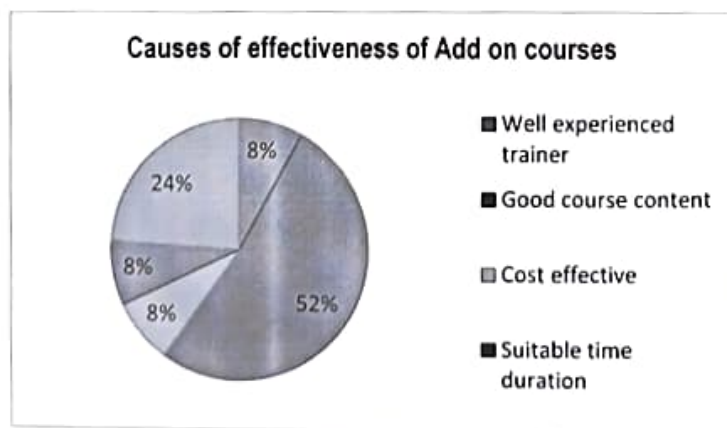
**Figure 9: Percentages of students joined in Add on certificate courses**



Regarding, pursuing Add on courses by students, it was revealed that 61.8% students have joined any Add on certificate course offered within the college campus and 38.2% students have not joined in such courses offered within the college campus. It indicates that there is a difference between participant students and non-participant students of 6<sup>th</sup> semester in Add on courses offered by the college. Yet, it can be also found that the number of participant students is higher than non-participant students.

The causes of joining and found effectiveness by the students after completion of the Add courses are showed through pie diagram in below:

**Figure 10: Causes of effectiveness of Add on certificate courses**



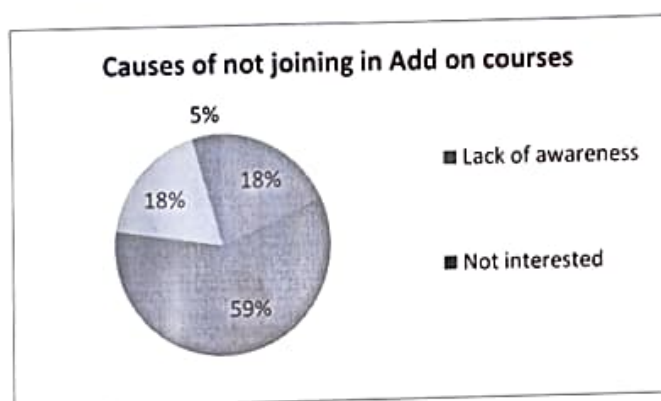
*gmi* Coordinator-Convener  
IQAC  
HCDG College, Nitaipukhuri  
Bivasagar, Assam

*gmi*  
H.C.D.G. College  
Nitaipukhuri, Sivasagar

8% students have found effective the Add on certificate course they have join within the college campus due to training of well experienced trainer, 52% students have found that the course content is good, 8% students have found that the course is cost-effective and 8% students have found that the time duration is suitable and 24% students have agreed with all of the above. It indicates that the college offered good trainer and proper content with low cost for students to that of other private organization offering such courses in nearby area of the college.

The causes of not joining of the 38.2% students of 6<sup>th</sup> semester students are depicted below:

**Figure 11: Causes of not joining in the Add on certificate courses**



It was found that 18.2% students did not join any Add on certificate course offered within the college campus due to lack of awareness about the course, 59.1% students are not interested for the course, 18.2% students have no time to pursue the course and 4.5% students pursue such course in other institution. It indicates that most of the students are not joining in the course due to their lack of interest in vocational subjects and co-curricular activities.

**Conclusion:** The study reveals that students are more familiar to courses of Honours programme and found it effective and relevant for their personal studies. They are less interested for add on courses and the few who pursue it beyond their regular studies found it satisfactory. The students who found difficult to understand the contents, perception of no achieve in the course objectives, no relevancy of the course and lack of sufficient important contents in the curriculum should be given priority as it may be depend on teaching-learning practice in the entire programme. The findings trace out the following suggestions:

- Students should be make aware to study courses of Generic Elective, AECC and SEC course with equal attention and diligent with courses of Honours subject to score good grade in CBCS system.
- Teachers should apply techniques of teaching through experiential learning such as seminar presentation, group discussion, review an issue, write report on theme, debate and analyse on course related topics etc. should be introduced in teaching learning practice.
- Students should be encouraged to participate in Add-on certificate course to ensure their holistic development.

*Ghu*

Coordinator/Convener  
IQAC  
MCDG College, Nitalpukhuri  
Sivasagar, Assam

*Ghu*

Principal  
H.C.D.G. College  
Nitalpukhuri, Sivasagar

The teacher should realize the main concepts in the course. He should understand the instructional objectives and desired learning outcome of a course to be taught by him/her. Then, he can find easy to prepare the lesson plan and integrate the contents in the course. Proper practice of curriculum can improve the quality of higher education.

**Appendix I**  
**Student's Feedback on curriculum Transaction (2021-22)**  
**Conducted by H.C.D.G College, Nitaipukhuri**  
**Sivasagar, Assam**

**A. Sampling Design**

Class	No of Students Enrolled		No of students provide feedback	
	Male	Female	Male	Female
Assamese	2	8	1	7
Economics	1	1	1	1
Education	0	6	0	4
English	2	2	0	2
History	4	7	6	7
Political Science	3	6	1	4
<b>Total</b>	12	30	9	5
<b>Total Sample:</b>	<b>42</b>		<b>34</b>	

**B. Key Instructions:**

- (i) All questions are compulsory for the students
- (ii) Each question has alternative responses. You should choose the most appropriate one.
- (iii) The Q-16 is qualitative. Give point-wise answers only.

**C. General Information of the Student Respondents:**

- A. Name of the student :
- B. Your Honours subject :
- C. Your Generic Elective subject :
- D. Duration of your study in the college : (i) Three years (ii) Five years
- E. Your e-mail :
- F. Your Phone number (Preferably WhatsApp No) :

**D. Criterion-II (Curriculum Transection):**

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

- (a) I know it from first semester (b) I know it lately

(c) I have no knowledge about it

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

*Ghu*  
 Coordinator/Convener  
 IQAC  
 HCDG College, Nitaipukhuri  
 Sivasagar, Assam

*Ghu*  
 H.C.D.G. College  
 Nitaipukhuri, Sivasagar

- (a) 100%                      (b) 75-100%                      (c) 50-75%                      (d) Below 50%

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

- (a) 100%                      (b) 75-100%                      (c) 50-75%                      (d) Below 50%

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

- (a) 100%                      (b) 75-100%                      (c) 50-75%                      (d) Below 50%

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

- (a) 100%                      (b) 75-100%                      (c) 50-75%                      (d) Below 50%

6. Find difficult to understand the contents of single course taught by different teachers of the department

- (a) Yes                      (b) No                      (c) Sometimes

7. Do you have 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

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

- (a) Yes                      (b) No

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

- (a) Yes                      (b) No

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

- (a) Yes                      (b) No

11. Do you think the courses you have pursued in B.A. (CBCS) programme have relevance to the society?

- (a) Yes                      (b) No

12. Have you joined any vocational certificate course offered within the college campus?

- (a) Yes                      (b) No

13. Have you found effective the vocational certificate course you have joined within the college campus?

- (a) The trainer is well experienced                      (b) The course content is good  
(c) The course is cost-effective                      (d) The time duration is suitable

All of the above

*Gm*

Coordinator/Convener  
IQAC  
H.C.D.G. College, Nitalpukhuri  
Sivasagar, Assam

*Principal*  
Principal  
H.C.D.G. College  
Nitalpukhuri, Sivasagar

14. Why you did not join any vocational certificate course offered within the college campus?
- (a) Not aware of the course (b) Not interested for the course  
(c) Not time to pursue the course (d) Pursue such course in other institution
15. Do you think the presently available contents are sufficient in present day context?
- (a) Yes (b) No
16. Which of the content of the courses of all papers (AECC, Honours, GE, EVS, SEC) learnt by experience are relevant for you?

\*\*\*\*\*

*Ghu*

Coordinator/Convener  
IQAC  
HCDG College, Nitaipukhuri  
Sivasagar, Assam

*Gohain*

Principal  
H.C.D.G. College  
Nitaipukhuri, Sivasagar