

Assessment

28 responses

Name & Affiliation (Optional)

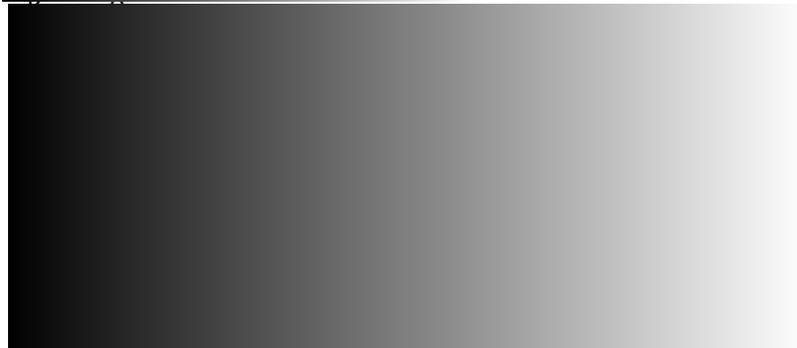
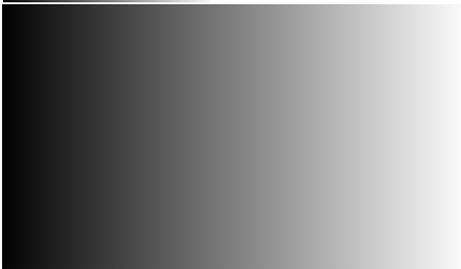
28 responses



DR
AJOY MITRA IQAC COORDINATOR DISPUR COLLEGE GAUHATI UNIVERSITY

Madhab
Choudhury College, Barpeta, Gauhati University

Permanent



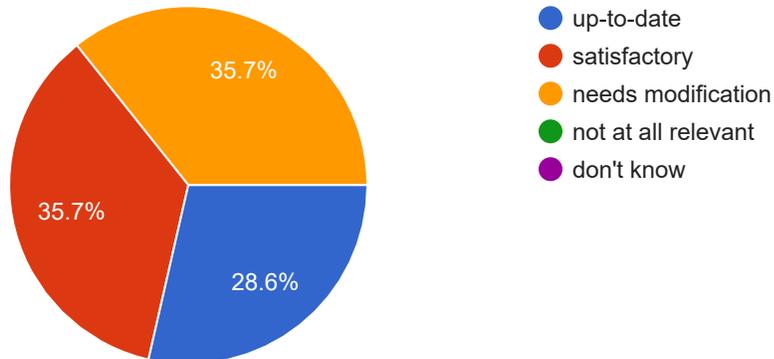


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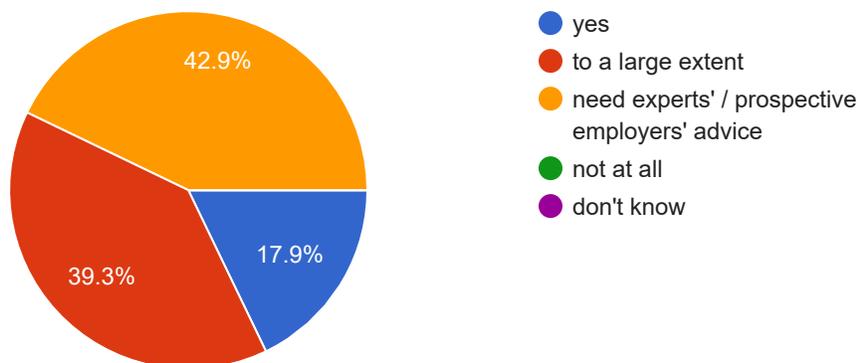
1) How up-to-date are the course contents of the undergraduate as well as the post-graduate programmes in comparison to similar programmes / courses from other institutions?

28 responses



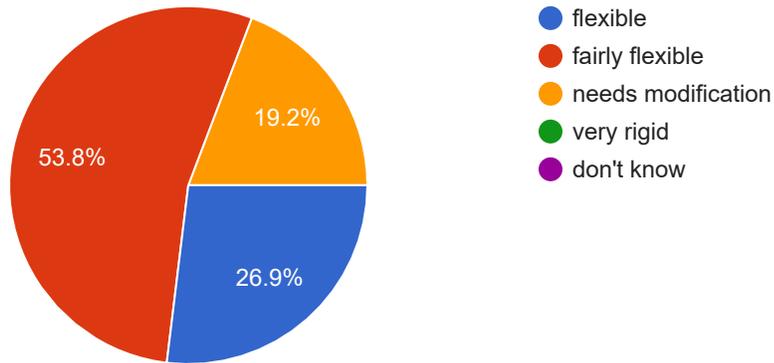
2) Do you think that the courses offered in various programmes enhance the scope for employability of the students?

28 responses



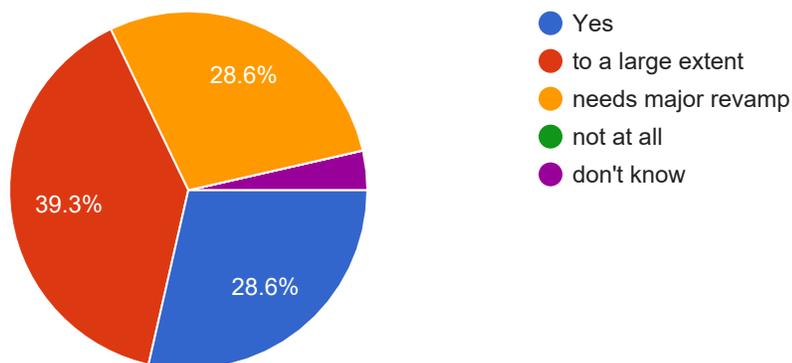
3) How flexible are the courses offered in the programmes in terms of optional / elective / CBCS courses?

26 responses



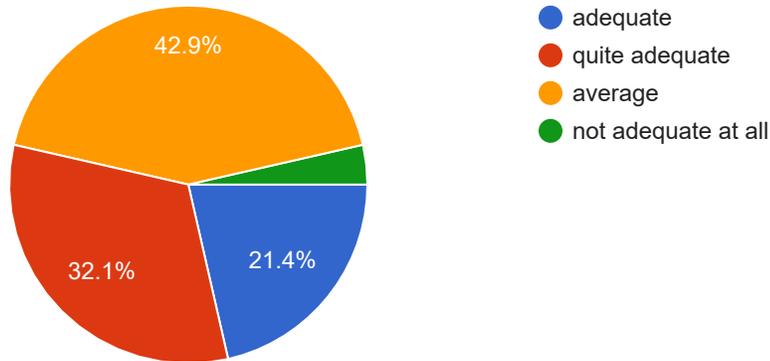
4) Do the courses being offered reflect the needs and aspirations of the society?

28 responses



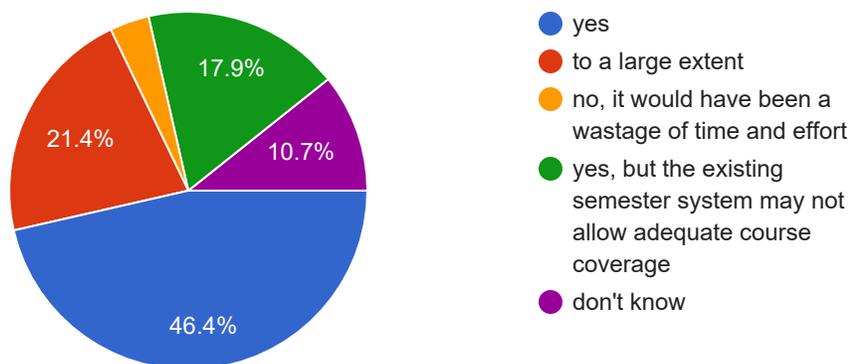
5) Do you consider the teaching-learning tools used for course delivery to be adequate?

28 responses



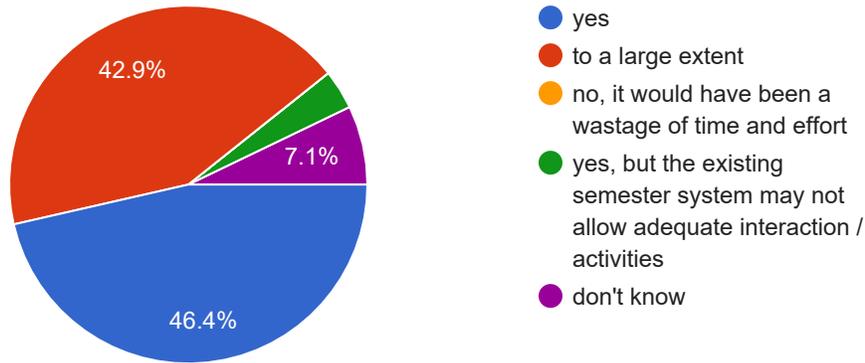
6) Do you think that the delivery of the courses / programmes would have been much better, if there had been a strong industry-academia collaboration?

28 responses



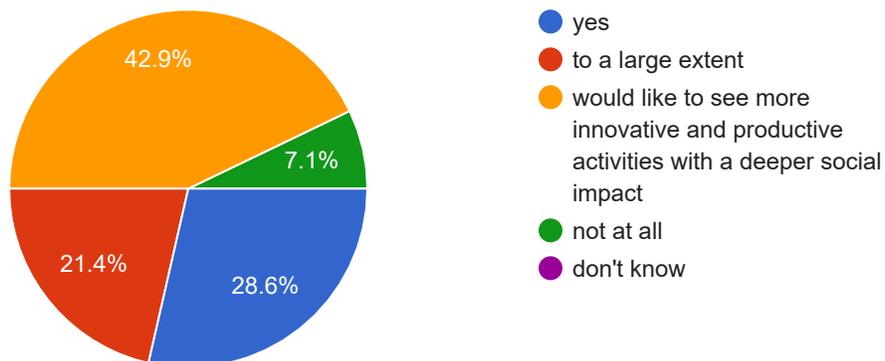
7) Do you think that the acceptance of the courses / programmes would have been much better, if there had been a strong alumni intervention in terms of training & placement activities of the College ?

28 responses



8) Do the research activities carried out in the College/University motivate the students to opt for a career in teaching, research or entrepreneurship?

28 responses



9) Apart from the regular / usual evaluation methodology adopted, can you think of any innovative ways for a more effective evaluation of the learning process?

22 responses

Its
OK

There is shortage of permanent teacher in colleges and so by depending on non sanctioned and contractual teachers no innovative ways will be successful in teaching and learning process. Even regular / usual evaluation methodology effected badly due to involvement of under qualified teachers.

Spot and online evaluation system may improve the quality of evaluation

yes,
digital classroom can help

1. Teacher-Students ratio should be maintained in compliance to the UGC guidelines.
2. Workshop / Orientation programmes for examiners should be held on regular basis.
3. Mechanism needs to be evolved to minimise to impact of examiners subjectivity.
4. Support from professional evaluation experts may be received.

Term tests, mid-term tests, seminar, assignment are currently the major methods of evaluation, as I know. The admission to PG seats should include personal interview as a means of evaluation/selecting the more merited candidates. I suggest that group discussion on issues related to the subject of study could be tested for its effectiveness. Group discussion at the end of each semester. It should form 50% of internal assessment.

The Continous evaluation process should be carried out systematically.

1. Learning by doing- students may be given cases studies/design based assignments where they need to do and fabricate.
2. Outreach programmes, cultural activities, sports etc should be part of the curriculum and credits assigned.
3. Soft-skill training should be mandatory.
4. Traditional examination should be replaced (atleast for one course) by dissertation/ project works where outcomes should be judged on the basis of criticality attempted and problem solved.

Smart Class
Room with ICT, video conferencing facility; provision for conducting regular assessment test using computers.

Use
of online quizzes for introductory courses

software
coding competitions, small projects implementing the theoretical concepts
studied,

Evaluation
is adequate.

In general University conducts examinations on the regular syllabus. Some of them are Multiple choice and some others are descriptive. The whole system seem to be exam oriented for the students. From my point of view, if we can include some field oriented project works for respective subjects then practical knowledge will improve and new idea may come to the young minds. For the technology courses student may be asked for a engineering or technical model in their interested field using the latest technology. This process will certainly increase innovative ideas both for teacher and the student.

At
least one core paper in each semester may be set and evaluated by a teacher from other university of repute in the country. The paper chosen and /or the university may be altered in each year.

Since
there are large number of students in the class, continuous evaluation in groups would have been more effective. Even oral tests could also be thought of.

One
to one interaction cum evaluation might be effective; but don't know whether time will be sufficient for that or not.

At
the Postgraduate level, we may also think of options like Dissertations, instead of end of term examinations.

-open
book test -collaboration with assessment facilities from the industry, which in-turn will determine their practical knowledge , as well the gap areas which the students would need to mend in order to get employment and /or research programs

There
should be more participation from the students in the learning process. The students should be allowed to play a very active role in the learning process.

Apart
from the regular evaluation methodology, other modes of evaluation like open book evaluation can also be carried out. Having said that, the department of ELT does adopt different evaluation techniques viz. seminar presentations,

assignments, ongoing classroom evaluation based on learner performance etc. apart from the end of term examinations.

Continuous

evaluation of the students like mock tests, quiz, debates etc. could add to the learning process.

(i)

instead of existing teaching centric methods, it should be learner-centric (ii)

regular evaluation in the form of class activities should be encouraged (iii)

more credit for curriculum projects that are endorsed by industry / prospective employer should be there

10) What is your opinion on the quality of the questions asked in the college/university examinations? Is there any scope for modification?

22 responses

Yes

Quality

need improvement and college teachers should get more chance to set questions of UG courses. Out of syllabus question should be avoided and must be student oriented. There should be scope of scoring marks.

The

present question patterns has not made students to go for more reference books, library works, group discussion etc

Satisfactory

Yes there is

scope for modification. In my knowledge some departments still use essay type questions only which is outdated. Questions should be a mix of objective, short and long answer type.

Yes.

There are ample scopes.

It

needs major revision. There should not be any repeat of questions from previous years (atleast from the immediately passed two years). 15-20% of questions should be critical and target the ability of the student to solve difficult and thinking based aspects.

OK

Examinations

on higher/advanced courses should be more problem solving oriented rather than being descriptive

Quality

is satisfactory but can be improved by formulating questions include applications of the concepts or methods discussed in the course rather than direct questions.

A

QP should have about 70% knowledge based questions.

Questions

should be set in a way that call for to-the-point answers rather than long or descriptive-type answers.

We

need both multiple choice and descriptive questions for our students. We can also include the types of questions basically asked in competitive examination like NET, GATE etc. This practice will certainly benefit the students.

The

question pattern should be mixture of both objective and descriptive.

No clear

idea about the standard/pattern of question papers in undergraduate programmes, but there is certainly scope for improvement of the standard of question in PG courses. Tailor made workshop for this purpose may be fruitful in this juncture..

The

questions are good but with the changing needs, there is always the scope for modification

Quality

of questions is reasonably good. But, there is always scope for modification. In science and technology subjects, stress should be given on specific knowledge rather than generalized concept. Deduction of theory etc. should be completely avoided. Problems from those theories may be asked. In short, we should focus on the applied part.

Absolutely,

1. Apart from testing their theoretical knowledge in the subject areas, questions need to be of the nature that they can answer by applying the knowledge they have of the concepts.
2. Questions can also be inferential or deductive in nature rather than something they can answer by simple memorising of notes.
3. Questions can be such that that asks them to solve some real life issues (something that can be very simple enough) out of the knowledge they have acquired. Linking their studies to real life issues will definitely create motivation and enhance their thinking capability. At a higher level, the same

idea holds for researchers and guides, who need to aim for, and plan at least some parts of their work towards finding solutions to the real life problems faced by their society.

The quality of the questions asked at the undergraduate level needs improvement. The questions asked in the examination should encourage students to use their cognitive abilities and apply their critical thinking skills. This in turn would motivate teachers to teach those skills in the class.

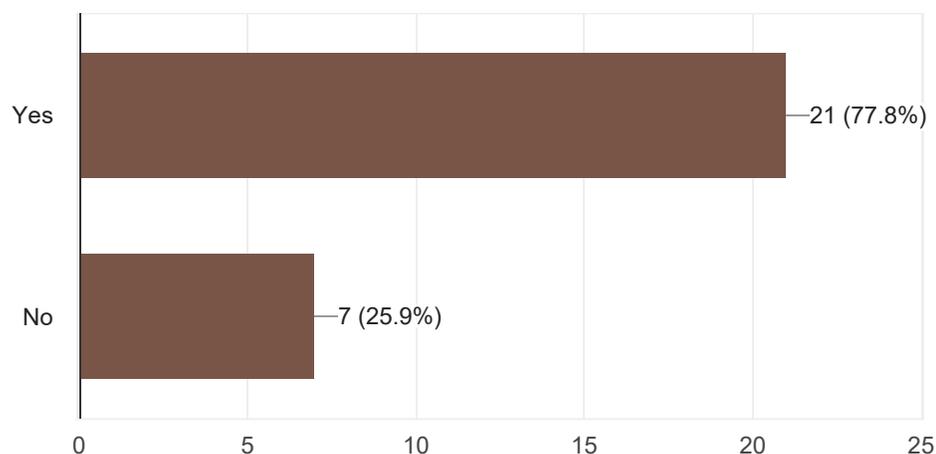
There is an urgent need to improve the quality of questions asked in the college/university examinations, as they are found to be too bookish, and seem to encourage rote learning on the part of the learners. The questions should be able to assess the critical thinking skills of the learners, and test them on their ability to carry out different tasks e.g. solving a problem, analysing a case study etc.

The quality of questions asked in college/university is satisfactory.

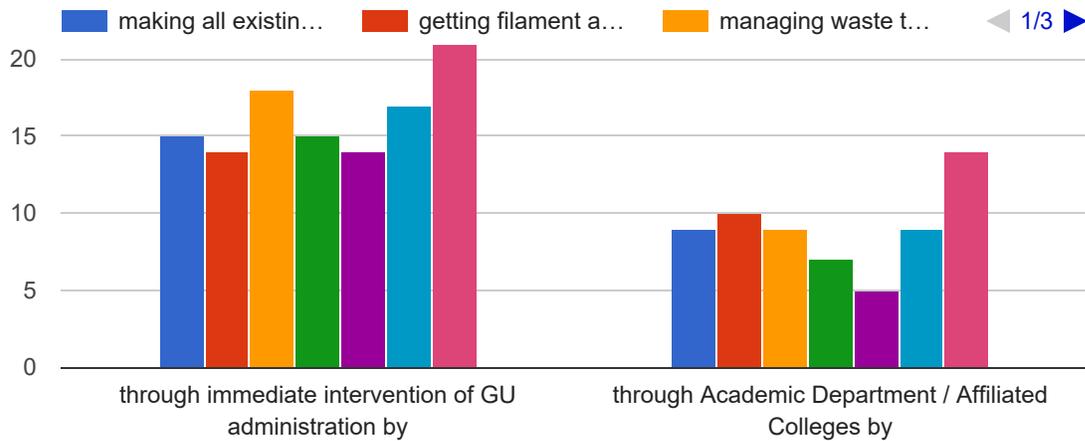
Yes, it needs major modifications. Instead of parrot-learning and spoon-feeding, we need to give the student enough space as well as time to explore things themselves

11) Are the results declared on time?

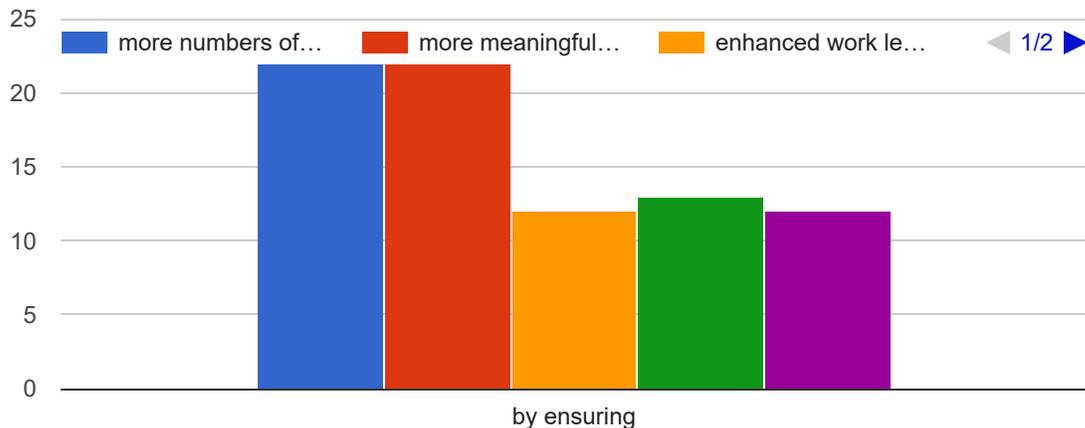
27 responses



12) In order to protect the environment, in what ways can GU / College intervene?

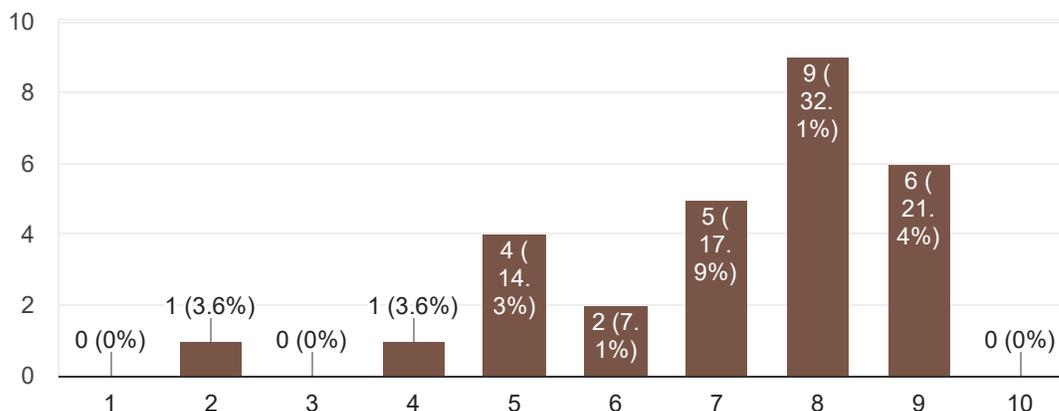


13) If the institution decides to assist you in your research work, in the form of a fellowship/scholarship, how do you think you can pay your institution back?



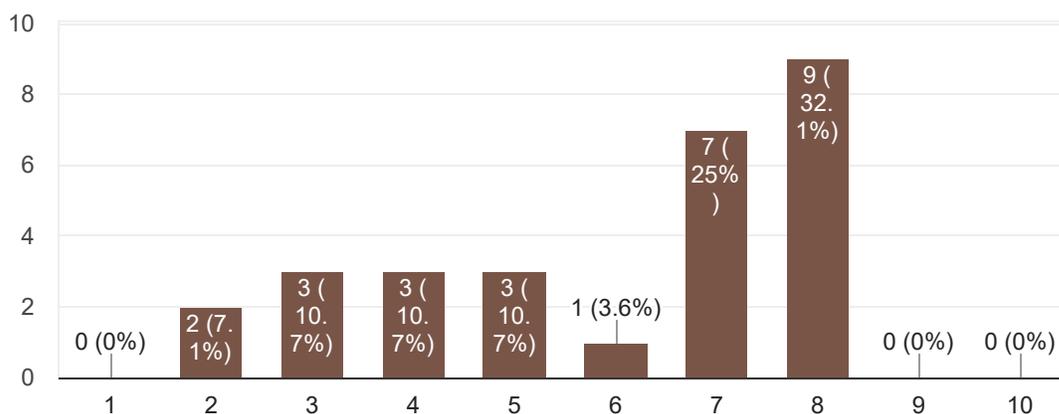
14) How would you rank the leadership of Gauhati University in terms of vision and delivery on a scale of 10?

28 responses



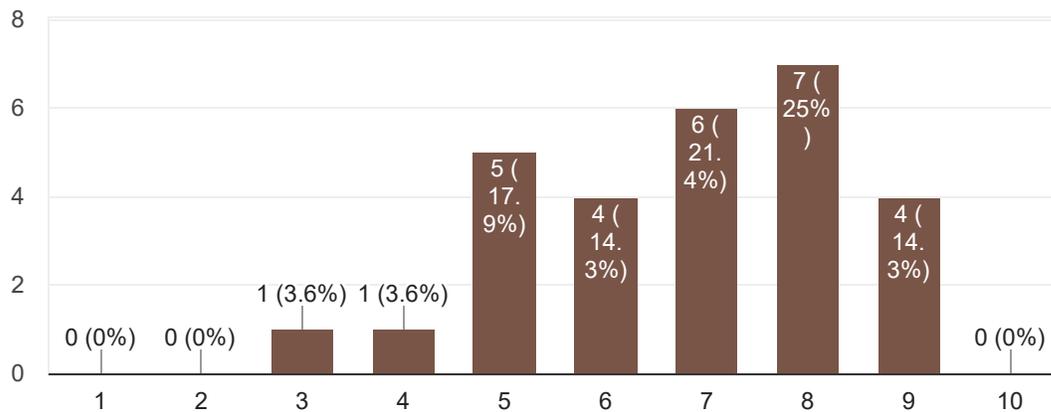
15) How would you rank the administrative functioning of the University in terms of ease and efficiency on a scale of 10?

28 responses



16) How would you rank the functioning of the Examination branch of the University in terms of its efficiency and timely response to your queries and problems on a scale of 10?

28 responses

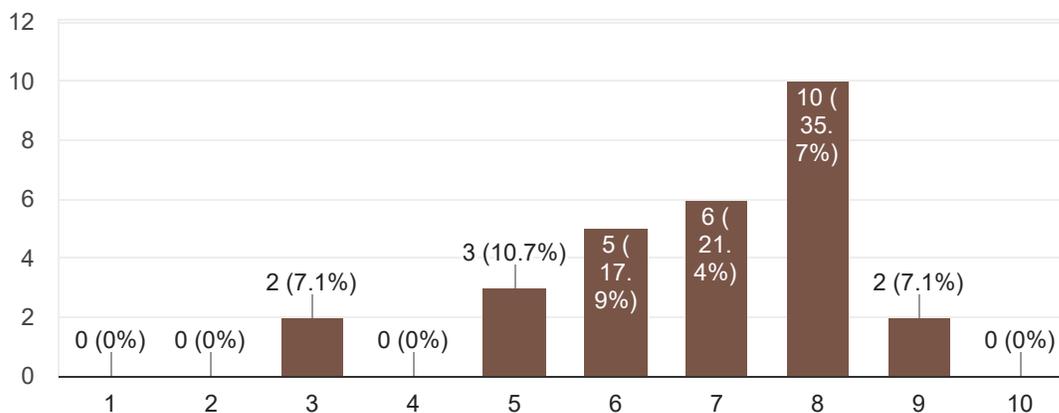


17) How would you rank the functioning of the Finance/Accounts branch of the University in terms of its efficiency and timely response to your queries and problems on a scale of 10?

28 responses

18) How would you rank the present state of the University on a scale of 10?

28 responses



19) Your suggestions for a better and more effective College-University relationship:

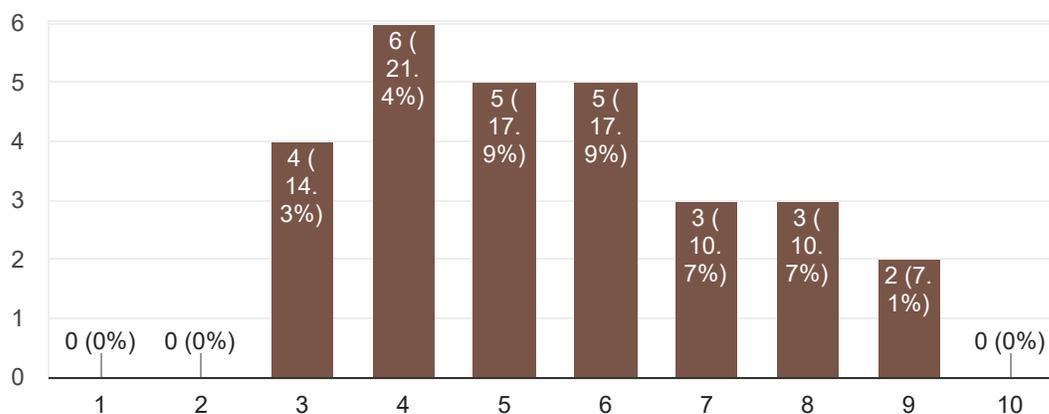
19 responses

Before

implementation of a new policy or strategy, all the heads of the affiliating institutions need to be taken into confidence and they should be intimated and trained properly so that they could go back to their institutions with necessary ideas for implementation. Only a representative of them can not make the things happen in proper order.

More

participation of College teachers in all academic decision related with UG



1

Separate help-desk should be there in the branches like examination, affiliation, finance/accounts etc. 2. The allowances etc. for a college principal to be paid by the university should be the same with that while a university official claims for visiting the respective college on official duty. 3. More PG depts. be introduced and Ph.D guide-ship to be awarded to the deserving faculty members in the colleges.

1.

Make college development council more accountable. 2. Conduct exams in time. 3. Declare results in time. 4. Make the controller of exam, certificate, migration branch staff more friendly and accountable. 5. Cut down the number of affiliated colleges to a more manageable size. 6. Hold skype meeting monthly to discuss and resolve issues. 7. Evolve a vibrant grievance redressal mechanism.

1. Feedback

mechanism for curriculum enrichment, administrative support etc. should be functional 2. University should conduct college students' satisfaction survey every year.

interaction

between both the groups

Interactive

meetings to discuss and exchange the views regarding teaching learning techniques, sharing of resources, faculty and student exchange schemes,

Considering

the large number of colleges affiliated to the institution, the working of this relationship is by and large satisfactory.

Regular feedback from the colleges regarding syllabus completion and students activity should be reported to the university. One faculty-in-charge from the university can be assigned to a cluster of departments of the colleges.

University

teachers should often visit college and share ideas to their respective fields.

For the development of a society a healthy relation between university and college is very necessary.

In

addition to the existing practices, University may consider to take up the following issues towards fostering the said relationship. 1. Summer/winter internship to students of the colleges selected through an appropriate set of criteria 2. Organizing series of lectures in select colleges having (inviting participation from nearby colleges) on different topics ranging from scientific thinking, technical wiring, and similar issues delivered by the teachers of the University.

More

frequent meetings of the Academic Council. Introducing a Visiting Professor scheme for University teachers to enable them to interact with college students. Similarly a Visiting Faculty Scheme may be introduced for colleges so that the college teachers who have good research work/ have competence may be allowed to teach in the university. Preparation of curriculum etc. in consultation with the colleges

i)

University departments must have inclusive vision. ii) Eligible college teachers should be given PhD guide-ship without delay. iii) During syllabus preparation, college teachers view should be given due recognition.

College-University

relationship can be made much stronger if the university keeps reviewing the teaching-learning situation in the colleges by involving the stakeholders-college teachers, learners and administrators of the college-more often This will help the university and the colleges to look at issues like syllabus revision, declaration of results, placement of students, etc. more closely and objectively.

i)College

teachers should be given more responsibilities and a bigger say in the course designing process viz. syllabus designing, materials selection/ designing, evaluation etc. ii) The university should keep the affiliated colleges in the know on any matter that affects them both

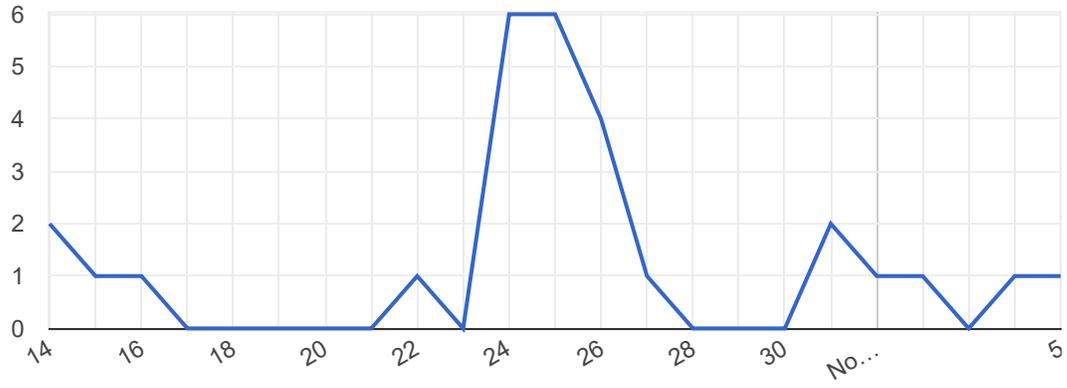
Collaborative

work among faculty members of College and University could better the relationship.

(i)

more interactions with all the stake-holders (ii) use of technology, such as, this Google forms, to access the needs of the colleges, before making any policy for them (iii) mentoring the undergraduate students in the colleges by the univ faculty

Number of daily responses



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