



DEPARTMENT OF EDUCATION TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)

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Report on Students Feedback on Course Curriculum and Action Taken

1.0 Introduction:

Students' feedback in a specific format is collected by the Head of the Department of Education, Tezpur University. Head, Dept. of Education, Tezpur University constituted a feedback analysis committee.

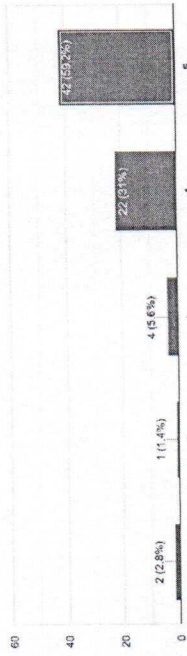
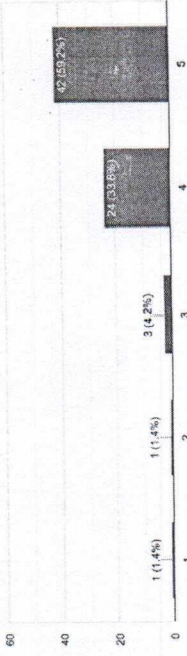
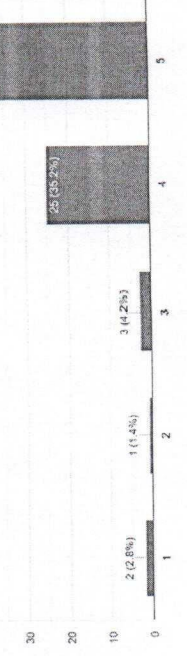
The feedback analysis committee composition:

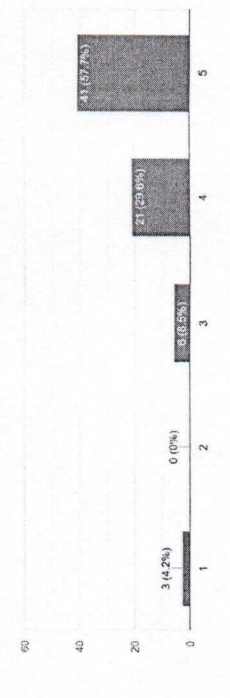
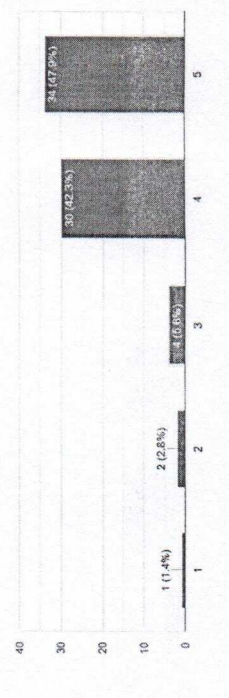
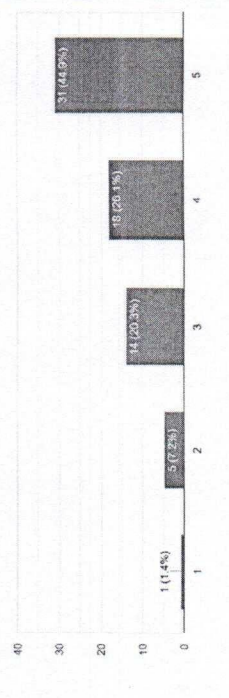
1. Prof. Nil Ratan Roy, Chairperson.
2. Dr. Hitesh Sharma, Member.
3. Dr. Gopal Singh, Member.

2.0 Data Analysis:

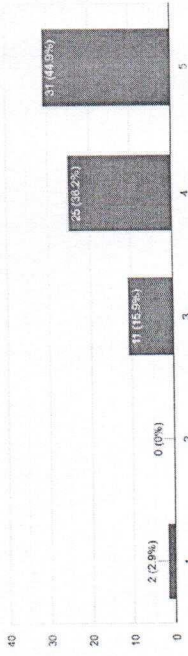
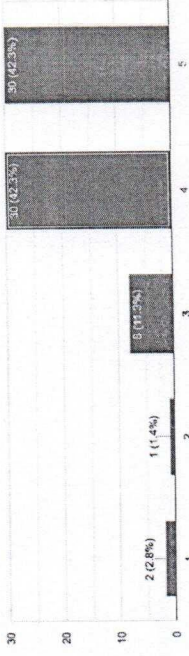
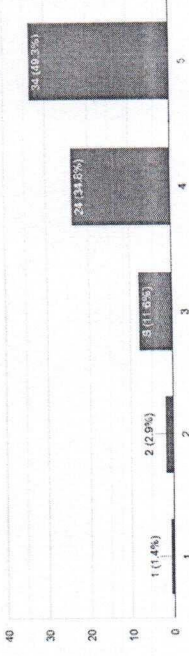
The data was analyzed by the feedback analysis committee. In general, Positive feedback in the rating 5 and 4 was received from all the Alumni. The significant suggestions were listed out by the committee. The analysis of the feedback was discussed with Prof. Prasanta Kumar Das, Dean, School of Humanities and Social Sciences, Tezpur University.

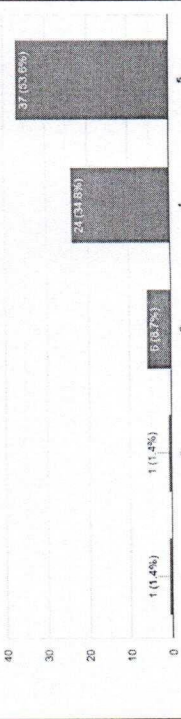
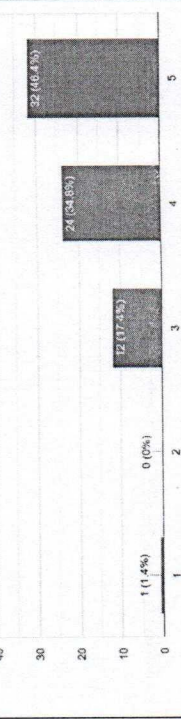
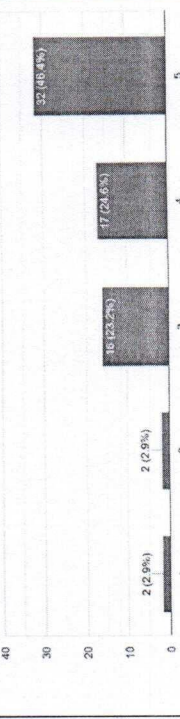
Data Analysis:

SL. No.	Parameters	Rating/Comment	Graphical Representation																		
1.	Suitability of the ongoing courses in the present context	Rating 5- 59.2% Rating 4- 31%	<p>1. Suitability of the ongoing courses in the present context 71 responses</p>  <table border="1" data-bbox="386 100 571 751"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.8%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>4</td> <td>5.6%</td> </tr> <tr> <td>4</td> <td>22</td> <td>31%</td> </tr> <tr> <td>5</td> <td>42</td> <td>59.2%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	2	2.8%	2	1	1.4%	3	4	5.6%	4	22	31%	5	42	59.2%
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2.	Semester wise course credit distribution in the syllabus	Rating 5- 59.2% Rating 4- 33.8%	<p>2. Semester wise course credit distribution in the syllabus 71 responses</p>  <table border="1" data-bbox="760 100 945 751"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>3</td> <td>4.2%</td> </tr> <tr> <td>4</td> <td>24</td> <td>33.8%</td> </tr> <tr> <td>5</td> <td>42</td> <td>59.2%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	1	1.4%	2	1	1.4%	3	3	4.2%	4	24	33.8%	5	42	59.2%
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3.	3. Sequence of the courses in the syllabus	Rating 5- 56% Rating 4- 35%	<p>3. Sequence of the courses in the syllabus 71 responses</p>  <table border="1" data-bbox="1149 100 1334 751"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.8%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>3</td> <td>4.2%</td> </tr> <tr> <td>4</td> <td>25</td> <td>35.2%</td> </tr> <tr> <td>5</td> <td>40</td> <td>56.3%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	2	2.8%	2	1	1.4%	3	3	4.2%	4	25	35.2%	5	40	56.3%
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4.	Adequacy of instructional hours in terms of lecture, practicals, tutorials	Rating 5- 57 % Rating 4- 29 %	<p>4. Adequacy of instructional hours in terms of lecture, practicals, tutorials 71 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>4.2%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>3</td> <td>6.5%</td> </tr> <tr> <td>4</td> <td>21</td> <td>29.6%</td> </tr> <tr> <td>5</td> <td>41</td> <td>57.7%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	3	4.2%	2	0	0%	3	3	6.5%	4	21	29.6%	5	41	57.7%
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5.	Adequacy of the course curriculum w.r.t. the programme	Rating 5- 48 % Rating 4- 42 %	<p>5. Adequacy of the course curriculum w.r.t. the programme 71 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>2</td> <td>2.8%</td> </tr> <tr> <td>3</td> <td>3</td> <td>6.9%</td> </tr> <tr> <td>4</td> <td>30</td> <td>42.3%</td> </tr> <tr> <td>5</td> <td>34</td> <td>47.9%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	1	1.4%	2	2	2.8%	3	3	6.9%	4	30	42.3%	5	34	47.9%
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5	34	47.9%																			
6.	6. Provision of choices/electives for students in selecting courses	Rating 5- 44% Rating 4- 27 %	<p>6. Provision of choices/electives for students in selecting courses 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>5</td> <td>7.2%</td> </tr> <tr> <td>3</td> <td>14</td> <td>20.3%</td> </tr> <tr> <td>4</td> <td>18</td> <td>26.1%</td> </tr> <tr> <td>5</td> <td>31</td> <td>44.9%</td> </tr> </tbody> </table>	Rating	Count	Percentage	1	1	1.4%	2	5	7.2%	3	14	20.3%	4	18	26.1%	5	31	44.9%
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7.	7. Orientation of the courses towards industry/societal needs	<p>Rating 5- 47 %</p> <p>Rating 4- 36 %</p>	<p>7. Orientation of the courses towards industry/societal needs</p> <p>69 responses</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>8</td> <td>11.6%</td> </tr> <tr> <td>4</td> <td>25</td> <td>36.2%</td> </tr> <tr> <td>5</td> <td>33</td> <td>47.6%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	2	2.9%	2	1	1.4%	3	8	11.6%	4	25	36.2%	5	33	47.6%
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8.	8. Availability of skill development/entrepreneurship-oriented components	<p>Rating 5- 34 %</p> <p>Rating 4- 44 %</p>	<p>8. Availability of skill development/entrepreneurship-oriented components</p> <p>71 responses</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>4</td> <td>5.6%</td> </tr> <tr> <td>3</td> <td>11</td> <td>15.5%</td> </tr> <tr> <td>4</td> <td>31</td> <td>43.7%</td> </tr> <tr> <td>5</td> <td>24</td> <td>33.8%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	1	1.4%	2	4	5.6%	3	11	15.5%	4	31	43.7%	5	24	33.8%
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9.	9. Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	<p>Rating 5- 47 %</p> <p>Rating 4- 33%</p>	<p>9. Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus</p> <p>69 responses</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>2</td> <td>3</td> <td>4.3%</td> </tr> <tr> <td>3</td> <td>8</td> <td>11.6%</td> </tr> <tr> <td>4</td> <td>23</td> <td>33.3%</td> </tr> <tr> <td>5</td> <td>33</td> <td>47.6%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	2	2.9%	2	3	4.3%	3	8	11.6%	4	23	33.3%	5	33	47.6%
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10.	Research component in the courses	Rating 5- 45 % Rating 4- 36 %	<p>10. Research component in the courses 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>11</td> <td>15.9%</td> </tr> <tr> <td>4</td> <td>25</td> <td>36.2%</td> </tr> <tr> <td>5</td> <td>31</td> <td>44.9%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	2	2.9%	2	0	0%	3	11	15.9%	4	25	36.2%	5	31	44.9%
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11.	Provision of enhancing student's creativity within the courses	Rating 5- 42 % Rating 4- 42 %	<p>11. Provision of enhancing student's creativity within the courses 71 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.8%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>5</td> <td>7.1%</td> </tr> <tr> <td>4</td> <td>30</td> <td>42.3%</td> </tr> <tr> <td>5</td> <td>30</td> <td>42.3%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	2	2.8%	2	1	1.4%	3	5	7.1%	4	30	42.3%	5	30	42.3%
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12.	Relevance of the syllabus towards employability of students	Rating 5- 49 % Rating 4- 34 %	<p>12. Relevance of the syllabus towards employability of students 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>3</td> <td>5</td> <td>7.3%</td> </tr> <tr> <td>4</td> <td>24</td> <td>34.8%</td> </tr> <tr> <td>5</td> <td>34</td> <td>49.3%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	1	1.4%	2	2	2.9%	3	5	7.3%	4	24	34.8%	5	34	49.3%
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13.	Conduciveness of the syllabus content towards higher studies	Rating 5- 53% Rating 4- 34 %	<p>13. Conduciveness of the syllabus content towards higher studies 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>3</td> <td>5</td> <td>6.7%</td> </tr> <tr> <td>4</td> <td>21</td> <td>34.8%</td> </tr> <tr> <td>5</td> <td>37</td> <td>53.6%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	1	1.4%	2	1	1.4%	3	5	6.7%	4	21	34.8%	5	37	53.6%
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14.	Suitability of the Textbooks/reference material suggested for the courses	Rating 5- 46% Rating 4- 34 %	<p>14. Suitability of the Textbooks/reference material suggested for the courses 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>12</td> <td>17.4%</td> </tr> <tr> <td>4</td> <td>24</td> <td>34.8%</td> </tr> <tr> <td>5</td> <td>32</td> <td>46.4%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	1	1.4%	2	0	0%	3	12	17.4%	4	24	34.8%	5	32	46.4%
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15.	Size of the syllabus in terms of load on the student	Rating 5- 46% Rating 4- 24 %	<p>15. Size of the syllabus in terms of load on the student 69 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>2</td> <td>2</td> <td>2.9%</td> </tr> <tr> <td>3</td> <td>16</td> <td>23.2%</td> </tr> <tr> <td>4</td> <td>17</td> <td>24.6%</td> </tr> <tr> <td>5</td> <td>32</td> <td>46.4%</td> </tr> </tbody> </table>	Rating	Number of Responses	Percentage	1	2	2.9%	2	2	2.9%	3	16	23.2%	4	17	24.6%	5	32	46.4%
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3.0 Suggestion/Observations of the Students and Action Taken

SL. No.	Suggestion/Observations	Action Taken

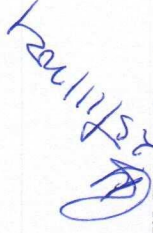
1.	<p>1. Elective options can be increased.</p> <p>2. Economics of Education paper should be provided after Education administration paper</p> <p>3. Positive psychology, mental health education, Yoga Education, Laboratory Practical in Education may be included</p> <p>4. Research components be increased such as having in depth practical's on how to use SPSS etc.</p> <p>5. More emphasis on field experience.</p> <p>6. Gender and education, Women education may be included.</p>	<p>1. Suggestions were placed in DAC for Curriculum modification.</p> <p>2. In recent revision of curriculum economics of education has been included.</p> <p>3. More number of elective papers is introduced in revised MA (Education) course.</p> <p>4. Yoga Education paper has been included in the course curricula.</p> <p>5. More weightage has been given in research components in the curriculum.</p> <p>6. Informed about curriculum modification to Dean, School of Humanities and Social Sciences.</p>
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4.0 Conclusion:

Thus, the feedback given by the students were analyzed and suitable action was taken.



(Prof. Prasanta Kr. Das)
Dean, School of Humanities
& Social Sciences



(Prof. Nil Ratan Roy)
HoD, Dept. of Education
Tezpur University

Head
Department of Education
Tezpur University