

# STUDENT FEEDBACK ANALYSIS

Session 2018-2023



**GAUZHATI UNIVERSITY**

A NAAC 'A' GRADE INSTITUTION

GOPINATH BARDOLOI NAGAR, JALUKBARI

GUWAHATI-781014 (ASSAM)

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ISSUED & CONTROLLED BY: MR /Director, IQAC, GU

SIGNATURE:|

## Analysis Report

### Department of Applied Sciences, GU

The department of Applied Sciences, Gauhati University conducted an offline feedback among the different batches of its M. Tech. (MST) and M.S. students enrolled during the session 2018-19. The feedback mechanism was in the form of a questionnaire containing a set of 10 questions to assess the conduct of the faculty in discharging the academic responsibilities. Each of these questions had five responses from 0 to 4 to choose from with '0' being lowest and '4' being highest. The assessment was made to determine the amount of syllabus covered, the class preparedness, approach and communication ability of the teacher, internal evaluation process, assignments discussion, discussion on course and program outcomes with the students, mentor-mentee relation and also about inculcating soft skills, life skills, employability skills to the students. A sample copy of the feedback form is also attached herewith.

Question no.	Response 0 in %	Response 1 in %	Response 2 in %	Response 3 in %	Response 4 in %
1	0	0	33.3	44.4	22.2
2	0	0	0	44.4	55.5
3	0	0	0	44.4	55.5
4	0	0	11.1	33.3	55.5
5	0	0	22.2	22.2	55.5
6	22.2	0	0	0	77.7
7	0	11.1	0	22.2	66.6
8	0	11.1	0	11.1	77.7
9	0	0	11.1	11.1	77.7
10	0	22.2	0	22.2	55.5

Response 4 means "85 to 100%"

Response 3 means "70 to 84%"

Response 2 means "55 to 69%"

Response 1 means "30 to 54%"

Response 0 means "Below 30%"



GAUHATI UNIVERSITY  
DEPARTMENT OF ARABIC  
Gopinath Bordoloi Nagar, Guwahati 781014

Ref. No.....

Date: 26/08/2019

### Feedback Analysis Report of MA 4<sup>th</sup> Semester, 2019

To  
Director  
IQAC  
Gauhati University

Sub: Analysis report of the feedback received from the outgoing students of MA 4<sup>th</sup> semester, 2019

Respected Sir,

I have the honor to state that 60 number of feedback forms were distributed to MA 4<sup>th</sup> Semester, 2019 students having 10 questions. Among these 60 students, 40 students have submitted the filled up forms to the Department. Here is an analysis of the feedback of these 40 students:

On the question “**How much of the syllabus was covered in the class**”, about 90% students rated as 85 to 100% while 10% students rated as 70 to 84%. About the “**How well did the teacher prepare for the classes**”, 40% students rated as thoroughly and other 60% students rated as satisfactorily. The question about “**How well were the teacher able to communicate**”, 100% students rated as always effective. About the question “**The teacher’s approach to teaching can best be described as**”, around 80% students rated as excellent while another 20% rated as very good. The question about “**Fairness of the internal evaluation process by the teacher**” the rating of 90% student is always fair and about 10% students remarked as usually fair.

On the question “**Was your performance in assignments discussed with you**”, the rating is 80%. About the question “**Teacher informs you about your expected competencies, course outcomes and programme outcomes**” 90% students rated as every time while 10% students opined as usually. The rating about the question “**Your mentor does a necessary follow up with an assigned task to you**”, the rating is about 84%. On the other hand the rating about the question “**The teacher illustrates the concepts through examples and application**”, 70% students rate as every time while 30% students rate as usually. The rating

of about **“Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work”**, the overall rating is 100%.

That Sir,

This in a nutshell is a brief analysis of the Feedback received from the outgoing students of MA 4<sup>th</sup> semester 2019. We the faculty members of the Department of Arabic, Gauhati University have discussed about the feedback and resolved to take corrective measures wherever needed.

This is for your information and necessary action, sir. Kindly accept this submission.

Yours faithfully

Mizazur Rahman Talukdar

Head i/c

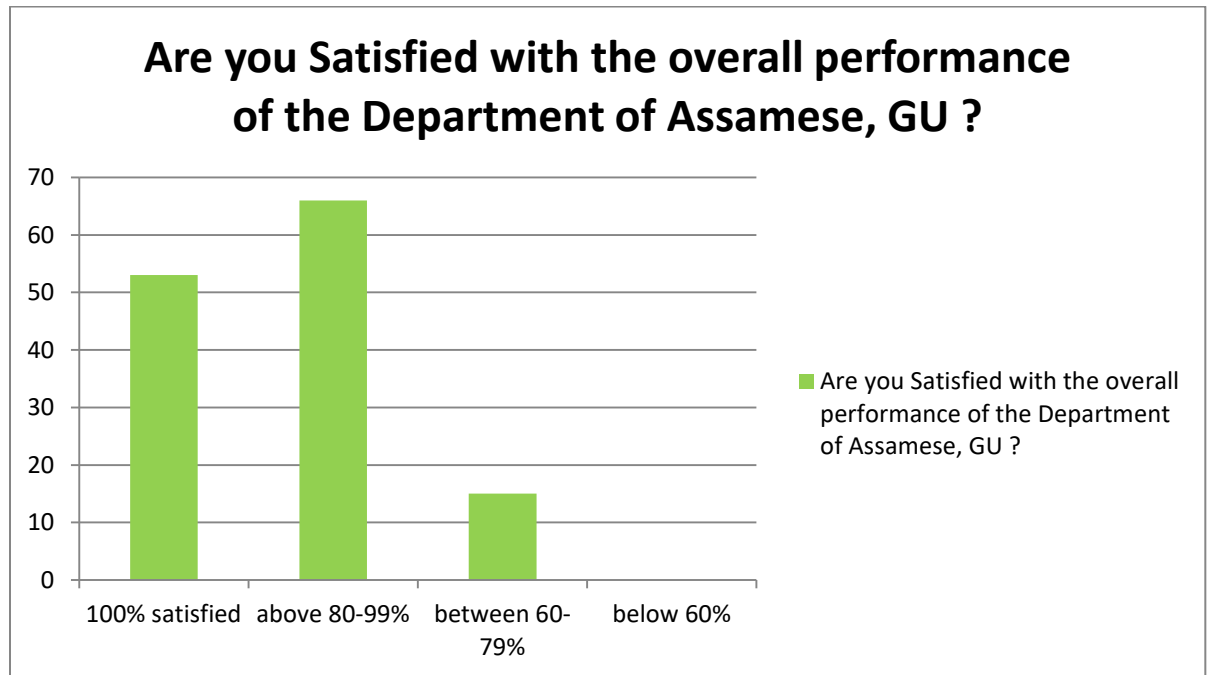
Department of Arabic, Gauhati University



**Department of Assamese  
Gauhati University  
Students' Feedback  
(Both Semester)**

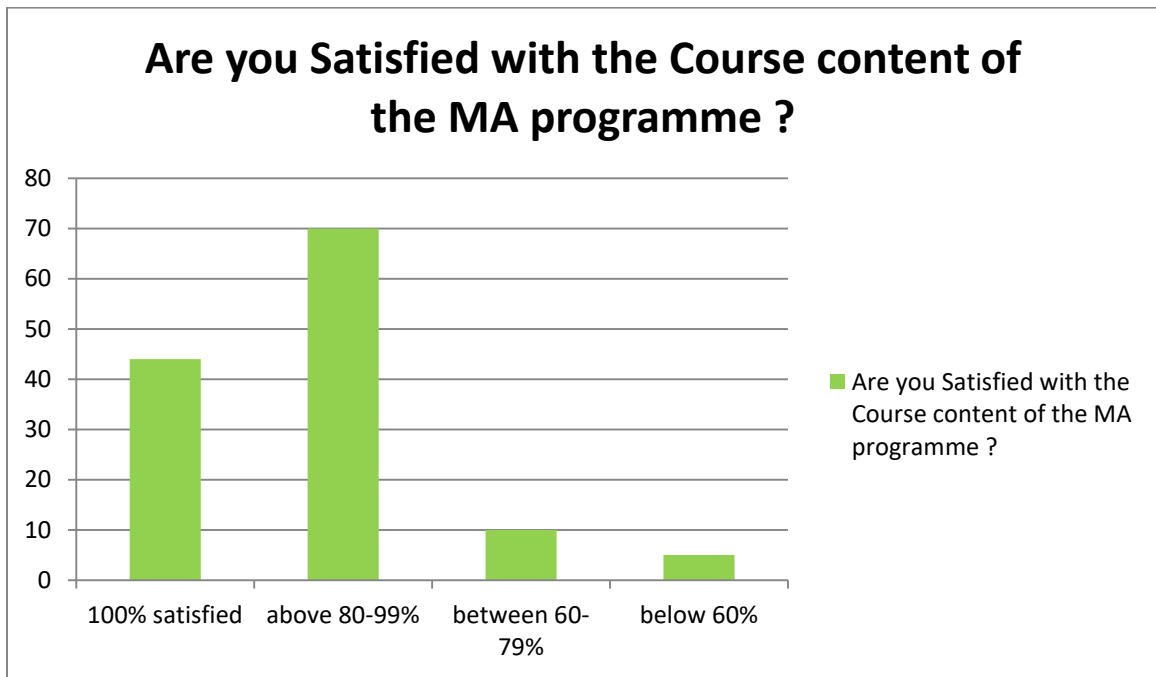
1. Are you satisfied with the overall performance of the Department of Assamese, GU?

100% satisfied	<b>29+24=53</b>
Satisfaction level is above 80-99%	<b>49+17=66</b>
Satisfaction level is between 60-79%	<b>7+8=15</b>
Satisfaction level is below 60%	<b>0+0 =0</b>



2. Are you Satisfied with the Course content of the MA programme ?

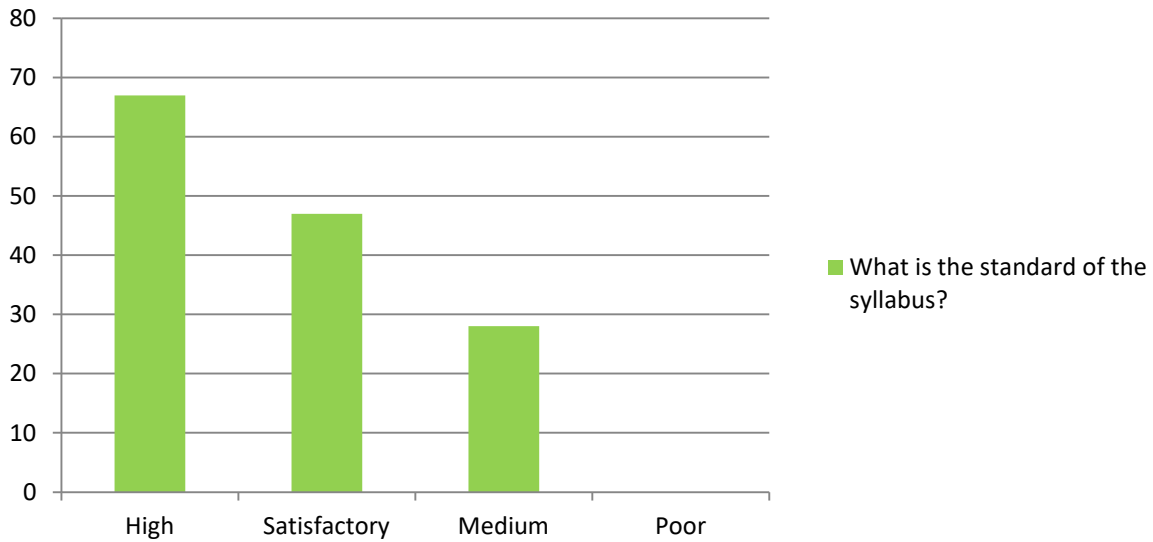
100% satisfied	<b>27+17=44</b>
Satisfaction level is above 80-99%	<b>47+23=70</b>
Satisfaction level is between 60-79%	<b>10+7=17</b>
Satisfaction level is below 60%	<b>1+4=5</b>



3. What is the standard of the syllabus?

High	<b>43+18=61</b>
Satisfactory	<b>30+17=47</b>
Medium	<b>12+16=28</b>
Poor	<b>0+0=0</b>

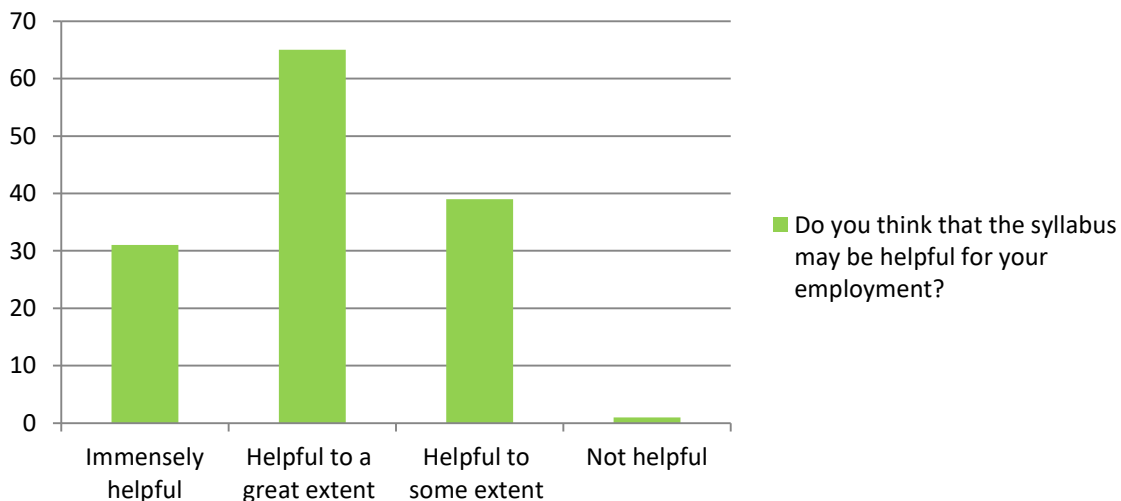
## What is the standard of the syllabus?



4. Do you think that the syllabus may be helpful for your employment?

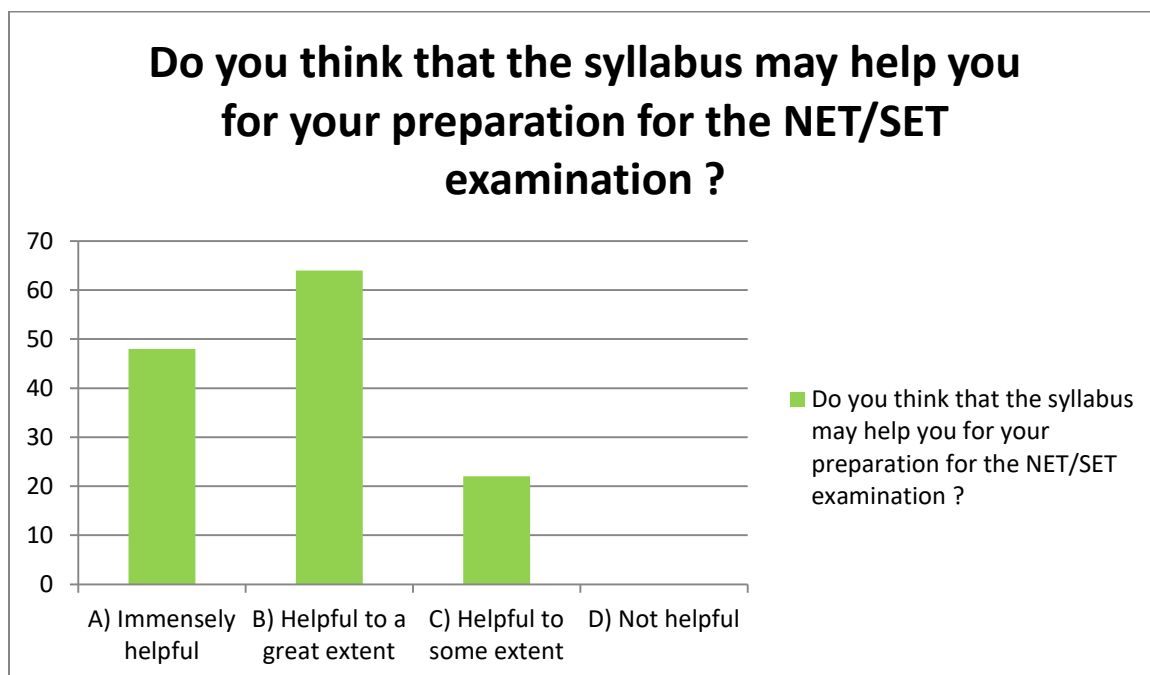
Immensely helpful	<b>18+13=31</b>
Helpful to a great extent	<b>42+23=65</b>
Helpful to some extent	<b>24+15=39</b>
Not helpful	<b>1+0=1</b>

## Do you think that the syllabus may be helpful for your employment?



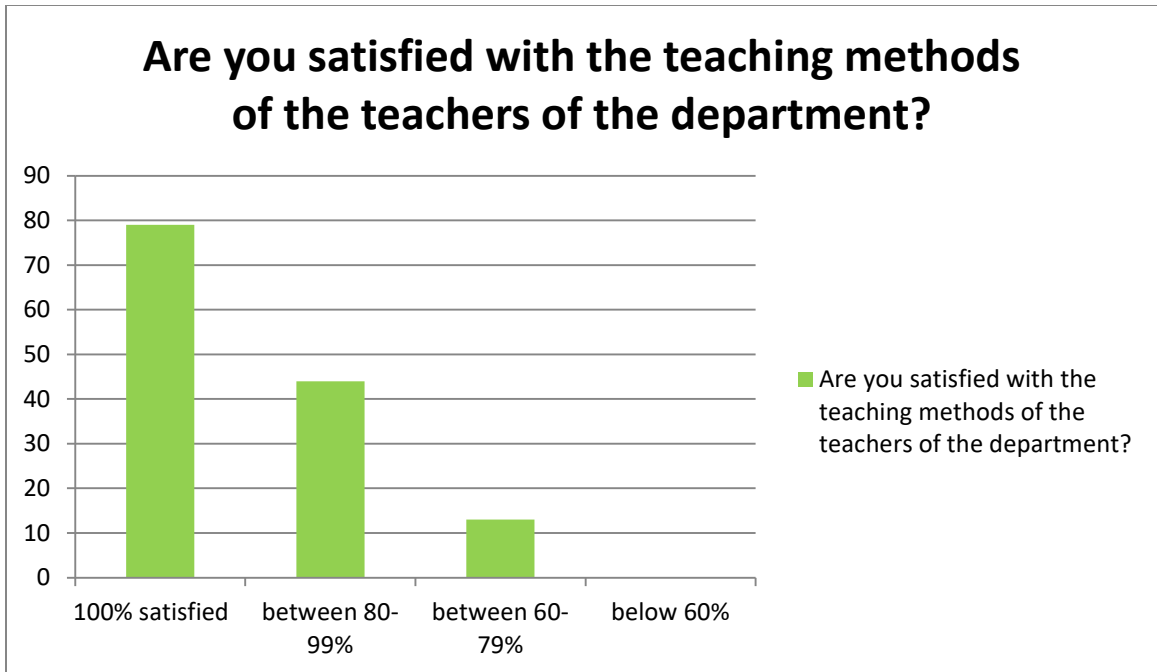
5. Do you think that the syllabus may help you for your preparation for the NET/SET examination?

A) Immensely helpful	<b>31+17=48</b>
B) Helpful to a great extent	<b>42+22=64</b>
C) Helpful to some extent	<b>12+10=22</b>
D) Not helpful	<b>0+0=0</b>



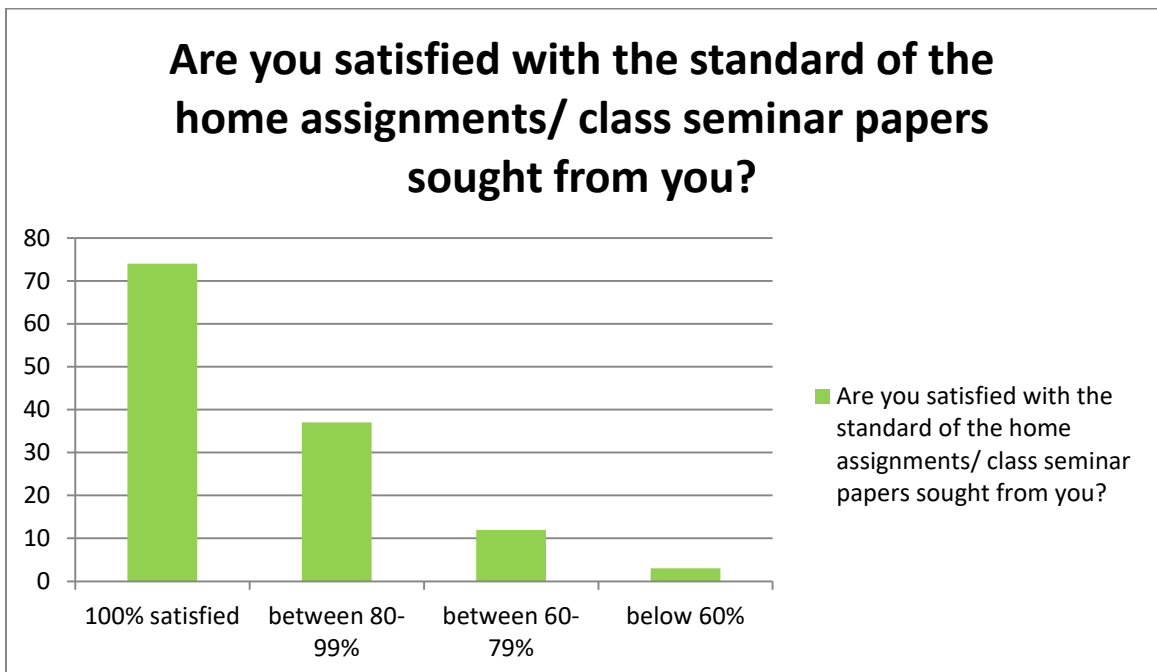
6. Are you satisfied with the teaching methods of the teachers of the department?

100% satisfied	<b>47+32=79</b>
Satisfaction level is between 80-99%	<b>31+13=44</b>
Satisfaction level is between 60-79%	<b>7+6=13</b>
Satisfaction level is below 60%	<b>0+0=0</b>



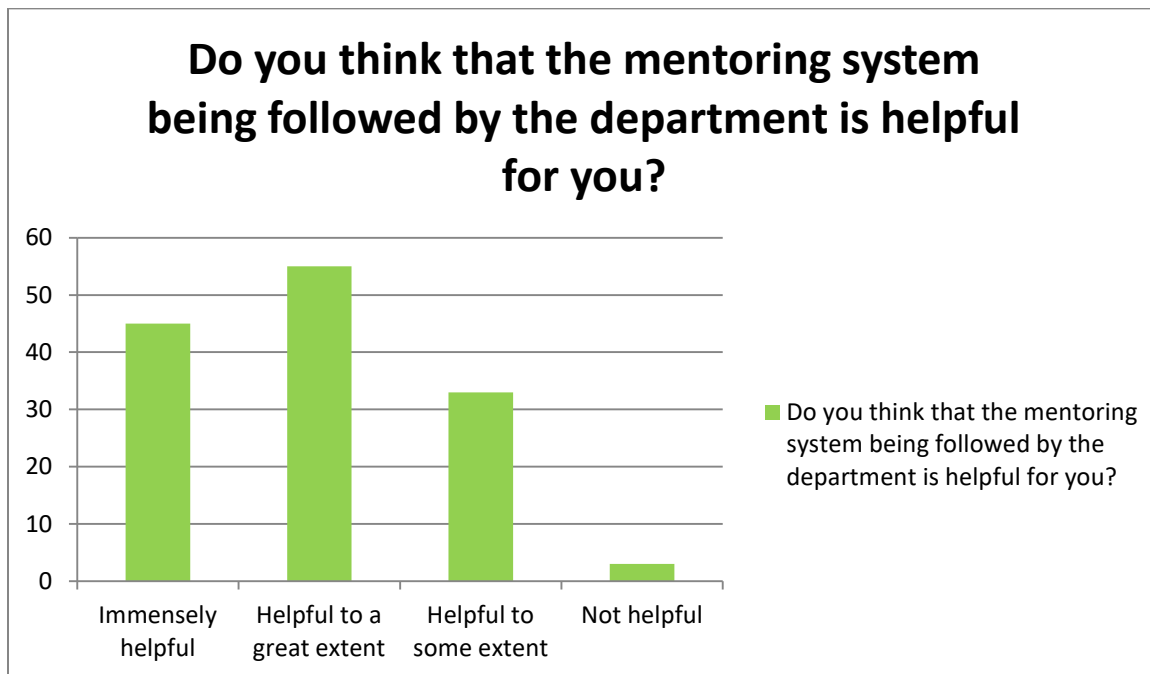
7. Are you satisfied with the standard of the home assignments/ class seminar papers sought from you?

100% satisfied	<b>49+25=74</b>
Satisfaction level is between 80-99%	<b>28+9=37</b>
Satisfaction level is between 60-79%	<b>6+6=12</b>
Satisfaction level is below 60%	<b>2+ 1=3</b>



8. Do you think that the mentoring system being followed by the department is helpful for you?

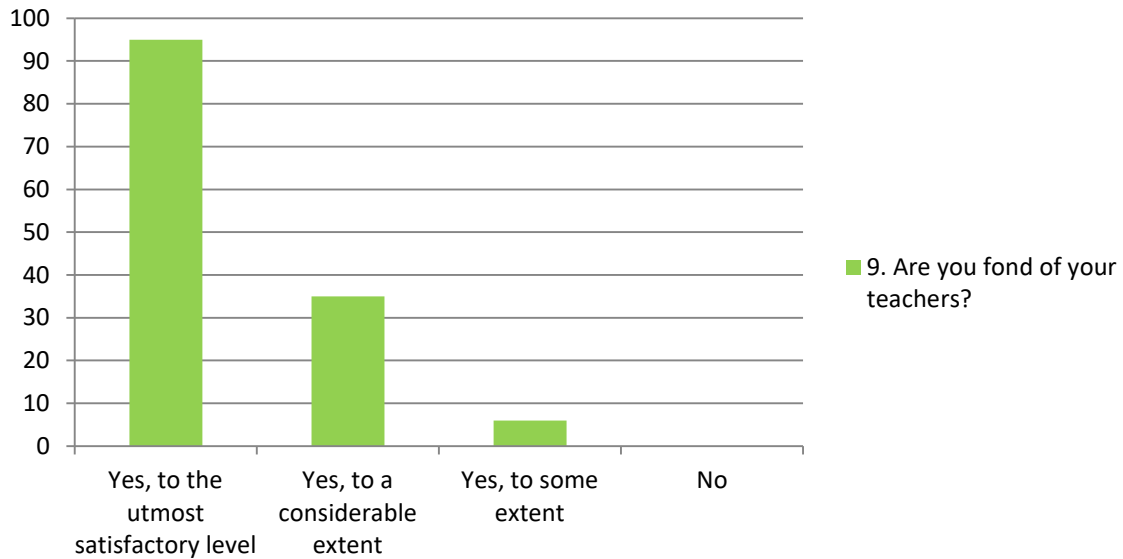
Immensely helpful	<b>25+20=45</b>
Helpful to a great extent	<b>37+18=55</b>
Helpful to some extent	<b>21+12=33</b>
Not helpful	<b>2+1=3</b>



9. Are you fond of your teachers?

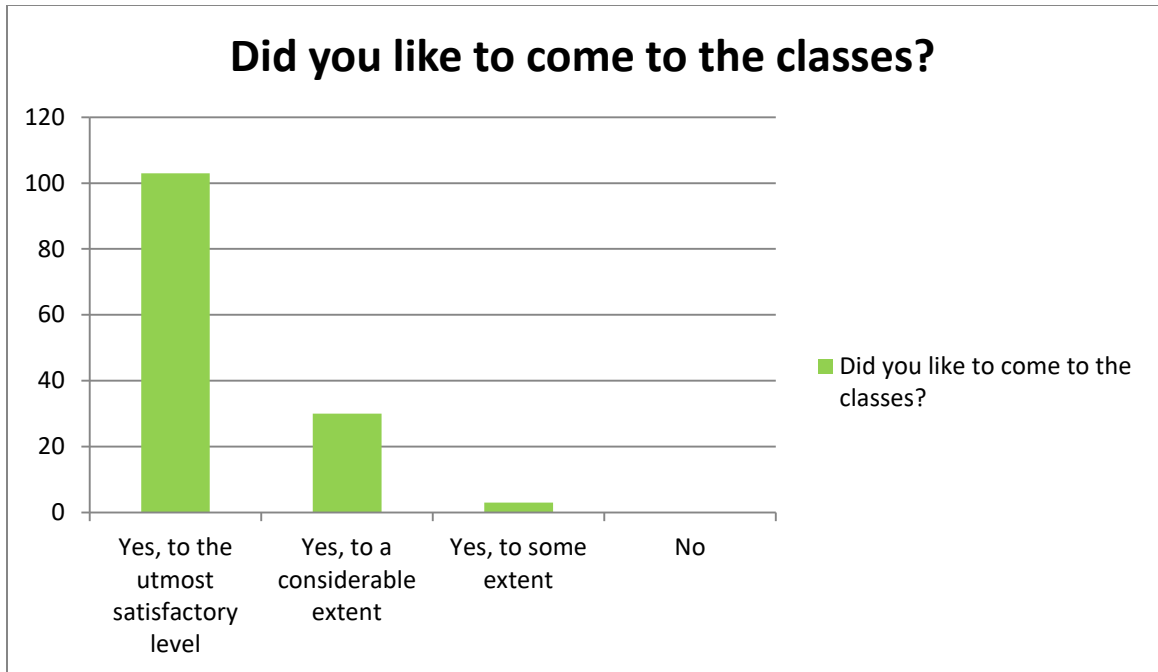
Yes, to the utmost satisfactory level	<b>59+36=95</b>
Yes, to a considerable extent	<b>24+11=35</b>
Yes, to some extent	<b>2+4=6</b>
No	<b>0+0=0</b>

## 9. Are you fond of your teachers?



## 10. Did you like to come to the classes?

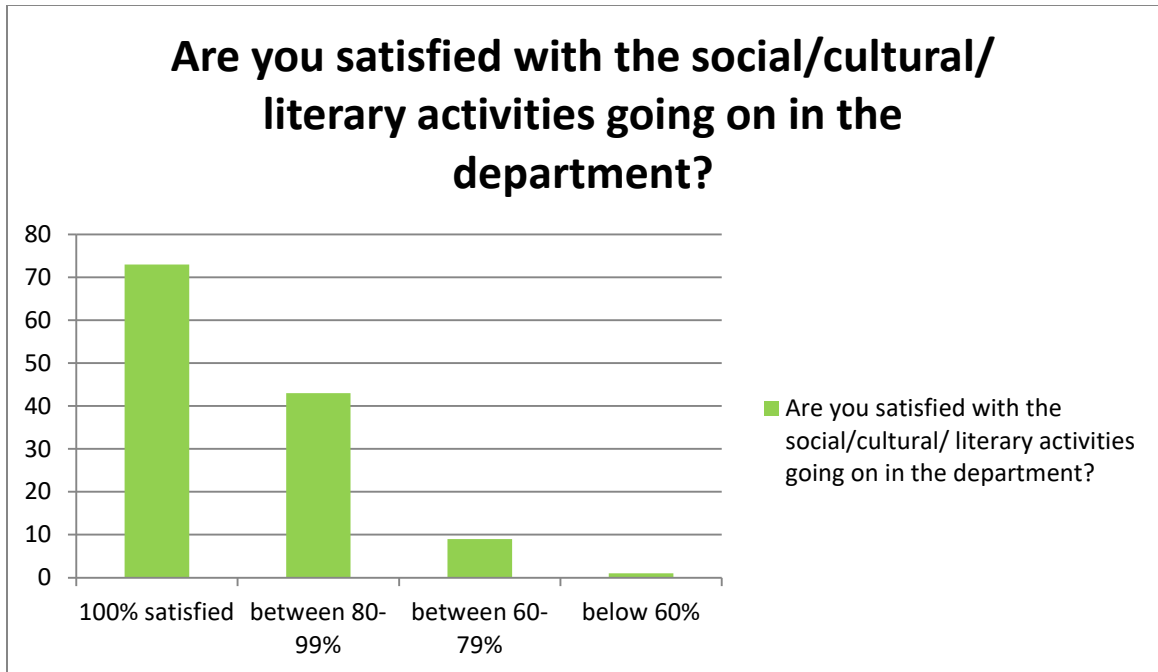
Yes, to the utmost satisfactory level	<b>63+40=103</b>
Yes, to a considerable extent	<b>21+9=30</b>
Yes, to some extent	<b>1+2=3</b>
No	<b>0+0=0</b>



11. Are you satisfied with the social/cultural/ literary activities going on in the department?

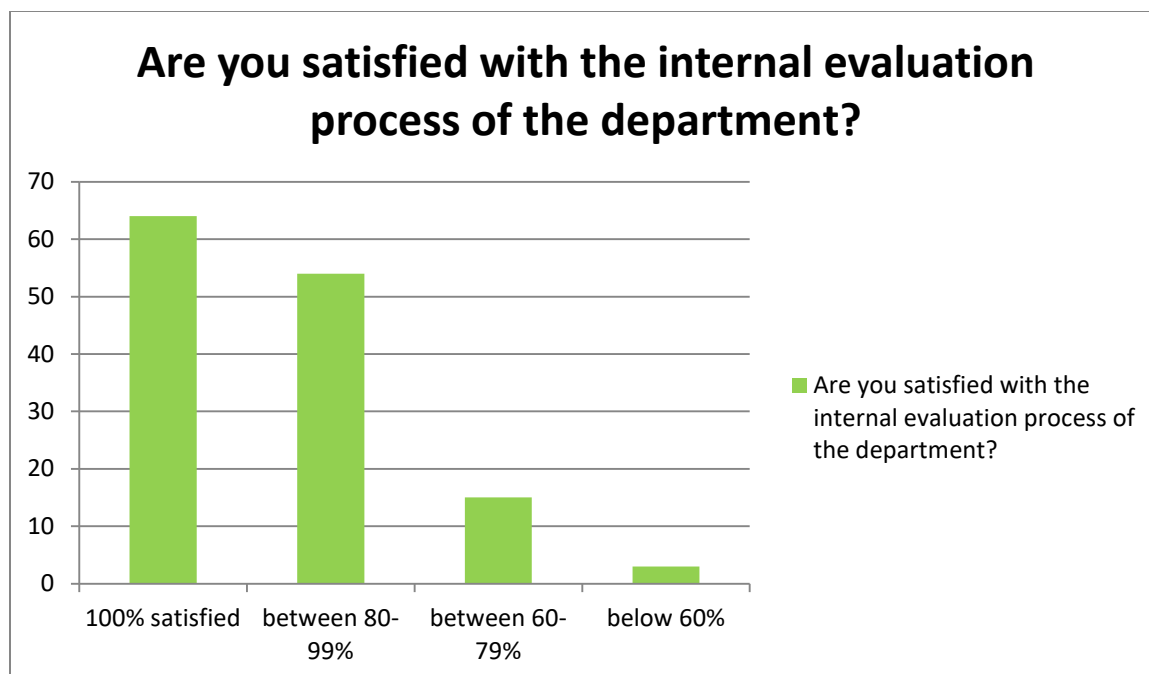
100% satisfied	<b>47+26 = 73</b>
between 80-99%	<b>28+15 = 43</b>
between 60-79%	<b>9+9 =18</b>
below 60%	<b>1+1 =2</b>





12. Are you satisfied with the internal evaluation process of the department?

100% satisfied	<b>46+18 =64</b>
between 80-99%	<b>32+22 =54</b>
between 60-79%	<b>6+9 =15</b>
below 60%	<b>1+2 =3</b>



#### 6. Do you have anything to suggest for improvement of the syllabus?

A few Students have some suggestions regarding the improvement of the syllabus. Some suggested that the syllabus should cover practical aspects of the subjects. A few wanted the syllabus to be helpful for NET/SLET appearing students. Skill Enhancement programme through the current syllabus is also one of the few suggestion. One of them demanded the syllabus to encourage students towards innovative though process. Most of others students are very much satisfied with the syllabus.

Suggestions for increasing the number of optional papers, provision of taking the paper on the Sanskrit texts, and adding more contemporary aspects have also been received.

#### 7. Do you have anything to suggest for improvement of the teaching/evaluation methods employed in the Department?

A few Students suggested providing internal mark details to students. A few are not satisfied with the evaluation process and they suggested improving it by implementing a standard evolution process. Evaluation process should focus more on students understanding capacity not remembering capacity. A few suggests to use PA System in classroom. As class room is bigger than the average classroom, pupil who seats in the last benches, most of the time they did not acquire anything from the class. A student also asked to use Co-curricular techniques in the classroom so that classroom could become interesting and affective.

Requirement of Audio-visual demonstration and new teaching methods have been suggested.

**8. Do you have anything to suggest for improvement of the social/cultural/literary activities of the Department?**

Most of the students are satisfied with the cultural activities of the department .but there are still scope of improvement according to them. Department can invite renowned alumni's as guest lecturers. There should be continuity in social /cultural activities. And some suggest to make it compulsory for each and every students to participate.

Regular classes on co-curricular activities and cultural practices, more practices like Bhaona, and quality improvement and inculcation of more social interest were suggested.

**(Bibha Bharali)**  
**Head, Dept of Assamese, GU**

**Report on Feedback by the students of M.A. 2<sup>nd</sup> semester 2019 toward the teachers (includes regular and guest faculty members) of the department of Bodo, Gauhati University:**

To get the feedback a questionnaire was prepared and distributed among the students of M. A. 2<sup>nd</sup> semester 2019. The questionnaire includes 10 questions and their responses as follows:-

1. Question no. 1 is about the coverage of the syllabus by the teacher. A good number of students responded on the option no. 4 as well as 3. Out of 308 (44X7) responses 27 on option 2, 8 on option 1 and only 1 on option 0.

2. Question no. 2 is about teachers' preparation for the class. Most of the students responded on the option 3 and 4 as well. 86 responses came on option 2, 10 on option 1 and 4 on option 0.

3. Question no. 3 is on teachers' ability on communication with the students. For this question most of the students responded on the option 3 and interestingly almost equal response given on option 4 and 2. Response to option 1 is seen only 2 and option 0 has got 0 responses.

4. Question no. 4 is about the teachers' approach to teaching can best be described. Response to question no. 4 is as follows:

Option 4 has 104 responses, option 3 has 95 responses, option 2 has got 85 responses option 1 has 22 and option 0 has only 2.

5. Question no. 5 is about fairness of the internal evaluation process by the teacher. Response to question no. 5 is-

Option 4 has 75 responses, option 3 has 142 responses, option 2 has 80 option 1 has 7 and option 0 has 4 responses.

6. Response to Question no. 6:

Response to question no. 6 counts that option 4 has 52 responses, option 3 has 128 responses, option 2 has 112 responses, question no. 1 has 12 and question no. 0 has 4 responses.

7. Responses to question no.7:

Option 4 has 57 responses, option 3 has 108 responses, option 2 has 102 responses, option 1 has 17 and option 0 has 16 responses.

8. Response to question no. 8:

Option 4 has 78, option 3 has 121 responses, option 2 has 66 responses, option 1 has 27 and option 0 has only 7 responses.

9. Response to question no. 9:

Option 4 has 92 responses, option 3 has 109 responses, option 2 has 76 responses, option 1 has 28 and option 0 has only 3 responses.

10. Response to question no. 10:

Option 4 has 70 responses, option 3 has 137 responses, option 2 has 65 responses, option 1 has 21 and option 0 has 16 responses.

The students' feedback towards the teachers is shown in the table as follows:

Sl. No.	Question no.	Total response for Response No.4	Total response for Response No.3	Total response for Response No.2	Total response for Response No.1	Total response for Response No.0	
1	1	76	186	27	8	0	
2	2	65	167	86	10	4	
3	3	58	151	76	2	0	
4	4	104	95	85	22	2	
5	5	75	142	80	7	4	
6	6	52	128	12	12	4	
7	7	57	108	102	17	16	
8	8	78	121	66	27	7	
9	9	92	109	76	28	3	
10	10	70	137	65	21	16	

This feedback is made under overall feedback response from the students.

Individual teacher's feedback is not shown here.

Head,  
Deptt. of Bodo  
Gauhati University

## **Feedback Report on Teachers by Students**

**4<sup>th</sup> Semester**

**Batch: 2017-2019**

**Dept. of Bodo, GU**

This Questionnaire consists of ten questions and each question has five responses and the students have to choose the best one. There are 41 students of 4<sup>th</sup> semester who have submitted their questionnaires. So, the report is put down as per the questionnaires in the following given stanzas.

- i. The first question is about the coverage of the syllabus in a semester. As the response given by the students there are only two senior teachers who completed their syllabus successfully and other teachers especially juniors could not do it.
- ii. Homework for teachers in teaching life is inevitable. As per student's report in this section most of the teachers in the dept. especially the young ones come with very little study on their respective papers.
- iii. Third one is on teachers' communication skill. Good communication skills help the students to learn and achieve academic success. Teaching is one kind of communications that includes listening, speaking, writing, reading, presenting in the class room. In this category also students' expectation from junior teachers' is not up to the mark.
- iv. Teachers' approach to teaching is another important point in teaching-learning approach. Interestingly, in this category also students are happy with the senior and not with junior teachers. Many of the students' response are just fair.
- v. Internal evaluation is an integral part of teaching-learning process as well as a very hard task for the evaluator. It provides feedback to the teachers about their teaching and the students about their learning i.e. achievement of the students. Under this category students' response is moderate.
- vi. As assignment is the part of course, there should be close relation between teachers and students. Pointing out clearly and concisely to the students just what is to be done or what

they are supposed to do is the fundamental duty of every teacher. As per students' feedback teachers are to take care in this respect.

vii. Yes, the senior teachers.

viii. Yes, they do.

ix. Yes.

x. Yes occasionally when the classroom situation requires so.

Head,  
Deptt. of Bodo  
Gauhati University

## **Students Feedback Report M.Com 4<sup>th</sup> Semester 2019**

The feedback form was distributed to the outgoing M.Com 4<sup>th</sup> Semester 2019 students and collected alongwith feedback. The following observations were made.

1. Syllabus was fully completed by the teachers with a few exceptions. March 2019 was a month of festivities with Varsity Week, Youth Festival and Manifest Kommercio being held. Therefore, these have led to class cancellations and syllabus could not be completed in time.
2. Teachers preparation was graded excellent by the students.
3. Teachers communication was rated from average to good.
4. Teachers approach to teaching was also rated as good.
5. Fairness of internal evaluation was found to be average.
6. Regarding course objectives and outcome, none of the teachers have informed the students about it.
7. Mentoring of students in its initial stage. Therefore many students hesitate to come forward due to reasons unknown.
8. Teachers illustration in class with examples is good.
9. Teachers efforts to inculcate soft skills is fain steps taken.

The teachers have been intimated of their feedback. Our teachers are taking care to meet with students expectations. Some areas which are in initial stages are taken care of so that these are students friendly.

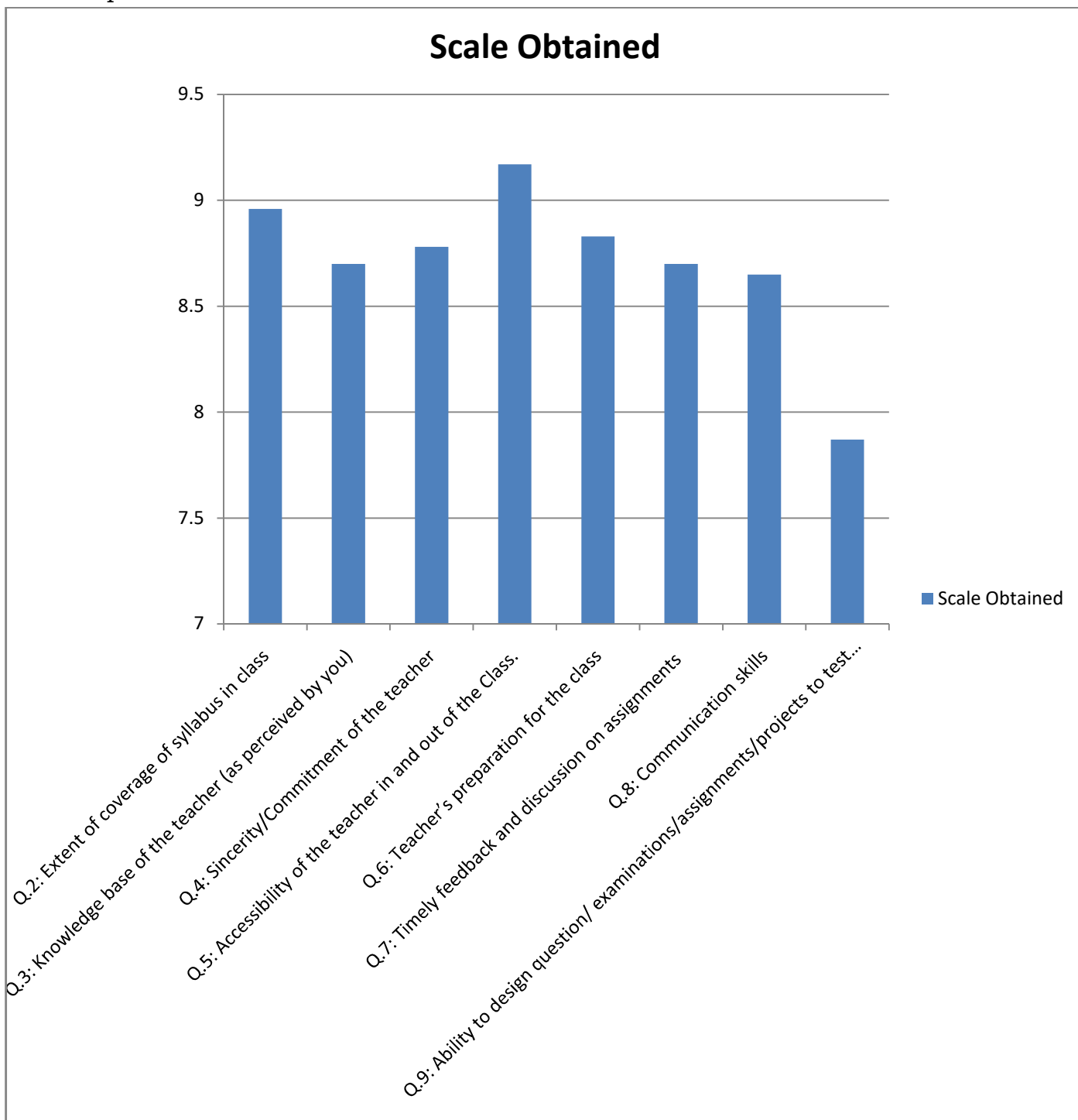
However, we strongly believe that students with required attendance can only rates the teachers and the rest excluded, as their rating may be highly biased.



## FEEDBACK ANALYSIS CARD

Faculty Name : Mr. X  
Designation : Guest Faculty  
Department : Computer Science  
Number of students Participated in feedback process : 30

Report Card:



**STUDENTS FEEDBACK REPORT**  
**DEPARTMENT OF ECONOMICS, G.U.**  
**SESSION – 2018-19.**

Feedback forms were distributed to the 2<sup>nd</sup> and 4<sup>th</sup> students of the Economics Department, on the last day of their semester examinations, in June 2019. A comprehensive set of questions were framed pertaining to various issues of the teaching, learning and examination process. Students were asked to give a score (between 0 to 4) to every teacher. The scores provided by the students were averaged for every teacher (Coded from T1 to T10), on every question, and an overall score (ranging between 0 and 4) was calculated.

The scores obtained are presented in the following tables:

Feedback Results, 2nd Semester, 2018-19, Department of Economics

Sl. No	QUESTION	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
1	How much of the syllabus was covered in the class?	3.7	2.3	3.0	3.6	3.8	3.7	3.8	3.8	Does not teach in 2nd semester	3.9
2	How well did the teacher prepare for the classes?	3.5	2.3	3.1	3.3	3.4	3.5	3.5	3.6		3.5
3	How well were the teacher able to communicate?	3.5	2.0	2.4	3.2	3.3	3.2	3.4	3.8		3.6
4	The teacher's approach to teaching can best be described as	3.1	1.7	2.2	2.8	2.9	3.0	2.9	3.3		3.1
5	Fairness of the internal evaluation process by the teacher.	3.5	2.8	2.9	3.3	3.5	3.5	3.5	3.6		3.6
6	Was your performance in assignments discussed with you?	2.0	1.4	1.4	1.8	2.0	2.0	2.2	2.5		2.6
7	Teacher informs you about your expected competencies, course outcomes and programme outcomes.	3.1	2.2	2.2	2.6	2.8	3.0	3.0	3.2		3.1
8	The teacher illustrates the concepts through examples and applications	3.6	2.3	2.6	3.1	3.3	3.4	3.4	3.6		3.4
	<b>Overall</b>	<b>3.3</b>	<b>2.1</b>	<b>2.5</b>	<b>3.0</b>	<b>3.1</b>	<b>3.2</b>	<b>3.2</b>	<b>3.4</b>		<b>3.4</b>

Feedback Results, 4th Semester, 2018-19,  
Department of Economics

Sl. No	QUESTION	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
1	How much of the syllabus was covered in the class?	4.0	2.2	3.8	3.1	3.3	3.5	3.4	4.0	4.0	3.9
2	How well did the teacher prepare for the classes?	3.2	2.4	3.5	2.7	3.0	3.0	2.9	3.8	3.7	3.7
3	How well were the teacher able to communicate?	3.1	2.6	2.7	3.0	3.4	3.0	3.2	3.8	3.6	3.7
4	The teacher's approach to teaching can best be described as	2.8	2.1	2.5	2.3	2.6	2.5	2.4	3.7	3.7	3.4
5	Fairness of the internal evaluation process by the teacher.	2.9	2.9	3.0	2.8	3.2	3.0	3.1	3.5	3.6	3.6
6	Was your performance in assignments discussed with you?	1.2	1.6	0.9	1.2	1.3	1.4	1.5	2.1	1.8	2.0
7	Teacher informs you about your expected competencies, course outcomes and programme outcomes.	2.2	1.9	1.8	2.1	2.1	2.2	2.1	2.8	2.6	2.6
8	The teacher illustrates the concepts through examples and applications	3.2	2.6	2.5	2.7	2.6	2.9	2.8	3.5	3.2	3.2
	<b>Overall</b>	<b>2.8</b>	<b>2.3</b>	<b>2.6</b>	<b>2.5</b>	<b>2.7</b>	<b>2.7</b>	<b>2.7</b>	<b>3.4</b>	<b>3.3</b>	<b>3.3</b>

Serial Num	How much was the syllat	How well did the teache	How well were the	The teacher's appro
1	4 - 85 to 100%	3- Satisfactory	4 - Always effective	3 - Very good
2	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effe	3 - Very good
3	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effe	3 - Very good
4	1- 30 to 54%	2 - Poorly	2 - Just satisfactor	1 - Fair
5	4 - 85 to 100%	2 - Poorly	0 - Very poor comr	1 - Fair
6	4 - 85 to 100%	0 - Won't teach at all	0 - Very poor comr	0 - Poor
7	4 - 85 to 100%	2 - Poorly	0 - Very poor comr	0 - Poor
8	4 - 85 to 100%	3- Satisfactory	1 - Generally ineffe	1 - Fair
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
11	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
12	4 - 85 to 100%	2 - Poorly	3 - Sometimes effe	1 - Fair
13	3 - 70 to 84%	1 - Indifferently	2 - Just satisfactor	1 - Fair
14	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
15	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
16	1- 30 to 54%	3- Satisfactory	0 - Very poor comr	1 - Fair
17	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effe	3 - Very good
18	3 - 70 to 84%	0 - Won't teach at all	0 - Very poor comr	0 - Poor
19	3 - 70 to 84%	0 - Won't teach at all	0 - Very poor comr	0 - Poor

Fairness of the intern	Was your performε	Teacher informs you	The teacher does a necess	The teacher illustr
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	1 - Rarely	2 - Occasionally / Sc	2 - Occasionally / Sometime	2 - Occasionally /
3 - Usually fair	1 - Rarely	1 - Rarely	1 - Rarely	1 - Rarely
4 - Always fair	1 - Rarely	1 - Rarely	1 - Rarely	1 - Rarely
2 - Sometimes unfair	0 - Never	1 - Rarely	1 - Rarely	0 - never
3 - Usually fair	0 - Never	0 - Never	0 - never	0 - never
4 - Always fair	3 - Usually	2 - Occasionally / Sc	3 - Usually	2 - Occasionally /
4 - Always fair	2 - Occasionally / ε	2 - Occasionally / Sc	4 - Every time	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	3 - Usually
3 - Usually fair	2 - Occasionally / ε	3 - Usually	3 - Usually	2 - Occasionally /
4 - Always fair	0 - Never	2 - Occasionally / Sc	2 - Occasionally / Sometime	1 - Rarely
1 - Usually unfair	1 - Rarely	1 - Rarely	1 - Rarely	1 - Rarely
3 - Usually fair	2 - Occasionally / ε	3 - Usually	2 - Occasionally / Sometime	2 - Occasionally /
4 - Always fair	1 - Rarely	2 - Occasionally / Sc	3 - Usually	3 - Usually
2 - Sometimes unfair	0 - Never	1 - Rarely	2 - Occasionally / Sometime	1 - Rarely
3 - Usually fair	3 - Usually	4 - Every time	3 - Usually	3 - Usually
2 - Sometimes unfair	0 - Never	0 - Never	0 - never	0 - never
2 - Sometimes unfair	0 - Never	0 - Never	0 - never	0 - never

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you ready for tl

3 - Moderate

3 - Moderate

1 - Very little

1 - Very little

0 - Not at all

0 - Not at all

0 - Not at all

1 - Very little

3 - Moderate

3 - Moderate

1 - Very little

2 - Somewhat

1 - Very little

2 - Somewhat

4 - To a great extent

0 - Not at all

3 - Moderate

0 - Not at all

0 - Not at all

he world of work.

Serial Number	How much was the %	How well did the teacher prep	How well were the teacher able	The teacher's a
1	4 - 85 to 100%	3- Satisfactory	4 - Always effective	3 - Very good
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	3 - Very good
3	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	3 - Very good
4	2 - 55 to 69%	3- Satisfactory	2 - Just satisfactory	1 - Fair
5	3 - 70 to 84%	4 - Thoroughly	4 - Always effective	4 - Excellent
6	3 - 70 to 84%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
7	3 - 70 to 84%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
8	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
11	3 - 70 to 84%	4 - Thoroughly	4 - Always effective	3 - Very good
12	2 - 55 to 69%	3- Satisfactory	3 - Sometimes effective	3 - Very good
13	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	3 - Very good
14	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good
15	3 - 70 to 84%	4 - Thoroughly	2 - Just satisfactory	3 - Very good
16	2 - 55 to 69%	3- Satisfactory	2 - Just satisfactory	2 - Good
17	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
18	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	2 - Good
19	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	2 - Good



Fairness of the inter	Was your perform	Teacher informs	The teacher doe	The teacher illu	Efforts are made
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
4 - Always fair	3 - Usually	3 - Usually	2 - Occasionally	3 - Usually	2 - Somewhat
3 - Usually fair	3 - Usually	1 - Rarely	2 - Occasionally	2 - Occasionally	0 - Not at all
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually	2 - Somewhat
3 - Usually fair	2 - Occasionally /	1 - Rarely	1 - Rarely	4 - Every time	3 - Moderate
3 - Usually fair	1 - Rarely	2 - Occasionally /	1 - Rarely	3 - Usually	3 - Moderate
4 - Always fair	4 - Every time	3 - Usually	3 - Usually	4 - Every time	3 - Moderate
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	4 - Every time	4 - To a great ext
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	4 - Every time	3 - Moderate
3 - Usually fair	3 - Usually	4 - Every time	2 - Occasionally	2 - Occasionally	2 - Somewhat
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
2 - Sometimes unfair	2 - Occasionally /	3 - Usually	3 - Usually	3 - Usually	2 - Somewhat
2 - Sometimes unfair	2 - Occasionally /	2 - Occasionally /	2 - Occasionally	2 - Occasionally	2 - Somewhat
3 - Usually fair	3 - Usually	2 - Occasionally /	3 - Usually	3 - Usually	2 - Somewhat
3 - Usually fair	3 - Usually	2 - Occasionally /	3 - Usually	2 - Occasionally	1 - Very little
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
3 - Usually fair	3 - Usually	2 - Occasionally /	1 - Rarely	2 - Occasionally	1 - Very little
3 - Usually fair	3 - Usually	2 - Occasionally /	1 - Rarely	2 - Occasionally	1 - Very little

by the teacher to inculcate soft-skills, life skills and employability skills to make you ready for the world of

ent

work.

Serial Num	How much was the syllabus covere	How well did the teacher pr	How well were the te
1	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effec
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec
3	4 - 85 to 100%	4 - Thoroughly	2 - Just satisfactory
4	2 - 55 to 69%	3- Satisfactory	2 - Just satisfactory
5	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effec
6	3 - 70 to 84%	4 - Thoroughly	1 - Generally ineffec
7	3 - 70 to 84%	4 - Thoroughly	1 - Generally ineffec
8	4 - 85 to 100%	3- Satisfactory	2 - Just satisfactory
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effective
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective
11	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec
12	3 - 70 to 84%	4 - Thoroughly	2 - Just satisfactory
13	3 - 70 to 84%	2 - Poorly	3 - Sometimes effec
14	4 - 85 to 100%	4 - Thoroughly	4 - Always effective
15	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effec
16	1- 30 to 54%	2 - Poorly	0 - Very poor commi
17	4 - 85 to 100%	3- Satisfactory	4 - Always effective
18	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory
19	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory

The teacher's appra	Fairness of the inte	Was your perform	Teacher informs y	The teacher does a n
3 - Very good	3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
3 - Very good	3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
2 - Good	3 - Usually fair	1 - Rarely	2 - Occasionally /	2 - Occasionally / Sor
2 - Good	3 - Usually fair	1 - Rarely	2 - Occasionally /	2 - Occasionally / Sor
3 - Very good	3 - Usually fair	2 - Occasionally /	1 - Rarely	2 - Occasionally / Sor
2 - Good	4 - Always fair	2 - Occasionally /	4 - Every time	4 - Every time
4 - Excellent	4 - Always fair	2 - Occasionally /	3 - Usually	4 - Every time
2 - Good	4 - Always fair	3 - Usually	2 - Occasionally /	2 - Occasionally / Sor
3 - Very good	4 - Always fair	3 - Usually	3 - Usually	4 - Every time
3 - Very good	4 - Always fair	3 - Usually	3 - Usually	4 - Every time
1 - Fair	2 - Sometimes unfa	2 - Occasionally /	3 - Usually	3 - Usually
2 - Good	2 - Sometimes unfa	2 - Occasionally /	2 - Occasionally /	1 - Rarely
3 - Very good	2 - Sometimes unfa	3 - Usually	3 - Usually	3 - Usually
3 - Very good	4 - Always fair	3 - Usually	3 - Usually	3 - Usually
3 - Very good	2 - Sometimes unfa	1 - Rarely	2 - Occasionally /	1 - Rarely
1 - Fair	2 - Sometimes unfa	2 - Occasionally /	0 - Never	1 - Rarely
3 - Very good	3 - Usually fair	4 - Every time	4 - Every time	3 - Usually
2 - Good	4 - Always fair	2 - Occasionally /	3 - Usually	2 - Occasionally / Sor
2 - Good	4 - Always fair	2 - Occasionally /	3 - Usually	2 - Occasionally / Sor

The teacher illustrates Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to n

- 3 - Usually            3 - Moderate
- 3 - Usually            3 - Moderate
- 2 - Occasionally / 1 - Very little
- 3 - Usually            2 - Somewhat
- 2 - Occasionally / 1 - Very little
- 2 - Occasionally / 4 - To a great extent
- 1 - Rarely            4 - To a great extent
- 3 - Usually            2 - Somewhat
- 4 - Every time        3 - Moderate
- 3 - Usually            3 - Moderate
- 2 - Occasionally / 1 - Very little
- 3 - Usually            2 - Somewhat
- 4 - Every time        3 - Moderate
- 4 - Every time        3 - Moderate
- 3 - Usually            3 - Moderate
- 2 - Occasionally / 0 - Not at all
- 4 - Every time        3 - Moderate
- 3 - Usually            2 - Somewhat
- 3 - Usually            2 - Somewhat

make you ready for the world of work.

Serial Num	How much was th	How well did the tea	How well were the teacher ab	The teacher's approa
1	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	3 - Very good
3	2 - 55 to 69%	2 - Poorly	2 - Just satisfactory	2 - Good
4	1- 30 to 54%	2 - Poorly	3 - Sometimes effective	1 - Fair
5	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
6	1- 30 to 54%	2 - Poorly	1 - Generally ineffective	1 - Fair
7	2 - 55 to 69%	3- Satisfactory	1 - Generally ineffective	1 - Fair
8	4 - 85 to 100%	3- Satisfactory	2 - Just satisfactory	2 - Good
9	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
11	2 - 55 to 69%	3- Satisfactory	3 - Sometimes effective	2 - Good
12	1- 30 to 54%	3- Satisfactory	2 - Just satisfactory	1 - Fair
13	1- 30 to 54%	2 - Poorly	1 - Generally ineffective	0 - Poor
14	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
15	4 - 85 to 100%	3- Satisfactory	4 - Always effective	3 - Very good
16	1- 30 to 54%	3- Satisfactory	2 - Just satisfactory	2 - Good
17	4 - 85 to 100%	3- Satisfactory	4 - Always effective	3 - Very good
18	2 - 55 to 69%	0 - Won't teach at all	0 - Very poor communication	0 - Poor
19	2 - 55 to 69%	0 - Won't teach at all	0 - Very poor communication	0 - Poor



Fairness of the intern	Was your performan	Teacher informs you	The teacher does a n	The teacher illus
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	2 - Occasionally / So	2 - Occasionally / Sor	1 - Rarely	2 - Occasionally
2 - Sometimes unfair	1 - Rarely	2 - Occasionally / Sor	1 - Rarely	1 - Rarely
2 - Sometimes unfair	3 - Usually	2 - Occasionally / Sor	1 - Rarely	1 - Rarely
2 - Sometimes unfair	0 - Never	1 - Rarely	1 - Rarely	3 - Usually
3 - Usually fair	0 - Never	1 - Rarely	3 - Usually	4 - Every time
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	3 - Usually
3 - Usually fair	3 - Usually	2 - Occasionally / Sor	2 - Occasionally / Son	3 - Usually
2 - Sometimes unfair	2 - Occasionally / So	3 - Usually	1 - Rarely	2 - Occasionally
0 - Unfair	0 - Never	0 - Never	0 - never	0 - never
4 - Always fair	3 - Usually	2 - Occasionally / Sor	2 - Occasionally / Son	2 - Occasionally
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	4 - Every time
3 - Usually fair	1 - Rarely	2 - Occasionally / Sor	1 - Rarely	2 - Occasionally
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
1 - Usually unfair	0 - Never	0 - Never	0 - never	0 - never
1 - Usually unfair	0 - Never	0 - Never	0 - never	0 - never

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you ready f

3 - Moderate

3 - Moderate

2 - Somewhat

0 - Not at all

2 - Somewhat

2 - Somewhat

3 - Moderate

1 - Very little

3 - Moderate

3 - Moderate

1 - Very little

2 - Somewhat

0 - Not at all

3 - Moderate

3 - Moderate

1 - Very little

3 - Moderate

0 - Not at all

0 - Not at all

or the world of work.

Serial Num	How much was the sy	How well did the tea	How well were the tr	The teacher's appr
1	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	3 - Very good
3	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
4	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	3 - Very good
5	3 - 70 to 84%	3- Satisfactory	4 - Always effective	3 - Very good
6	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
7	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
8	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
11	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	2 - Good
12	2 - 55 to 69%	4 - Thoroughly	4 - Always effective	3 - Very good
13	2 - 55 to 69%	2 - Poorly	3 - Sometimes effec	3 - Very good
14	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	2 - Good
15	3 - 70 to 84%	4 - Thoroughly	4 - Always effective	3 - Very good
16	3 - 70 to 84%	4 - Thoroughly	3 - Sometimes effec	2 - Good
17	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
18	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	3 - Very good
19	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effec	3 - Very good

Fairness of the internal	Was your performai	Teacher informs you	The teacher does	The teacher illustra
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	4 - Every time	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	3 - Usually	4 - Every time	4 - Every time	3 - Usually
3 - Usually fair	4 - Every time	4 - Every time	4 - Every time	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	3 - Usually	4 - Every time
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	4 - Every time
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	3 - Usually
3 - Usually fair	4 - Every time	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	2 - Occasionally / Sc	2 - Occasionally / Sc	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	3 - Usually	3 - Usually
3 - Usually fair	4 - Every time	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
3 - Usually fair	1 - Rarely	2 - Occasionally / Sc	2 - Occasionally / 2	2 - Occasionally / 3
3 - Usually fair	1 - Rarely	2 - Occasionally / Sc	2 - Occasionally / 2	2 - Occasionally / 3

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you read:

- 4 - To a great extent
- 3 - Moderate
- 4 - To a great extent
- 2 - Somewhat
- 4 - To a great extent
- 4 - To a great extent
- 4 - To a great extent
- 4 - To a great extent
- 3 - Moderate
- 3 - Moderate
- 3 - Moderate
- 2 - Somewhat
- 1 - Very little
- 3 - Moderate
- 4 - To a great extent
- 2 - Somewhat
- 4 - To a great extent
- 2 - Somewhat
- 2 - Somewhat

y for the world of work.

Serial Num	How much was the	How well did the	How well were the tea	The teacher's app	Fairness of the inte
1	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	3 - Usually fair
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	3 - Usually fair
3	2 - 55 to 69%	3- Satisfactory	3 - Sometimes effectiv	2 - Good	3 - Usually fair
4	1- 30 to 54%	1 - Indifferently	2 - Just satisfactory	2 - Good	2 - Sometimes unfa
5	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	2 - Good	3 - Usually fair
6	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good	3 - Usually fair
7	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	4 - Always fair
8	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	2 - Good	4 - Always fair
9	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	4 - Always fair
10	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	4 - Always fair
11	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good	3 - Usually fair
12	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	1 - Fair	3 - Usually fair
13	2 - 55 to 69%	2 - Poorly	2 - Just satisfactory	2 - Good	2 - Sometimes unfa
14	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	2 - Good	3 - Usually fair
15	2 - 55 to 69%	3- Satisfactory	2 - Just satisfactory	2 - Good	3 - Usually fair
16	1- 30 to 54%	3- Satisfactory	2 - Just satisfactory	2 - Good	3 - Usually fair
17	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effectiv	3 - Very good	3 - Usually fair
18	2 - 55 to 69%	2 - Poorly	1 - Generally ineffectiv	0 - Poor	1 - Usually unfair
19	2 - 55 to 69%	2 - Poorly	1 - Generally ineffectiv	0 - Poor	1 - Usually unfair





inculcate soft-skills, life skills and employability skills to make you ready for the world of work.

Serial Num	How much was the syllab	How well did the tea	How well were the teacher al	The teacher's approa
1	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
2	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	3 - Very good
3	4 - 85 to 100%	3- Satisfactory	2 - Just satisfactory	2 - Good
4	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
5	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
6	3 - 70 to 84%	4 - Thoroughly	2 - Just satisfactory	3 - Very good
7	3 - 70 to 84%	4 - Thoroughly	2 - Just satisfactory	4 - Excellent
8	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	2 - Good
9	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
11	3 - 70 to 84%	4 - Thoroughly	4 - Always effective	3 - Very good
12	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
13	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
14	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
15	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
16	3 - 70 to 84%	3- Satisfactory	4 - Always effective	2 - Good
17	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
18	4 - 85 to 100%	3- Satisfactory	2 - Just satisfactory	2 - Good
19	4 - 85 to 100%	3- Satisfactory	2 - Just satisfactory	2 - Good

Fairness of the intern:	Was your performance in ass	Teacher informs you a	The teacher does a
4 - Always fair	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	3 - Usually	3 - Usually
3 - Usually fair	2 - Occasionally / Sometimes	4 - Every time	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	3 - Usually	4 - Every time	4 - Every time
4 - Always fair	1 - Rarely	4 - Every time	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	3 - Usually	4 - Every time
4 - Always fair	4 - Every time	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
2 - Sometimes unfair	2 - Occasionally / Sometimes	3 - Usually	2 - Occasionally / S
2 - Sometimes unfair	2 - Occasionally / Sometimes	3 - Usually	2 - Occasionally / S

The teacher illustrates : Efforts are made by the teacher to inculcate soft-skills, life skills and employability

- |                              |                       |
|------------------------------|-----------------------|
| 4 - Every time               | 4 - To a great extent |
| 3 - Usually                  | 2 - Somewhat          |
| 3 - Usually                  | 4 - To a great extent |
| 3 - Usually                  | 2 - Somewhat          |
| 4 - Every time               | 4 - To a great extent |
| 4 - Every time               | 4 - To a great extent |
| 4 - Every time               | 3 - Moderate          |
| 4 - Every time               | 3 - Moderate          |
| 4 - Every time               | 3 - Moderate          |
| 3 - Usually                  | 3 - Moderate          |
| 3 - Usually                  | 3 - Moderate          |
| 4 - Every time               | 4 - To a great extent |
| 4 - Every time               | 4 - To a great extent |
| 4 - Every time               | 3 - Moderate          |
| 4 - Every time               | 4 - To a great extent |
| 3 - Usually                  | 2 - Somewhat          |
| 3 - Usually                  | 3 - Moderate          |
| 2 - Occasionally / Sometimes | 3 - Moderate          |
| 2 - Occasionally / Sometimes | 3 - Moderate          |

skills to make you ready for the world of work.

Serial Num	How much was th	How well did the t	How well we	The teacher's approac	Fairness of the inte
1	4 - 85 to 100%	4 - Thoroughly	4 - Always e	4 - Excellent	4 - Always fair
2	3 - 70 to 84%	3- Satisfactory	3 - Sometim	3 - Very good	3 - Usually fair
3	4 - 85 to 100%	4 - Thoroughly	4 - Always e	3 - Very good	4 - Always fair
4	3 - 70 to 84%	3- Satisfactory	3 - Sometim	3 - Very good	3 - Usually fair
5	4 - 85 to 100%	4 - Thoroughly	4 - Always e	4 - Excellent	4 - Always fair
6	4 - 85 to 100%	4 - Thoroughly	3 - Sometim	4 - Excellent	2 - Sometimes unfa
7	4 - 85 to 100%	4 - Thoroughly	4 - Always e	4 - Excellent	3 - Usually fair
8	4 - 85 to 100%	4 - Thoroughly	4 - Always e	4 - Excellent	4 - Always fair
9	4 - 85 to 100%	4 - Thoroughly	4 - Always e	3 - Very good	4 - Always fair
10	4 - 85 to 100%	4 - Thoroughly	4 - Always e	3 - Very good	4 - Always fair
11	4 - 85 to 100%	3- Satisfactory	4 - Always e	3 - Very good	4 - Always fair
12	4 - 85 to 100%	4 - Thoroughly	4 - Always e	4 - Excellent	3 - Usually fair
13	3 - 70 to 84%	3- Satisfactory	3 - Sometim	3 - Very good	3 - Usually fair
14	3 - 70 to 84%	3- Satisfactory	3 - Sometim	2 - Good	3 - Usually fair
15	3 - 70 to 84%	3- Satisfactory	4 - Always e	4 - Excellent	4 - Always fair
16	3 - 70 to 84%	3- Satisfactory	4 - Always e	2 - Good	3 - Usually fair
17	4 - 85 to 100%	4 - Thoroughly	4 - Always e	3 - Very good	3 - Usually fair
18	3 - 70 to 84%	3- Satisfactory	3 - Sometim	2 - Good	3 - Usually fair
19	3 - 70 to 84%	3- Satisfactory	3 - Sometim	2 - Good	3 - Usually fair

Was your performance in :	Teacher informs y	The teacher does a	The teacher illustr	Efforts are made by th
4 - Every time	4 - Every time	4 - Every time	4 - Every time	4 - To a great extent
3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
4 - Every time	3 - Usually	3 - Usually	4 - Every time	4 - To a great extent
4 - Every time	4 - Every time	4 - Every time	4 - Every time	3 - Moderate
4 - Every time	4 - Every time	4 - Every time	4 - Every time	4 - To a great extent
1 - Rarely	4 - Every time	3 - Usually	4 - Every time	3 - Moderate
0 - Never	4 - Every time	3 - Usually	4 - Every time	4 - To a great extent
4 - Every time	4 - Every time	4 - Every time	4 - Every time	3 - Moderate
3 - Usually	4 - Every time	3 - Usually	4 - Every time	4 - To a great extent
3 - Usually	3 - Usually	4 - Every time	3 - Usually	3 - Moderate
4 - Every time	4 - Every time	4 - Every time	4 - Every time	4 - To a great extent
4 - Every time	4 - Every time	4 - Every time	4 - Every time	4 - To a great extent
4 - Every time	4 - Every time	4 - Every time	4 - Every time	4 - To a great extent
3 - Usually	3 - Usually	3 - Usually	3 - Usually	3 - Moderate
3 - Usually	4 - Every time	2 - Occasionally / Sc	3 - Usually	4 - To a great extent
3 - Usually	3 - Usually	3 - Usually	3 - Usually	2 - Somewhat
3 - Usually	4 - Every time	3 - Usually	4 - Every time	3 - Moderate
2 - Occasionally / Sometir	3 - Usually	2 - Occasionally / Sc	2 - Occasionally / Sc	1 - Very little
2 - Occasionally / Sometir	3 - Usually	2 - Occasionally / Sc	2 - Occasionally / Sc	1 - Very little



re teacher to inculcate soft-skills, life skills and employability skills to make you ready for the world of work



Serial Num	How much was the syll	How well did the teach	How well were the	The teacher's approach
1	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	2 - Good
2	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	3 - Very good
3	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
4	0 - Below 30%	0 - Won't teach at all	0 - Very poor comr	0 - Poor
5	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	2 - Good
6	4 - 85 to 100%	4 - Thoroughly	4 - Always effectiv	4 - Excellent
7	4 - 85 to 100%	4 - Thoroughly	4 - Always effectiv	4 - Excellent
8	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effectiv	3 - Very good
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effectiv	4 - Excellent
11	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
12	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effe	3 - Very good
13	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	3 - Very good
14	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	2 - Good
15	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effe	3 - Very good
16	1- 30 to 54%	3- Satisfactory	2 - Just satisfactor	2 - Good
17	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactor	2 - Good
18	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	3 - Very good
19	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effe	3 - Very good

Fairness of the in	Was your performance in	Teacher informs y	The teacher does a	The teacher illus
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
2 - Sometimes un	1 - Rarely	1 - Rarely	1 - Rarely	3 - Usually
0 - Unfair	0 - Never	0 - Never	0 - never	0 - never
3 - Usually fair	2 - Occasionally / Sometir	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	0 - Never	2 - Occasionally /	1 - Rarely	3 - Usually
4 - Always fair	0 - Never	3 - Usually	1 - Rarely	3 - Usually
3 - Usually fair	2 - Occasionally / Sometir	2 - Occasionally /	2 - Occasionally / Sc	2 - Occasionally
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	4 - Every time
4 - Always fair	3 - Usually	3 - Usually	4 - Every time	3 - Usually
3 - Usually fair	2 - Occasionally / Sometir	2 - Occasionally /	2 - Occasionally / Sc	3 - Usually
4 - Always fair	2 - Occasionally / Sometir	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	2 - Occasionally / Sc	2 - Occasionally
2 - Sometimes un	0 - Never	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	2 - Occasionally / Sometir	2 - Occasionally /	2 - Occasionally / Sc	2 - Occasionally
3 - Usually fair	0 - Never	0 - Never	0 - never	3 - Usually
3 - Usually fair	0 - Never	0 - Never	0 - never	3 - Usually

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you ready for t

3 - Moderate

3 - Moderate

2 - Somewhat

0 - Not at all

3 - Moderate

4 - To a great extent

4 - To a great extent

2 - Somewhat

3 - Moderate

3 - Moderate

2 - Somewhat

3 - Moderate

2 - Somewhat

3 - Moderate

2 - Somewhat

2 - Somewhat

2 - Somewhat

0 - Not at all

0 - Not at all

he world of work.

Serial Num	How much	How well di	How well w	The teache	Fairness of	Was your p	Teacher inf	The teache
1	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı4 - Every tir	4 - Every tir	4 - Every tir
2	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı3 - Usually	3 - Usually	3 - Usually
3	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı3 - Usually	3 - Usually	2 - Occasie
4	3 - 70 to 84	3- Satisfact	4 - Always	ı4 - Exceller	4 - Always	ı4 - Every tir	4 - Every tir	4 - Every tir
5	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı4 - Every tir	4 - Every tir	2 - Occasie
6	2 - 55 to 69	4 - Thorouç	4 - Always	ı4 - Exceller	3 - Usually	0 - Never	3 - Usually	1 - Rarely
7	2 - 55 to 69	4 - Thorouç	4 - Always	ı4 - Exceller	2 - Sometin	0 - Never	3 - Usually	2 - Occasie
8	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı4 - Every tir	4 - Every tir	3 - Usually
9	4 - 85 to 104	- Thorouç	4 - Always	ı3 - Very go	ı4 - Always	ı3 - Usually	3 - Usually	3 - Usually
10	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı4 - Every tir	3 - Usually	4 - Every tir
11	3 - 70 to 84	4 - Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı3 - Usually	3 - Usually	3 - Usually
12	3 - 70 to 84	3- Satisfact	2 - Just sat	3 - Very go	ı3 - Usually	3 - Usually	3 - Usually	3 - Usually
13	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı2 - Occasio	2 - Occasio	2 - Occasio
14	4 - 85 to 104	- Thorouç	4 - Always	ı3 - Very go	ı4 - Always	ı3 - Usually	3 - Usually	3 - Usually
15	3 - 70 to 84	3- Satisfact	4 - Always	ı4 - Exceller	4 - Always	ı2 - Occasio	1 - Rarely	1 - Rarely
16	3 - 70 to 84	4 - Thorouç	3 - Sometin	3 - Very go	ı3 - Usually	3 - Usually	3 - Usually	3 - Usually
17	4 - 85 to 103	- Satisfact	3 - Sometin	3 - Very go	ı3 - Usually	3 - Usually	2 - Occasio	2 - Occasio
18	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı2 - Occasio	0 - Never	0 - never
19	4 - 85 to 104	- Thorouç	4 - Always	ı4 - Exceller	4 - Always	ı2 - Occasio	0 - Never	0 - never

The teacher Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to mal

4 - Every tir 4 - To a great extent

4 - Every tir 3 - Moderate

2 - Occasio 3 - Moderate

4 - Every tir 1 - Very little

3 - Usually 4 - To a great extent

4 - Every tir 4 - To a great extent

4 - Every tir 4 - To a great extent

4 - Every tir 3 - Moderate

3 - Usually 3 - Moderate

4 - Every tir 3 - Moderate

3 - Usually 3 - Moderate

3 - Usually 3 - Moderate

2 - Occasio 3 - Moderate

4 - Every tir 3 - Moderate

4 - Every tir 2 - Somewhat

3 - Usually 2 - Somewhat

3 - Usually 3 - Moderate

3 - Usually 0 - Not at all

3 - Usually 0 - Not at all



ke you ready for the world of work.

Serial Num	How much was the	How well did the te	How well were the teache	The teacher's approa
1	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
2	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
3	4 - 85 to 100%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
4	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
5	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
6	2 - 55 to 69%	3- Satisfactory	1 - Generally ineffective	1 - Fair
7	2 - 55 to 69%	3- Satisfactory	0 - Very poor communicat	2 - Good
8	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
9	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
10	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
11	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
12	3 - 70 to 84%	3- Satisfactory	0 - Very poor communicat	3 - Very good
13	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
14	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	3 - Very good
15	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	3 - Very good
16	3 - 70 to 84%	4 - Thoroughly	3 - Sometimes effective	3 - Very good
17	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	3 - Very good
18	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent
19	4 - 85 to 100%	4 - Thoroughly	4 - Always effective	4 - Excellent

Fairness of the interna	Was your performan	Teacher informs y	The teacher does	The teacher illustrat
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
3 - Usually fair	0 - Never	1 - Rarely	1 - Rarely	4 - Every time
2 - Sometimes unfair	0 - Never	2 - Occasionally /	1 - Rarely	4 - Every time
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
2 - Sometimes unfair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	4 - Every time	4 - Every time	4 - Every time	4 - Every time
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	1 - Rarely	1 - Rarely	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	2 - Occasionally / Sc	3 - Usually	3 - Usually	2 - Occasionally / Sc
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you read:

- 4 - To a great extent
- 3 - Moderate
- 3 - Moderate
- 4 - To a great extent
- 4 - To a great extent
- 3 - Moderate
- 3 - Moderate
- 4 - To a great extent
- 4 - To a great extent
- 4 - To a great extent
- 3 - Moderate
- 3 - Moderate
- 4 - To a great extent
- 3 - Moderate
- 2 - Somewhat
- 3 - Moderate
- 3 - Moderate
- 3 - Moderate
- 3 - Moderate

y for the world of work.

Serial Num	How much was the syl	How well did the tea	How well were the teac	The teacher's approac
1	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	3 - Very good
2	2 - 55 to 69%	2 - Poorly	2 - Just satisfactory	1 - Fair
3	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good
4	1- 30 to 54%	2 - Poorly	1 - Generally ineffective	1 - Fair
5	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
6	3 - 70 to 84%	2 - Poorly	0 - Very poor communi	0 - Poor
7	4 - 85 to 100%	2 - Poorly	0 - Very poor communi	0 - Poor
8	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	1 - Fair
9	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good
10	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	2 - Good
11	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	2 - Good
12	4 - 85 to 100%	3- Satisfactory	3 - Sometimes effective	2 - Good
13	1- 30 to 54%	3- Satisfactory	2 - Just satisfactory	2 - Good
14	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
15	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective	2 - Good
16	1- 30 to 54%	1 - Indifferently	0 - Very poor communi	0 - Poor
17	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory	2 - Good
18	2 - 55 to 69%	1 - Indifferently	1 - Generally ineffective	0 - Poor
19	2 - 55 to 69%	1 - Indifferently	1 - Generally ineffective	0 - Poor

Fairness of the inter	Was your performa	Teacher informs	The teacher does a	The teacher illustra
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	1 - Rarely
3 - Usually fair	2 - Occasionally / S	2 - Occasionally	2 - Occasionally / S	2 - Occasionally / S
3 - Usually fair	2 - Occasionally / S	2 - Occasionally	2 - Occasionally / S	2 - Occasionally / S
4 - Always fair	3 - Usually	3 - Usually	3 - Usually	4 - Every time
3 - Usually fair	2 - Occasionally / S	0 - Never	2 - Occasionally / S	0 - never
3 - Usually fair	0 - Never	0 - Never	3 - Usually	0 - never
3 - Usually fair	2 - Occasionally / S	2 - Occasionally	2 - Occasionally / S	2 - Occasionally / S
4 - Always fair	2 - Occasionally / S	3 - Usually	2 - Occasionally / S	2 - Occasionally / S
4 - Always fair	3 - Usually	2 - Occasionally	4 - Every time	3 - Usually
4 - Always fair	4 - Every time	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	1 - Rarely
0 - Unfair	2 - Occasionally / S	2 - Occasionally	1 - Rarely	1 - Rarely
3 - Usually fair	3 - Usually	3 - Usually	3 - Usually	3 - Usually
3 - Usually fair	3 - Usually	2 - Occasionally	2 - Occasionally / S	2 - Occasionally / S
2 - Sometimes unfai	1 - Rarely	0 - Never	0 - never	1 - Rarely
2 - Sometimes unfai	2 - Occasionally / S	2 - Occasionally	2 - Occasionally / S	2 - Occasionally / S
3 - Usually fair	1 - Rarely	1 - Rarely	1 - Rarely	1 - Rarely
3 - Usually fair	1 - Rarely	1 - Rarely	1 - Rarely	1 - Rarely

Efforts are made by the teacher to inculcate soft-skills, life skills and employability skills to make you i

3 - Moderate

2 - Somewhat

2 - Somewhat

0 - Not at all

3 - Moderate

0 - Not at all

1 - Very little

2 - Somewhat

1 - Very little

3 - Moderate

2 - Somewhat

1 - Very little

1 - Very little

3 - Moderate

1 - Very little

0 - Not at all

2 - Somewhat

1 - Very little

1 - Very little



ready for the world of work.

Serial Num	How much was the syllabus	How well did the te	How well were the teacher abl
1	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective
2	1- 30 to 54%	3- Satisfactory	3 - Sometimes effective
3	2 - 55 to 69%	2 - Poorly	2 - Just satisfactory
4	0 - Below 30%	0 - Won't teach at a	0 - Very poor communication
5	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective
6	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective
7	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory
8	1- 30 to 54%	2 - Poorly	1 - Generally ineffective
9	1- 30 to 54%	3- Satisfactory	2 - Just satisfactory
10	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective
11	3 - 70 to 84%	3- Satisfactory	1 - Generally ineffective
12	3 - 70 to 84%	3- Satisfactory	3 - Sometimes effective
13	0 - Below 30%	0 - Won't teach at a	0 - Very poor communication
14	2 - 55 to 69%	3- Satisfactory	2 - Just satisfactory
15	0 - Below 30%	3- Satisfactory	3 - Sometimes effective
16	0 - Below 30%	2 - Poorly	1 - Generally ineffective
17	3 - 70 to 84%	3- Satisfactory	2 - Just satisfactory
18	3 - 70 to 84%	2 - Poorly	2 - Just satisfactory
19	3 - 70 to 84%	2 - Poorly	2 - Just satisfactory

The teacher's approach	Fairness of the intern:	Was your performance	Teacher informs you	The teacher does a n
3 - Very good	3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
1 - Fair	3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
1 - Fair	2 - Sometimes unfair	1 - Rarely	2 - Occasionally / Sor	2 - Occasionally / Sor
0 - Poor	0 - Unfair	0 - Never	0 - Never	0 - never
2 - Good	4 - Always fair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor
2 - Good	3 - Usually fair	0 - Never	1 - Rarely	3 - Usually
2 - Good	3 - Usually fair	1 - Rarely	1 - Rarely	1 - Rarely
0 - Poor	3 - Usually fair	1 - Rarely	1 - Rarely	1 - Rarely
2 - Good	4 - Always fair	1 - Rarely	2 - Occasionally / Sor	2 - Occasionally / Sor
2 - Good	4 - Always fair	3 - Usually	3 - Usually	4 - Every time
2 - Good	3 - Usually fair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor
3 - Very good	3 - Usually fair	3 - Usually	3 - Usually	3 - Usually
0 - Poor	0 - Unfair	0 - Never	0 - Never	0 - never
2 - Good	2 - Sometimes unfair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor
2 - Good	4 - Always fair	0 - Never	0 - Never	0 - never
0 - Poor	0 - Unfair	0 - Never	0 - Never	0 - never
1 - Fair	3 - Usually fair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor
2 - Good	2 - Sometimes unfair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor
2 - Good	2 - Sometimes unfair	2 - Occasionally / S	2 - Occasionally / Sor	2 - Occasionally / Sor

The teacher illustrates the Efforts are made by the teacher to inculcate soft-skills, life skills and employability

- |                              |                 |
|------------------------------|-----------------|
| 3 - Usually                  | 3 - Moderate    |
| 3 - Usually                  | 3 - Moderate    |
| 2 - Occasionally / Sometimes | 2 - Somewhat    |
| 0 - never                    | 0 - Not at all  |
| 2 - Occasionally / Sometimes | 3 - Moderate    |
| 3 - Usually                  | 1 - Very little |
| 1 - Rarely                   | 2 - Somewhat    |
| 1 - Rarely                   | 1 - Very little |
| 3 - Usually                  | 2 - Somewhat    |
| 3 - Usually                  | 3 - Moderate    |
| 2 - Occasionally / Sometimes | 1 - Very little |
| 3 - Usually                  | 3 - Moderate    |
| 0 - never                    | 0 - Not at all  |
| 2 - Occasionally / Sometimes | 2 - Somewhat    |
| 0 - never                    | 0 - Not at all  |
| 0 - never                    | 1 - Very little |
| 2 - Occasionally / Sometimes | 2 - Somewhat    |
| 2 - Occasionally / Sometimes | 2 - Somewhat    |
| 2 - Occasionally / Sometimes | 2 - Somewhat    |

skills to make you ready for the world of work.

**Department of English Language Teaching  
Gauhati University**

**Report on Student Feedback, 2019**

**1. Second Semester Feedback**

1	Students participated	18 Students (100%)
2	Courses assessed	(i) LEL 2016 Semantics (ii) LEL 2026 Sociolinguistics (iii) LEL 2036 Morphology and Syntax (iv) LEL 2046 Intro to Lang. Analysis (v) LEL 2054 Academic Reading II (vi) Facilities and Good Practices
3	Actions Taken	(i) Feedback summary was automatically generated by Google Forms (ii) Feedback summaries were shared with the respective teachers

**2. Fourth Semester Feedback**

1	Students participated	16 Students (100%)
2	Courses assessed	(i) ELT 4016 Testing and Evaluation in ELT (ii) ELT 4026 Practice Teaching (iii) ELT 4056 Literacy and Lang. Education (iv) ELT 4076 Education Psychology in Language Teaching: learners and the learning process (v) Facilities and Good Practices
3	Actions Taken	(i) Feedback summary was automatically generated by Google Forms (ii) Feedback summaries were shared with the respective teachers

Nivedita Malini Barua, PhD  
Head of the Department  
Department of English Language Teaching, GU

## Report on Student Feedback, 2019

### 1. Second Semester Feedback

1	Students participated	18 Students (100%)
2	Courses assessed	(i) LEL 2016 Semantics (ii) LEL 2026 Sociolinguistics (iii) LEL 2036 Morphology and Syntax (iv) LEL 2046 Intro to Lang. Analysis (v) LEL 2054 Academic Reading II (vi) Facilities and Good Practices
3	Actions Taken	(i) Feedback summary was automatically generated by Google Forms (ii) Feedback summaries were shared with the respective teachers

### 2. Fourth Semester Feedback

1	Students participated	8 Students (100%)
2	Courses assessed	(i) LIN 4016 Functional Syntax II (ii) LIN 4026 Projects in Linguistics (iii) LIN 4036 Lexicography (iv) LIN 4046 Literacy and Lang. Education (v) Facilities and Good Practices
3	Actions Taken	(i) Feedback summary was automatically generated by Google Forms (ii) Feedback summaries were shared with the respective teachers

Jyotiprakash Tamuli, PhD  
Head of the Department  
Department of Linguistics, GU

Department of Communication and Journalism, Gauhati University conducted **Student Satisfaction Survey on Teaching Learning Process 2019** for both Second Semesters separately after their examination. Following are the Reports:

### **Second Semester:**

#### **According to the students,**

- (i) The average syllabus was covered from 70 to 84% (3)
- (ii) Preparation of teachers for the classes are satisfactory (3)
- (iii) Teachers are in general effective in communication (4)
- (iv) Approach of teachers teaching can be described as Very Good (3)
- (v) Internal evaluation process is usually fair (3)
- (vi) Performance in assignments are discussed every time (4)
- (vii) Teachers usually inform them about their competencies outcome (3)
- (viii) Teachers usually illustrate the concepts through examples and applications (3)
- (ix) Teachers slightly identifies the strengths of student (1)
- (x) Weakness of the students are occasionally identified by the teachers (2), deviations are there which states that Usually teachers identify students weakness (3) while some says, teachers rarely identify the weakness (1)
- (xi) In student centric method of teaching, some says that teachers adopt somewhat (2), some says that it is moderate in nature (3)
- (xii) 70-89% (3) teachers uses ICT tools, for some, the amount is 50-69% (2)
- (xiii) That the overall teaching learning process is good was stated as Neutral (2) and agreed (3)

Following are the observations/ suggestions stated by the students at average for improvement of teaching learning experience in the Department:

- i. More digital classes should be encouraged
- ii. More faculties should be appointed
- iii. Association with more media houses should be practised
- iv. More computers for practical hands on learning should be included
- v. Balance between University academic calendar and events so that there can be smooth /regular classes.
- vi. Demand for more practical classes, interim tests and personal counselling and more practical materials like camera, editing suit etc.
- vii. More books related to the course should be available
- viii. Demand for students visit to media houses for practical knowledge
- ix. Interest specific courses for the students should be introduced (like video-editing, lay out, film making etc.). Students also understand that there are less number of faculties in the department to fulfil their need.
- x. They also urge for bigger classroom



Department of Communication and Journalism, Gauhati University conducted **Student Satisfaction Survey on Teaching Learning Process 2019** for Fourth Semesters separately after their examination. Following are the Reports:

#### **Fourth Semester:**

##### **According to the students,**

- (xiv) The average syllabus was covered from 70 to 84% (3)
- (xv) Teachers thoroughly prepares for the classes (4)
- (xvi) Teachers are in general effective in communication (4)
- (xvii) Approach of teachers teaching can be described as Very Good (3)
- (xviii) Internal evaluation process is usually fair (3)
- (xix) Performance in assignments are discussed every time (4)
- (xx) Teachers usually inform them about their competencies outcome (3)
- (xxi) Teachers usually illustrate the concepts through examples and applications (3)
- (xxii) Teachers reasonably identifies the strengths of student (3/4)
- (xxiii) Weakness of the students are occasionally identified by the teachers (2), deviations are there which states that Usually teachers identify students weakness (3) while some says, teachers rarely identify the weakness (1)
- (xxiv) In student centric method of teaching, some says that teachers adopt somewhat (2), some says that it is moderate in nature (3)
- (xxv) 70-89% (3) teachers uses ICT tools, for some, the amount is 50-69% (2)
- (xxvi) That the overall teaching learning process is good was stated as Neutral (2) and agreed (3)

Following are the observations/ suggestions stated by the students at average for improvement of teaching learning experience in the Department:

- xi. More digital classes should be encouraged
- xii. More faculties should be appointed
- xiii. Engagements of media experts should be encouraged
- xiv. Association with more media houses should be practised
- xv. More computers for practical hands on learning should be included
- xvi. Balance between University academic calendar and events so that there can be smooth /regular classes.
- xvii. Demand for more practical classes, interim tests and personal counselling and more practical materials like camera, editing suit, photographic materials etc.
- xviii. More books related to the course should be available
- xix. Demand for students visit to media houses for practical knowledge
- xx. Interest specific courses for the students should be introduced (like video-editing, lay out, film making etc.). Students also understand that there is less number of faculties in the department to fulfil their need.
- xxi. They also urge for bigger classroom
- xxii. Patchy internet and power service disrupts practical works



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Gauhati University

Feedback from Students during 2018-19 was collected, analysed and action has been taken. Feedback was collected from third and first semester on the following parameter:

1. How much of the syllabus was covered in the class?
2. How well did the teacher prepare for the classes?
3. How well were the teacher able to communicate?
4. The teacher's approach to teaching can best be described as.
5. Fairness of the internal evaluation process by the teacher.
6. Was your performance in assignments discussed with you?
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes.
8. Your mentor does a necessary follow-up with an assigned task to you.
9. The teacher illustrates the concepts through examples and applications.
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Students assess the parameters on 5-point scale. Based on the assessment, teachers were communicated individually by the HOD for improvement if the score on 5-point scale is less than 3. In summary the followings are the outcome of the feedback:

- i. 32-students (16 from 1<sup>st</sup> semester and 16 from 3<sup>rd</sup> semester) have participated in the process.
- ii. Based on the feedback individual teachers have been communicated individually by the HOD and requested them to improve in the area where score is less than 5.
- iii. Considering the suggestions from the students the following action were taken
  - (a) Minor revision was made in the course IAP3014 (Transmission line and antenna included)
  - (b) Portable PA systems are installed in the classroom
  - (c) Few books for NET and GATE preparation have been procured.

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# **STUDENT FEEDBACK ANALYSIS**

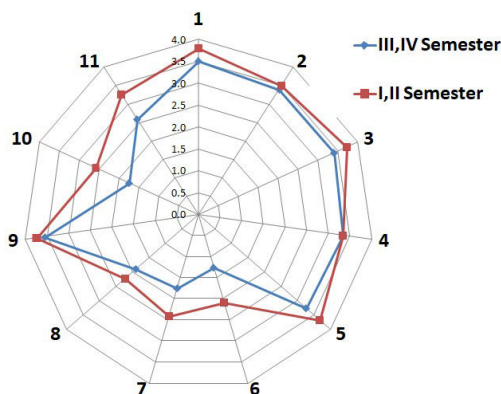
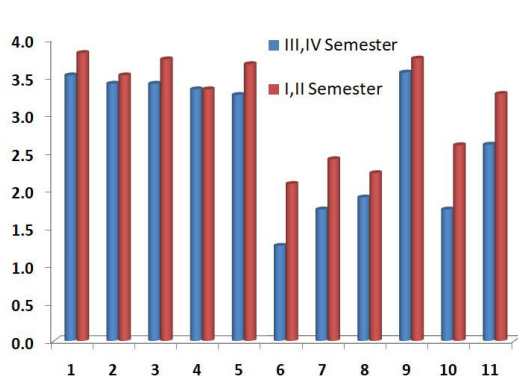
Session 2018-19



**DEPARTMENT OF GEOLOGICAL SCIENCES  
GAUHATI UNIVERSITY  
GUWAHATI-781014**

Name of the faculty : Prof.....  
 Designation :  
 Date of feedback : 20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size : 27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.5	3.8
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.4	3.5
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	3.4	3.7
4. The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	3.3	3.3
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0– Unfair)	3.3	3.7
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.3	2.1
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.7	2.4
8. Your mentor does a necessary follow-up with an assigned task to you.(4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0–I don't have a mentor)	1.9	2.2
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	3.6	3.7
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	1.7	2.6
11. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	2.6	3.3
• <b>Average of all criteria</b>	<b>2.7</b>	<b>3.1</b>
• <b>Std. Deviation</b>	<b>0.9</b>	<b>0.7</b>



**Graphical plot of criteria wise average score in both categories of response**

(Explanation of the circular plot: The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

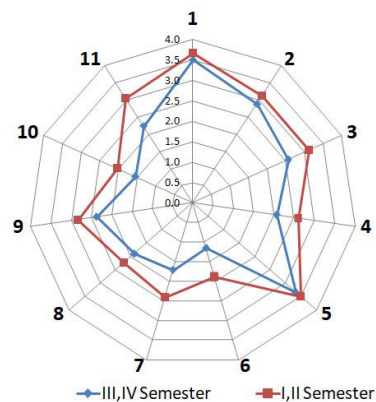
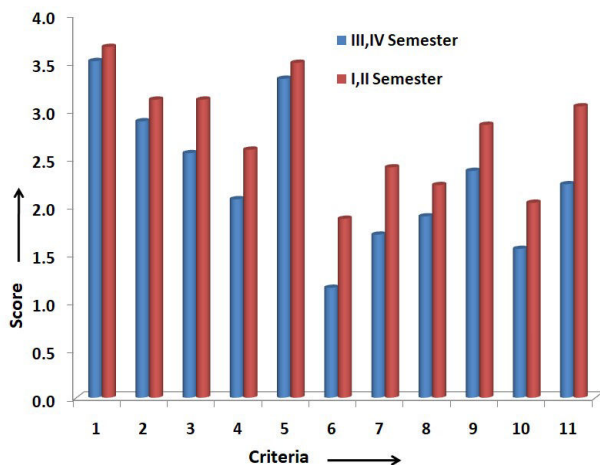
- Highest score on completion of the assigned syllabus in both the categories
- Average score for III and IV semester (2.7) is below the department average of 2.8. However, the same is higher (3.1) for the I and II semester than department average of 2.6.
- Criteria 6,7,8 and 10 need attention

**Observations based on specific comments of students:**

- Students are highly satisfied with the pedagogic skill

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.5	3.7
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	2.9	3.1
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	2.6	3.1
4. The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	2.1	2.6
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0– Unfair)	3.3	3.5
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.1	1.9
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.7	2.4
8. Your mentor does a necessary follow-up with an assigned task to you.(4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0-I don't have a mentor)	1.9	2.2
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	2.4	2.9
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	1.6	2.0
11. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	2.2	3.0
• <b>Average of all criteria</b>	<b>2.3</b>	<b>2.8</b>
• <b>Std. Deviation</b>	<b>0.7</b>	<b>1</b>



**Graphical plot of criteria wise average score in both categories of response**

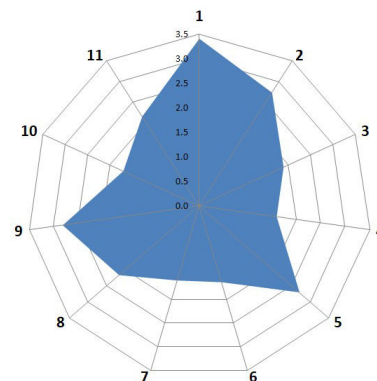
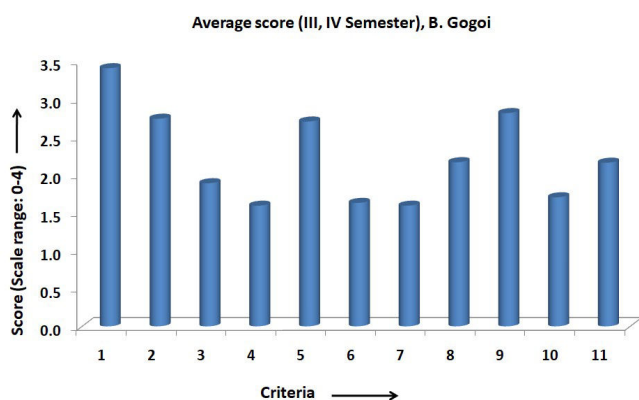
(Explanation of the circular plot: The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

- Highest score on completion of the assigned syllabus in both the categories
- Average score (2.3) for III and IV semester is below the department average of 2.8. However, the same is higher (2.8) for I and II semester.
- Assignment at I and II Semester, related to isotope geology and igneous petrology is well received compared to the assignment at III and IV Semester. I, II semester classes are better prepared
- Need more interaction and discussion on assignment with students

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Average score III, IV Semester
12. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.4
13. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	2.7
14. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	1.9
15. The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	1.6
16. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0– Unfair)	2.7
17. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.6
18. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.6
19. Your mentor does a necessary follow-up with an assigned task to you.(4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0–I don't have a mentor)	2.2
20. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	2.8
21. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	1.7
22. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	2.2
• Average of all criteria	2.2
• Std. Deviation	0.6



**Graphical plot of criteria wise average score in both categories of response**

*(Explanation of the circular plot:* The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

Only the semester IV students took part in the evaluation since there is no teaching assignment for Dr. Bikash Gogoi in 1<sup>st</sup> and 2<sup>nd</sup> semester. The score highlights are:

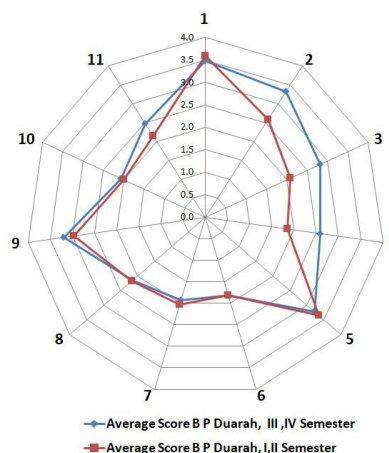
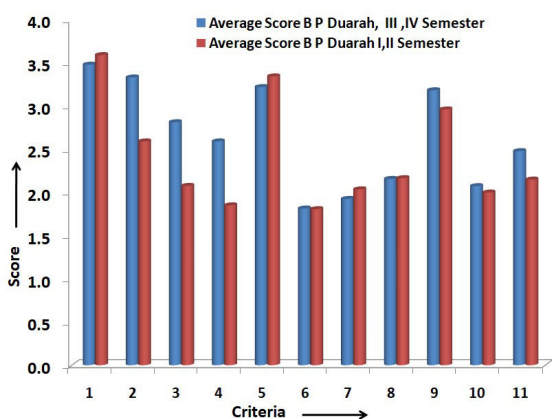
- Highest score on completion of the assigned syllabus.
- Average score is lower than the average (2.6) for the whole department (2.8)
- Need attention in criteria except 1,2,5,9

**Observation based on specific comments of students:**

- Need improvement in teaching skill

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.5	3.6
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.3	2.6
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	2.8	2.1
4. The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	2.6	1.9
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0– Unfair)	3.2	3.3
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.8	1.8
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.9	2.0
8. Your mentor does a necessary follow-up with an assigned task to you.(4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0-I don't have a mentor)	2.2	2.2
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	3.2	3.0
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	2.1	2.0
11. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	2.5	2.2
• <b>Average of all criteria</b>	<b>2.6</b>	<b>2.4</b>
• <b>Std. Deviation</b>	<b>0.6</b>	<b>0.6</b>



**Graphical plot of criteria wise average score in both categories of response**

*(Explanation of the circular plot:* The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

- Highest score on completion of the assigned syllabus in both the categories
- Average score for both the categories (2.6, 2.4) of responses are below the departmental average (2.8 and 2.6 respectively)

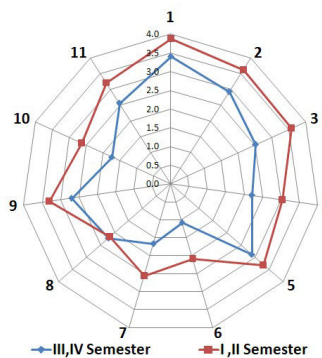
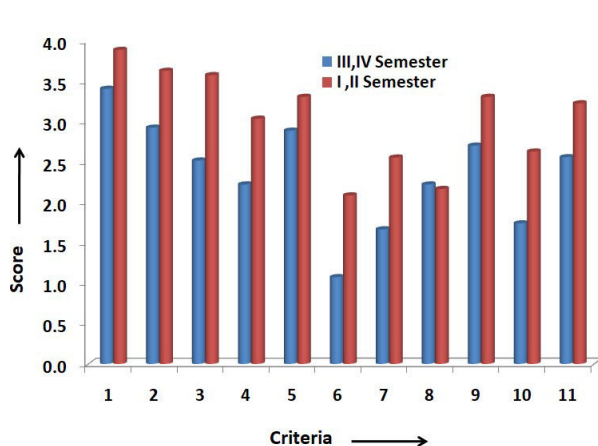
**Observation based on specific comments of students:**

- Better performance in 3<sup>rd</sup> semester teaching (sedimentology) than 1<sup>st</sup> and 2<sup>nd</sup> semester (seismology, statistics)



Name of the faculty :Dr. ....  
 Designation :  
 Date of feedback : 20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size : 27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%, 3 – 70 to 84%, 2 – 55 to 69%, 1– 30 to 54%, 0 –Below 30%)	3.4	3.9
2. How well did the teacher prepare for the classes? (4 –Thoroughly, 3 – Satisfactorily, 2 – Poorly, 1 – Indifferently, 0 – Won't teach at all)	2.9	3.6
3. How well was the teacher able to communicate? (4 – Always effective, 3 – Sometimes effective, 2 – Just satisfactorily, 1– Generally ineffective, 0– Very poor communication)	2.5	3.6
4. The teacher's approach to teaching can best be described as 4– Excellent, 3– Very good, 2 – Good, 1 – Fair, 0– Poor)	2.2	3.0
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair, 3 – Usually fair, 2 – Sometimes unfair, 1 – Usually unfair, 0– Unfair)	2.9	3.3
6. Was your performance in assignments discussed with you? (4 – Every time, 3 – Usually, 2 – Occasionally/Sometimes, 1 – Rarely, 0– Never)	1.1	2.1
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time, 3 – Usually, 2 – Occasionally/Sometimes, 1 – Rarely, 0– Never)	1.7	2.6
8. Your mentor does a necessary follow-up with an assigned task to you. (4 – Every time, 3 – Usually, 2 – Occasionally/Sometimes, 1 – Rarely, 0– I don't have a mentor)	2.2	2.2
9. The teacher illustrates the concepts through examples and applications. (4 – Every time, 3 – Usually, 2 – Occasionally/Sometimes, 1 – Rarely, 0– Never)	2.7	3.3
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent, 3 – Moderate, 2 – Some what, 1 – Very little, 0 – Not at all)	1.7	2.6
11. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent, 3 – Very good, 2 – Good, 1 – Fair, 0– Poor)	2.6	3.2
• <b>Average of all criteria</b>	<b>2.4</b>	<b>3.0</b>
• <b>Std. Deviation</b>	<b>0.7</b>	<b>0.6</b>



Graphical plot of criteria wise average score in both categories of response

Explanation of the circular plot: The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

- Highest score on completion of the assigned syllabus in both the categories
- Average score is lower than the average for the whole department in Semester III, IV(2.6)
- Average good score in Semester I,II. Second semester course assignment is Engineering Geology while in 3<sup>rd</sup> and 4<sup>th</sup> semester, parts of stratigraphy, fluvial system which are not well received.
- Need attention in criteria 6
- Need more interaction and assignment discussion

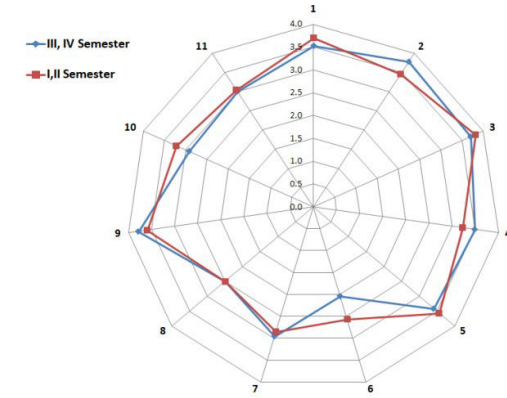
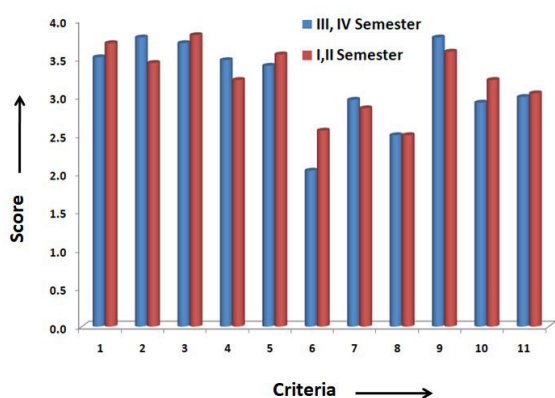
**Observation based on specific comments of students:**

- Need better class preparation, more use of chalk and board instead of wholly relying on power point presentation



Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1 – 30 to 54%,0 – Below 30%)	3.5	3.7
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.8	3.4
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1 – Generally ineffective,0 – Very poor communication)	3.7	3.8
4. The teacher's approach to teaching can best be described as 4 – Excellent,3 – Very good,2 – Good,1 – Fair, 0 – Poor)	3.5	3.2
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0 – Unfair)	3.4	3.6
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	2.0	2.6
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	3.0	2.9
8. Your mentor does a necessary follow-up with an assigned task to you. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – I don't have a mentor)	2.5	2.5
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	3.8	3.6
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate,2 – Some what,1 – Very little,0 – Not at all)	2.9	3.2
11. Explanations/guidance by the teacher during Lab. and/or field work (4 – Excellent,3 – Very good,2 – Good,1 – Fair,0 – Poor)	3.0	3
• <b>Average of all criteria</b>	<b>3.2</b>	<b>3.2</b>
• <b>Std. Deviation</b>	<b>0.6</b>	<b>0.4</b>



**Graphical plot of criteria wise average score in both categories of response**

*(Explanation of the circular plot:* The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

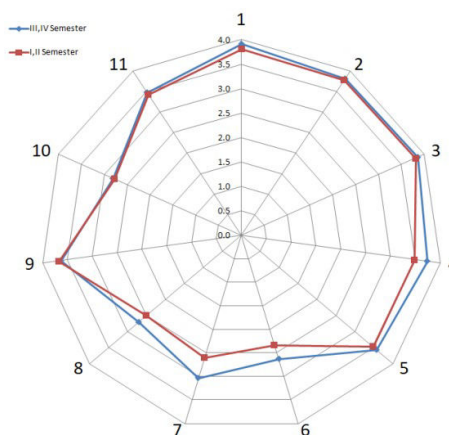
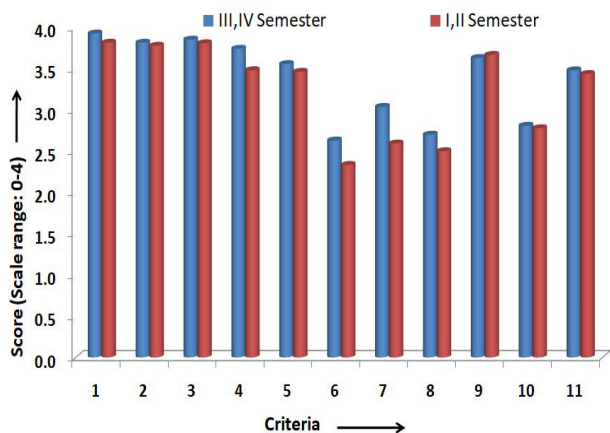
1. Scored higher than the average score for all the teachers of the department (with overall average score of 3.2, 3.2 considering all the eleven parameters, compared to departmental average of 2.8 and 2.6 for response from II and IV semester students respectively).
2. Highest score (jointly) among all faculty members in one of the response categories (fourth semester)
3. Consistency in performance, with same average score in both the categories
4. Need more attention in criteria 6,8

**Observation based on specific comments of students:**

- More time to be given in assignment analysis and take up climatology classes

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria wise score (Average)		Semester	
		III, IV	I, II
1.	How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.9	3.8
2.	How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.8	3.8
3.	How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	3.9	3.8
4.	The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	3.7	3.5
5.	Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Unfair)	3.6	3.5
6.	Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	2.6	2.3
7.	Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	3.0	2.6
8.	Your mentor does a necessary follow-up with an assigned task to you.(4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0–I don't have a mentor)	2.7	2.5
9.	The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	3.6	3.7
10.	Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	2.8	2.8
11.	Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	3.5	3.4
• Average of all criteria		<b>3.4</b>	<b>3.2</b>
• Std. Dev.		<b>0.5</b>	<b>0.6</b>



**Graphical plot of criteria wise average score in both categories of response**

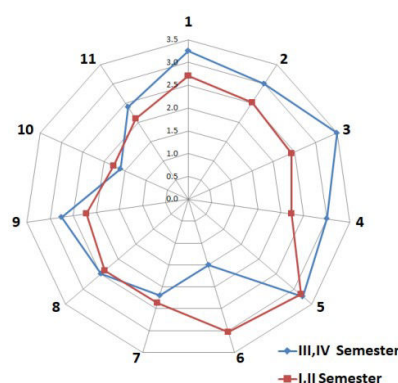
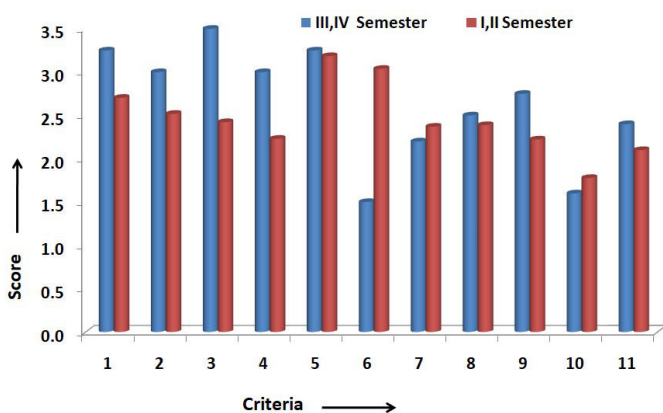
*(Explanation of the circular plot:* The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis:**

- Students are highly satisfied in all the parameters, more specifically in criteria 1, 2,3,4,5 and 9.
- Scored higher than the average for all the teachers of the department (2.8 and 2.6 for response from IV and II semester students respectively), with overall average score of 3.4, 3.2 respectively for the two categories of responses
- Highest score among all faculty members in both the response categories- fourth and second (jointly) semester
- Consistency in performance, with similar score by both the categories
- Highest score of 3.9 and 3.8 respectively for IV and II semester with corresponding lowest score of 2.6 and 2.3 respectively. Score range is more spread out in second semester response.
- Communication ability, well prepared classes and completion of the assigned syllabus stand out as best performance**
- No specific comments/complaints from any students

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1 – 30 to 54%,0 –Below 30%)	3.3	2.7
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.0	2.5
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1 – Generally ineffective,0 – Very poor communication)	3.5	3.3
4. The teacher's approach to teaching can best be described as 4 – Excellent,3 – Very good,2 – Good,1 – Fair, 0 – Poor)	3.0	2.2
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0 – Unfair)	3.3	3.2
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	1.5	3.0
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	2.2	2.4
8. Your mentor does a necessary follow-up with an assigned task to you. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – I don't have a mentor)	2.5	2.4
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	2.8	2.2
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate,2 – Some what,1 – Very little,0 – Not at all)	1.6	1.8
11. Explanations/guidance by the teacher during Lab. and/or field work (4 – Excellent,3 – Very good,2 – Good,1 – Fair,0 – Poor)	2.4	2.1
• <b>Average of all criteria</b>	<b>2.6</b>	<b>2.5</b>
• <b>Std. Deviation</b>	<b>0.7</b>	<b>0.4</b>



**Graphical plot of criteria wise average score in both categories of response**

(Explanation of the circular plot: The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

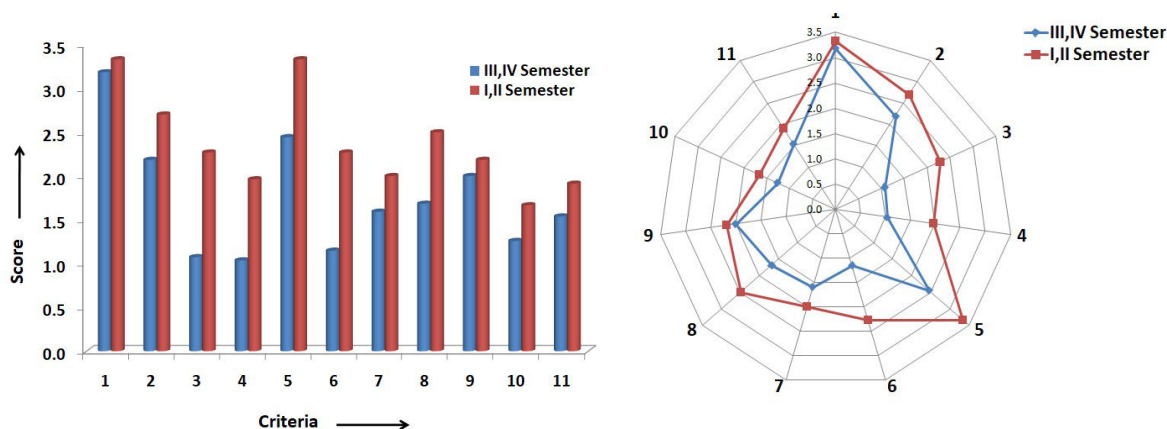
- Highest score on completion of the assigned syllabus in both the categories
- Average score for both the categories of responses are below the departmental average (2.8 and 2.6 respectively )

**Observation based on students' specific comment:**

- Very fast deliberation, need to ensure that students can follow what is taught, give them consolidation time
- Discuss the assignments and interact more
- Use chalk and board more than power point presentation

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback : 20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size : 27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1– 30 to 54%,0 –Below 30%)	3.2	3.3
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	2.2	2.7
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1– Generally ineffective,0– Very poor communication)	1.1	2.3
4. The teacher's approach to teaching can best be described as 4– Excellent,3– Very good,2 – Good,1 – Fair, 0– Poor)	1.0	2
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0– Unfair)	2.4	3.3
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.1	2.3
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	1.6	2
8. Your mentor does a necessary follow-up with an assigned task to you. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0–I don't have a mentor)	1.7	2.5
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0– Never)	2.0	2.2
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	1.3	1.7
11. Explanations/guidance by the teacher during Lab. and/or field work (4– Excellent,3 – Very good,2 – Good,1 – Fair,0– Poor)	1.5	1.9
• <b>Average of all criteria</b>	<b>1.7</b>	<b>2.4</b>
• <b>Std. Deviation</b>	<b>0.7</b>	<b>0.6</b>



**Graphical plot of criteria wise average score in both categories of response**

(Explanation of the circular plot: The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

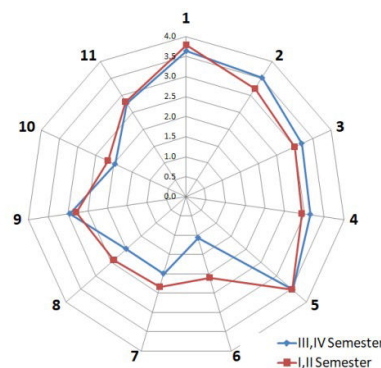
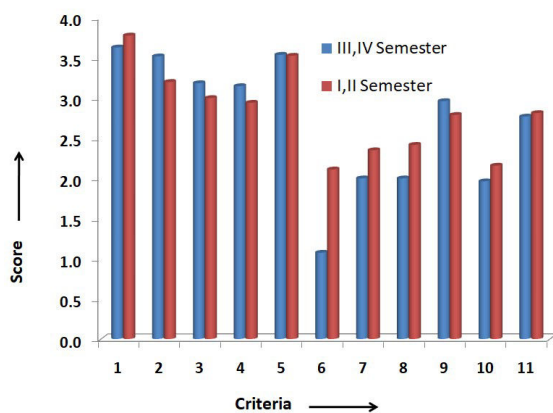
- Highest score on completion of the assigned syllabus.
- Average score is lower than the average (2.6) for the whole department
- Need attention in all criteria except **1,2,5,9**
- **Serious attention required in criteria 3**
- Score has improved over time

**Observation based on students' specific comment:**

- Students have higher expectation on teaching skill, need to improve upon deliberation, a clear and louder voice will help

Name of the faculty :Dr.....  
 Designation :  
 Date of feedback :20/06/2019 (IV Semester), 21/06/2019 (II Semester)  
 Sample size :27(IV semester, out of 29), 27 (II Semester, out of 30)

Criteria	Criteria wise average Score	
	III, IV Semester	I,II Semester
1. How much of the syllabus was covered in the class? (4 – 85 to 100%,3 – 70 to 84%,2 – 55 to 69%,1 – 30 to 54%,0 – Below 30%)	3.6	3.8
2. How well did the teacher prepare for the classes? (4 –Thoroughly,3 – Satisfactorily,2 – Poorly,1 – Indifferently,0 – Won't teach at all)	3.5	3.2
3. How well was the teacher able to communicate? (4 – Always effective,3 – Sometimes effective,2 – Just satisfactorily,1 – Generally ineffective,0 – Very poor communication)	3.2	3.0
4. The teacher's approach to teaching can best be described as 4 – Excellent,3 – Very good,2 – Good,1 – Fair, 0 – Poor)	3.1	2.9
5. Fairness of the internal evaluation process by the teacher. (4 – Always fair,3 – Usually fair,2 – Sometimes unfair,1 – Usually unfair,0 – Unfair)	3.5	3.5
6. Was your performance in assignments discussed with you? (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	1.1	2.1
7. Teacher informs you about your expected competencies, course outcomes and programme outcomes. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	2.0	2.4
8. Your mentor does a necessary follow-up with an assigned task to you. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – I don't have a mentor)	2.0	2.4
9. The teacher illustrates the concepts through examples and applications. (4 – Every time,3 – Usually,2 – Occasionally/Sometimes,1 – Rarely,0 – Never)	3.0	2.8
10. Efforts are made by the teacher to inculcate soft skills, life skills and employability skills to make you ready for the world of work. (4 – To a great extent,3 – Moderate, 2 – Some what,1 – Very little,0 – Not at all)	2.0	2.2
11. Explanations/guidance by the teacher during Lab. and/or field work (4 – Excellent,3 – Very good,2 – Good,1 – Fair,0 – Poor)	2.8	2.8
• <b>Average of all criteria</b>	<b>2.7</b>	<b>2.8</b>
• <b>Std. Deviation</b>	<b>0.8</b>	<b>0.5</b>



**Graphical plot of criteria wise average score in both categories of response**

*(Explanation of the circular plot:* The eleven axes of the consolidated circular plot pertain to eleven criteria on which students were asked to assign score in a 0-4 point scale. Apices of the polygons represent performance points which move towards the boundary as performance moves towards excellence. Uniform performance across criteria will result in a smoother polygon i.e., larger the area of the polygon, better is the performance)

**Score analysis**

- Highest score on completion of the assigned syllabus in both the categories
- Average score for III and IV semester(2.7) is below the department average of 2.8. However, the same is higher (2.8) for the I and II (department average of 2.6). Assigned classes on geoinformatics in 1<sup>st</sup> semester were received well.
- Criteria 6,7,8 and 10 need attention

**Observation based on students' specific comment and score:**

- More interactive teaching and discussion on the assignments will help



**Student Feedback and proposed action (vide DQAC, DAC discussion and resolution dtd. 28/06/2019)  
Academic Session 2018-2019**

Departmental aspect	General observation	Specific Comments	Action to be taken
Cleanliness	Very good to excellent	No	Further strengthening of infrastructure and capacity building continuing to provide the best possible facility and to cater to a healthy teaching-learning ambience
Lab and classroom ambience	Very good	No	
Department library	Good-very good	<ul style="list-style-type: none"> <li>• Should be bigger</li> <li>• Should be open always, books should be available not only for issuing</li> <li>• More books needed</li> <li>• Too much noise, strict rules required</li> </ul>	<p>CCTV Camera to be installed at the library, frequent visit by the faculty in-charge, utilising the services of research scholars to manage the reading time on a 'earning while learning' mode.</p> <p>Library is continuously being enriched with procurement of books based on student and teacher's requirements and more books are to be procured shortly from central grant and annual budget allocation.</p> <p>Provision of two more computer systems will be made to access online resources</p>
Lab facility	Good-very good	<ul style="list-style-type: none"> <li>• Wet lab required</li> <li>• more lab equipments</li> <li>• Some labs are too small</li> <li>• Sedimentary lab is in very bad condition, need improvement</li> <li>• Analytical instruments required</li> </ul>	<p>Wet lab will be operational from the next academic session for which DAC has already earmarked a room as '<b>geochemical lab.</b>'</p> <p>Lab. equipments are being purchased under RUSA/TNEIF grants on priority basis and all teaching-learning related equipments are procured during last two years. More equipment are in the pipeline in the next few months.</p> <p>Sedimentary lab is already proposed to be shifted to a large room for convenience of practical.</p> <p>Analytical equipments is not a priority as of now although there is plan to go for it eventually</p>
Infrastructure (Suggestions)	Satisfied/very good	<ul style="list-style-type: none"> <li>• Projector quality need improvement</li> <li>• Proper ventilation in the first semester classroom, one window not enough</li> <li>• Seminar room can be more well equipped</li> <li>• Canteen facility should be available</li> </ul>	<p>New projector already installed</p> <p>Plan already made to shift the present first semester classroom to the newly constructed, well ventilated room in the first floor of the Annexe building.</p> <p>Proper lighting and basic minimum facility like sound system, podium etc. is already there in the seminar room.</p> <p>Maintaining a department canteen may affect the ambience of the department. Possibilities will be explored for facility outside the department</p>

<b>Curricular aspects</b>	
<b>Specific comments</b>	<b>Action to be taken*</b>
<ol style="list-style-type: none"> <li>1. Crystallography should be included in the syllabus</li> <li>2. Enlarge the climatology and oceanography class</li> <li>3. GATE related topic should be included</li> <li>4. Research methodology should be introduced, will help in dissertation</li> <li>5. Introduce more numerical type</li> <li>6. More geophysics topics will be helpful</li> <li>7. Remote sensing paper is too long</li> <li>8. Donot understand why there is statistics</li> <li>9. 2<sup>nd</sup> semester syllabus is large</li> <li>10. 2<sup>nd</sup> semester syllabus not properly distributed. Hydrogeology syllabus is too vast</li> <li>11. Structural geology syllabus should be enlarged</li> <li>12. Some papers are too vast</li> <li>13. (Syllabus is) good but too lengthy</li> <li>14. Should include geophysics</li> <li>15. Some courses should be separated</li> <li>16. Applied courses should be included</li> <li>17. Geochemsitry and statistic together are not related and make difficulty</li> <li>18. Each paper combination of two, should be separated</li> <li>19. Igneous and metamorphic petrology should be individual courses</li> </ol>	<p>A committee is already formed for revision of the syllabus which will take into account all these curriculum related points.</p> <p>Discussion on research methodology in the line of ‘Research Methodology’ in Ph. D. Course work with a scale down version will be introduced in the 3<sup>rd</sup> semester w.e.f. August 2019 to orient the students for dissertation works. Prof. A C Mazumdar and Dr. Pranjit Hazarika will work out the course content.</p> <p>Soft skill classes will be conducted at least once a week</p>
*Some of the expectations are unreasonable and no action can be proposed	
<b>Teaching-learning</b>	
<p><b>III and IV Semester</b></p> <ol style="list-style-type: none"> <li>1. Emphasis more on concept rather than giving ppt based classes</li> <li>2. No information on internal assessment marks</li> <li>3. Voice not audible in case of some teachers</li> <li>4. Should try to understand the drawback and plus points</li> <li>5. 75% attendance should not be compulsory. If the classes are good, students will come on their own will</li> <li>6. Teachers should be more communicable</li> <li>7. Reduce the class timing, lunch break should be after 3 classes</li> <li>8. Classroom teaching very ineffective, Use green board rather than ppt</li> <li>9. Teaching should not deviate from the syllabus</li> <li>10. Sessional exam not just before end semester exams, once every month</li> <li>11. Dissertation must/should be given only to the interested students</li> <li>12. Mid term exam should be held</li> <li>13. More time should be given for preparation of competitive exams rather than compulsorily attending all</li> </ol>	<p>Issues discussed at DAC held on 28/06/2019 and suitable action will be taken on all reasonable points.</p> <p>Teachers will identify the slow and fast learners devising their own way and suitable measures will be taken to help the slow learners</p> <p>15minutes of break will be given in the class routine at 12:00hrs. (12:00-12:15hrs)</p> <p>Minimum attendance requirement cannot be waived off since it is a mandatory as per university rules. Those who desire to appear for competitive examination, have to find their way within the system.</p>

<p>the classes</p> <ol style="list-style-type: none"> <li>14. Open paper should be made easy</li> <li>15. Teaching need improvement</li> <li>16. Coaching /extra classes for NET/GATE</li> <li>17. Classes are given too much importance, no time for NET/GATE</li> <li>18. Produce monthly rating of the teachers and display in notice board for improvement</li> <li>19. Teaching skills need to be improved, some teacher's skill is zero</li> <li>20. Marking system should be improved, to compete with other univ. students</li> <li>21. Classes should be of 45min duration</li> <li>22. Conduct seminar and group discussion from first semester</li> <li>23. Class load should be reduced in 4<sup>th</sup> semester to give time for dissertation</li> <li>24. Teacher who is familiar with the subject should teach, not the teacher who struggles himself</li> <li>25. Some teachers donot know what they teach, very bad at teaching</li> <li>26. Fear to talk with teachers due to fear of passing in practical. Communication gap should be minimised</li> <li>27. The teacher who teach should set the question paper, not by others</li> <li>28. Some teachers should be removed, who are not good enough to be teachers. They donot know what they are teaching but laughing at the students</li> <li>29. Internal assessment should be at least twice or more</li> <li>30. There should be skill learning class for teachers who donot know teaching</li> <li>31. Lot of topic included in the geodynamic question paper which were not taught</li> <li>32. Liberal marking in evaluation required</li> </ol> <p><b>I &amp;II Semester comments:</b></p> <ol style="list-style-type: none"> <li>1. More time for self study</li> <li>2. To include field related topic, once a week</li> <li>3. Communication gap with some teachers, some are difficult to interact</li> <li>4. Difficult to manage time with vast syllabus</li> <li>5. Some teachers just rushes through to complete syllabus without letting to absorb what is taught. Continuous three hours of class doesnot help the students</li> <li>6. Internal assessment should not be at the end of the semester and it should be within a prescribed time</li> <li>7. More field work since geology is a field subject</li> <li>8. Present day applications should be taught</li> <li>9. Semester examination should be of three hours</li> <li>10. Teaching slowly and with more examples</li> <li>11. (Should)not focused only on sharp students</li> <li>12. Teaching should not be confined to syllabus</li> <li>13. Exam oriented teaching should not be practised</li> <li>14. Prepare (students)for NET, GATE</li> </ol>	<p>Seminar, group discussion etc. will be conducted as part of a soft skill development programme planned for the whole semester</p> <p>Arranging separate coaching for NET/GATE is not feasible. However, faculty members will discuss the relevant questions related to these exams within the assigned classes.</p> <p>One earlier attempt to prepare the students for these exams through dedicated evening classes did not yield good response from the students, although the assigned teachers were ready for the same.</p> <p>Seminar/Group discussions will be held regularly as part of soft skill development classes</p> <p>Internal assessments are conducted by respective teachers according to their own methodology. Conducting two or more such assessment can be done and already being done by some of the teachers</p> <p>Two mandatory fieldworks are conducted in first and third semesters. However, short field visits can be arranged depending on interest of the students. Field visits are also essential components of 4<sup>th</sup> semester dissertation.</p> <p>However, classes on field related topics will be introduced in the next academic session</p>
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# Feedback: Students

2019-2020

Timestamp	Email address	Department & Semester	1) How up-to-date are the	2) Do you think that the co	3) How flexible is your cou	4) Does the course being u
10/17/2019 23:59:06	YouAlrdyGotThis@DontsY	Biotech, 3rd	don't know	don't know	don't know	don't know
10/18/2019 7:54:09	zozodas@gmail.com	Biotechnology, Semester 3	quite up-to-date	needs experts' / prospectiv	fairly flexible	to a large extent
10/18/2019 19:49:52	anibaruah7@gmail.com	Biotechnology-3rd sem	quite up-to-date		fairly flexible	to a large extent
10/18/2019 20:07:58	zeenat955@Gmail.com	BIOTECHNOLOGY , THIF	quite up-to-date	needs experts' / prospectiv	fairly flexible	to a large extent
10/19/2019 21:36:49	mafidul65@gmail.com	Biotechnology, 3rd semes	don't know	needs experts' / prospectiv	flexible	Yes
11/1/2019 19:52:42	goutamkumard45@gmail.c	Biotechnology 3rd semeste	not relevant at all		not very flexible	Yes
11/1/2019 22:51:16	hkalita2002@gmail.com	Biotechnology 1st semeste	up-to-date	yes	flexible	Yes
11/1/2019 22:54:55	jenialsonmarak100@gmail	M.sc 1st sem, Biotechnolo	quite up-to-date	not at all	fairly flexible	needs major revamp
11/1/2019 23:16:31	alisha.sultana000@gmail.c	biotechnology 1st semeste	quite up-to-date	to a large extent	fairly flexible	Yes
11/1/2019 23:58:43	bha888sri@gmail.com	Department of biotechnolo	not relevant at all	needs experts' / prospectiv	not very flexible	Yes
11/2/2019 15:06:35	rikitalukdar@gmail.com	Biotechnology 1st semeste	quite up-to-date	to a large extent	flexible	to a large extent
11/2/2019 15:08:35	shuhadabegum111@gmai	Biotechnology and msc 1s	quite up-to-date	not at all	not very flexible	Yes
11/2/2019 22:33:21	sushmitachak5@gmail.cor	Biotechnology M. Sc first s	quite up-to-date	yes	flexible	to a large extent

5) Do you consider the tea	6) Do you think that the de	7) Do you think that the ac	8) Do the research activitie	9) In terms of sense of safi	10) How regular and punct	11) If the teachers were on
don't know	don't know	don't know	don't know		10 very regular and punctual	very often
quite adequate	yes	to a large extent	yes		9 very regular and punctual	sometimes
average	to a large extent	to a large extent	yes		8 very regular and punctual	very often
quite adequate	yes	yes	to a large extent		9 very regular and punctual	very often
average	yes	yes	would like to see more inn		8 very regular and punctual	very often
very adequate	yes	yes, but the existing seme	yes		10 very regular and punctual	very often
not adequate	yes	yes	would like to see more inn		6 fairly regular and punctual	very often
quite adequate	yes, but the existing seme	to a large extent	yes		8 very regular and punctual	very often
average	don't know	yes	yes		6 very regular and punctual	sometimes
quite adequate	yes, but the existing seme	to a large extent	to a large extent		7 very regular and punctual	very often
quite adequate	yes, but the existing seme	to a large extent	to a large extent		7 very regular and punctual	very often
quite adequate	yes	yes, but the existing seme	to a large extent		10 very regular and punctual	very often

12) Did the teachers complete all of them	13) Could the teachers correct very effectively in most of them	14) Do you think that the teachers are exceptional	15) How good were the teachers exceptional	16) Do you feel that you are always	17) How would you evaluate exceptional	18) In order to protect the environment 1. making all existing solar
most of them completed	very effectively in most of them	exceptional	exceptional	frequently	good	1. making all existing solar
all of them completed	quite satisfactorily in most of them	exceptional	good	always	good	3. waste management through
all of them completed	very effectively in most of them	exceptional	exceptional	always	exceptional	3. waste management through
all of them completed	very effectively in most of them	exceptional	exceptional	always	exceptional	1. making all existing solar
all of them completed	very effectively in most of them	exceptional	exceptional	always	exceptional	7. all of the above
most of them completed	requires improvement in most of them	satisfactory	satisfactory	rarely	good	1. making all existing solar
most of them completed	very effectively in most of them	satisfactory	good	always	good	7. all of the above
most of them completed	quite satisfactorily in most of them	average	good	sometimes	average	7. all of the above
all of them completed	very effectively in most of them	exceptional	satisfactory	always	good	1. making all existing solar
all of them completed	very effectively in most of them	exceptional	satisfactory	always	good	1. making all existing solar
all of them completed	very effectively in most of them	satisfactory	good	always	good	1. making all existing solar

18) In order to protect the	18) In order to protect the	19) If the institution decide	20) Apart from the regular	21) What is your opinion or	22) Are the results declare	23) Do you think that the p
1. making all existing solar	1. making all existing solar	1. more numbers of peer r	gu office works suck, very	Very appropriate	No	No
3. waste management thrc	3. waste management thrc	6. All the above		Quite appropriate	No	Yes
2. getting filament and CFL	3. waste management thrc	6. All the above	GUEST LECTURERS FR	Quite appropriate	No	Yes
2. getting filament and CFL	1. making all existing solar	6. All the above	WELL EQUIPED LABORA	Quite appropriate		Yes
1. making all existing solar	1. making all existing solar	6. All the above		Quite appropriate	No	Yes
7. all of the above	7. all of the above	6. All the above		Very appropriate	Yes	Yes
1. making all existing solar	1. making all existing solar	4. helping in masters disse	Yes, i think that GU should	Quite appropriate	No	Yes
7. all of the above	3. waste management thrc	6. All the above	yes	Quite appropriate	Yes	Yes
7. all of the above	7. all of the above	6. All the above		Quite appropriate	No	Yes
4. setting up bicycle stands	4. setting up bicycle stands	6. All the above	Class room can be more b	Not very appropriate	No	Yes
panels operational in the campus,	2. getting filament	6. All the above	Class room can be more b	Not very appropriate	No	Yes
6. declaring plastic-free-ca	6. declaring plastic-free-ca	5. pursuing research work as set by GU through the F		Quite appropriate	Yes	Yes

24) How would you rank your	25) How would you rank the	26) How would you rank the	27) Overall, how would you	28) Your comments / feedback	29) Given an opportunity, would you like to contribute
1	1	1	1	1 wish i had studied more in	no
7	6	5	5	6 Department is good, the c	yes
5	6	4	4	5	yes, no
5	5	4	4	5 DUSTBINS AND STREET	yes
3	5	1	1	7	yes
					yes
9	9	9	9	9	yes
7	7	7	7	7 Regular Practicals but earl	yes
8	7	8	8	8 Good.can be better	yes
3	2	2	2	5 Almost good	yes
4	6	3	3	5	yes
4	5	3	3	5	yes
8	8	7	7	9 Teachers are very good ar	yes

to the development of Gauhati university in future in any possible way?

# Feedback:Alumni

Timestamp	Username	1) To which	2) How would you	3) How would you	4) How would you	5) How would you	6) How would you	7) How would you	8) How would you	9) How would you	10) How would you	11) How would you	12) How would you	13) How would you	If you were	14) Please	15) Would you	16) Name of
2019/10/1	mbmonali	2013-2016	5	5	3	3	5	4	4	4	3	5	7	not sure in self-emplo	no			Applied Sci
2019/10/1	poppy.gog	2008-2013	8	9	8	9	9	8	8	8	8	9	8	academica unemploye	no			Linguistics
2019/10/1	pranjalkali	2013-2016	8	8	7	9	8	7	7	8	8	8	7	options 1-	unemploye	yes		Computer
2019/10/1	khan.suman19@	gmail	5	3	4	6	7	2	3	1	5	4	6	academica salaried an	no			Guist
2019/10/1	prachurjya	2013-2016	9	10	9	9	8	8	9	7	9	10	7	academica unemploye	no			ENGLISH
2019/10/1	digbycr7@	2013-2016	7	4	4	8	6	3	5	2	6	6	6	options 1-	unemploye	no		Library & Ir
2019/10/1	iamanup5@	2013-2016	5	6	4	8	5	3	4	4	5	5	4	not sure in unemploye	no			Mathemati
2019/10/1	anamika.di	2008-2013	8	8	8	8	8	8	8	8	8	8	8	academica salaried an	no			STATISTICS
2019/10/1	birenderpa	2008-2013	4	8	10	6	10	6	9	1	4		4	academically: in the p	yes			Library and
2019/10/1	rubinaislan	2013-2016	8	7	6	9	8	7	7	7	7	7	8	options 1-	salaried an	no		English
2019/10/1	bidyutindr	1996-2001	8	5	4	4	6	2	4	3	6	4	3	academica salaried an	no			Statistics
2019/10/1	puribiswas256@	gmail	9	7	4	9	8	4	6	3	10	8	6	options 1-	unemploye	yes		SOCIOLOG
2019/10/1	seemataur	2013-2016	7	8	8	10	10	8	8	5	10	10	10	self-emplo	no			Library and
2019/10/1	prvzslh@g	2008-2013	7	7	6	6	9	8	8	8	8	8	8	academica self-emplo	no			Departmer
2019/10/1	laithunb@	2013-2016	7	10	6	8	10	6	10	7	8	10	8	academica salaried an	yes			Applied Sci
2019/10/1	Sudipto@g	2002-2007	5		4	7	5			7	4	5	3	academica salaried and associate				Departmer
2019/10/1	nandini.srr	2002-2007	7	5	5	6	8	4	7	7	7	7	7	options 1-	salaried an	no		Statistics D
2019/10/1	rajibkalitag	2013-2016	6	7	6	8	8	8	8	7	7	7	7	options 1-	unemploye	yes		LIBRARY AT
2019/10/1	koushik19	2013-2016	7	8	6	9	7	7	8	6	8	7	8	by facilitati	self-emplo	yes		LELT
2019/10/1	mrinaljyoti	2013-2016	9	5	5	8	8	7	5	5	8	5	10	academica self-emplo	no			Library and
2019/10/1	bbipratipdi	2013-2016	9	8	8	9	9	8	8	9	9	9	8	academica salaried and associate				LELT
2019/10/1	ppb252@g	2013-2016	10	8	8	9	10	5	8	6	8	10	7	options 1-	unemploye	no		Departmer
2019/10/1	mmk2386@	2008-2013	5	7	6	7	8	6	7	6	6	7	7	by coordin	salaried an	no		Hall 4 (RCC
2019/10/1	banajit007	2008-2013	9	10	8	10	10	10	8	7	10	10	10	by coordin	salaried an	yes		CHEMICAL
2019/10/1	warypinky	2008-2013	6	7	4	5	6	4	8	4	5	7	4	unemploye	no			Dept. Of Li
2019/10/1	jilibasumat	2013-2016	9	10	9	10	10	9	10	9	10	9	9	academica self-emplo	no			Departmer
2019/10/1	architarock	2013-2016	6	8	6	7	10	6	7	6	7	9	6	financially: salaried an	yes			Departmer
2019/10/1	gkslib@gm	2002-2007	7	8	7	9	10	7	8	7	8	9	7	options 1-	salaried an	yes		Library and
2019/10/1	bikram.nev	2002-2007	10	10	9	10	10	10	10	10	10	10	10	by coordin	self-emplo	yes		LELT Depar
2019/10/1	dixitabarm	2013-2016	10	10	9	8	10	7	10	9	10	10	8	academica unemploye	no			Sociology
2019/10/1	upasana54	2013-2016	7	9	7	8	9	7	8	8	8	8	7	not sure in unemploye	no			Mathemati
2019/10/1	manwasha	2002-2007	7	7	6	7	8	6	8	5		7	6	academica unemploye	no			english dep
2019/10/1	adhikary.r	2013-2016	5	7	8	8	2	4	4	1	8	5	5	academica salaried an	no			Departmer
2019/10/1	kangkana0	2013-2016	6	7	4	7	6	6	7	5	6	8	8	academica salaried an	no			English
2019/10/1	nofficial77	2013-2016	7	9	7	7	10	6	7	6	8	8	5	financially: salaried an	no			LELT
2019/10/1	lankeswar.	2002-2007	6	9	8	8	8	6	6	7	8	9	8	options 1-	salaried an	no		Bodo Dept.
2019/10/1	haripuram	2013-2016	7	10	8	9	8	7	9	5	9	8	9	options 1-	unemploye	yes		Library and
2019/10/1	swargiary.i	2002-2007	10	10	8	8	10	9	10	10	10	10	7	by coordin	salaried an	no		BODO Dep
2019/10/1	pbasumat	2002-2007	8	9	8	9	9	8	9	8	9	9	9	by facilitati	unemploye	no		Linguistics,
2019/10/1	daskasturi	2013-2016	5	6	2	5	6	6	5	7	7	7	4	academica unemploye	no			Departmer
2019/10/1	begum.ma	2013-2016	7	8	6	8	10	9	9	7	7	8	7	by coordin	salaried an	yes		Communic

2019/10/1 boraabhila 2013-2016	8	9	7	7	10	6	9	9	9	9	8 not sure in what way	no	Physics	
2019/10/1 dborah.ccg 1978-1983	7	7	8	6	7	5	5	6	6	7	5 not sure in	salaried an yes	Botany, Co	
2019/10/1 antaras8@ 2008-2013	6	9	5	7	7	5	9	7	8	10	9 by coordin	salaried an no	Physics, G.I	
2019/10/1 aniphysics 2013-2016	7	8	5	8	8	5	8	1	6	5	8 academica	salaried an yes	Physics Dep	
2019/10/1 purbajyoti. 2013-2016	6	8	7	8	8	5	7	6	7	8	8 by coordin	unemploye	yes	Physics, Cu
2019/10/1 anisuz@gn 1996-2001	7	10	9	8	10	8	9	5	6	9	5 by facilitat	salaried an no	Statistics	
2019/10/1 buragohair 2013-2016	7	8	8	10	9	6	8	9	9	9	7 academica	salaried an yes	PHYSICS, Pi	
2019/10/1 manisharo 2013-2016	7	5	4	7	3	3	2	4	6	2	1 options 1-	unemploye	no	Statistics
2019/10/1 dhritimaan 2013-2016	6	7	3	4	7	4	7	5	6	6	5 options 1-	salaried an no	Departmer	
2019/10/1 mckalita@ 1978-1983	8	7	7	5	6	4	7	7	8	7	6 academica	salaried an yes	Deptt. of B	
2019/10/1 mamita.ka 2013-2016	8	6	4	8	9	8	8	7	8	7	6 academica	salaried an yes	Botany	
2019/10/1 pranjan.ba 2008-2013	8	7	7	9	7	7	8	7	8	8	8 academica	salaried an yes	Biotechnol	
2019/10/1 kabaribaist 2013-2016	8	8	7	9	10	8	8	8	9	9	8 academica	salaried an yes	Departmer	
2019/10/1 luke.horo@ 2008-2013	4	4	3	5	5	4	3	3	5	4	4 academica	salaried an yes	LELT	
2019/10/1 chirusps@ 2013-2016	5	3	1	5	7	1	4	3	6	8	1 academica	self-emplo	yes	Physics
2019/10/1 dipak.mazi 2013-2016	6	6	7	3	8	6	4	2	7	5	5 not sure in	salaried an no	I enrolled in	
2019/10/1 sahapayal1 2013-2016	7	8	8	8	9	7	8	6	7	9	7	unemploye	no	Physics Dep
2019/10/1 tapasgosw 2013-2016	7	6	5	5	5	5	5	4	5	6	7 options 1-	unemploye	no	Library and
2019/10/1 dimple.tal 2013-2016	8	7	6		7	7	7	6	8	8	options 1-	unemploye	yes	Departmer
2019/10/1 lipikadasne 2013-2016	8	8	8	9	9	8	9	6	7	9	9 academica	salaried an yes	English	
2019/10/1 rup.bora03 2013-2016	8	9	8	9	9	8	9	8	9	8	10 by facilitat	salaried an yes	Women's S	
2019/10/1 aktarul.jav 2013-2016	10	10	10	10	10	9	9	9	9	10	8 both optio	salaried an no	Physics	
2019/10/1 bimanbhat 1990-1995	8	8	9	7	9	7	8	9	9	9	8 by coordin	salaried an no	Statistics, S	
2019/10/1 bijoykumar 2013-2016	7	6	6	9	8	7	8	7	10	9	9 academica	salaried an yes	geography	
2019/10/1 bdoley07@ 2002-2007	9	7	7	9	7	7	8	9	8	8	8 academica	salaried an yes	Botany	
2019/10/1 anupamb5 2013-2016	5	4	3		4	1	2	3	4	4	6 options 1-	unemploye	no	Mathemati
2019/10/1 upa94.us@ 2013-2016	7	8	7	8	4	5	6	5	6	7	6 academica	unemploye	no	Physical sci
2019/10/1 lokeshdas8 2013-2016	6	4	7	8	4	4	5	7	7	5	8 by facilitat	unemploye	yes	Instrument
2019/10/1 chayanika1 2013-2016	6	8	7	10	10	5	7	6	10	8	10 options 1-	unemploye	no	INSTRUME
2019/10/1 nahaque05 1978-1983	9	8	6	9	9	6	9	9	9	10	9 academica	salaried an yes	Botany.pre	
2019/10/1 devi.kash8 2013-2016	8	7	7	9	10	9	10	7	9	9	10 academica	self-emplo	no	LELT
2019/10/1 bibhadevi@ 2002-2007	5	9	5	5	10	5	9	4	7	10	5 academica	unemploye	yes	M.A. in LEL
2019/10/1 rabha.subh 2008-2013	7	8	6	8	10	9	8	7	8	9	8 by facilitat	unemploye	yes	English Lan
2019/10/1 chetiakabit 2013-2016	5	6	1	10	9	6	1	2	4	8	4 academica	self-emplo	yes	Women's S
2019/10/1 gitalik87@ 2008-2013	5	4	7	7	6	8	9	4	8	8	5 options 1-	salaried an no	Communic	
2019/10/1 irin.sharm@ 2002-2007	7	8	7	7	7	7	8	7	7	8	7 not sure in	salaried an yes	English Lan	
2019/10/1 dsubhana@ 2013-2016	7	7	6	6	8	6	7	5	6	7	5	salaried an no	Women's S	
2019/10/1 bchakravar 2008-2013	8	8	7	8	10	7	8	7	8	9	8 not sure in	unemploye	no	Departmer
2019/10/1 lizelmarbaniang14@g	6	8	5	6	8	7	8	9	7	8	9 not sure in	unemploye	no	M.A Wome
2019/10/1 parismitag 2013-2016	9	9	5	6	10	8	7	4	7	7	8 not sure in	unemploye	no	Women's S
2019/10/1 jiuthehellb 2013-2016	8	10	5	9	10	3	8	5	10	9	10 academica	unemploye	no	LELT Depar
2019/10/1 abhishekra 2002-2007	6	8	4	5	10	8	6	5	5	10	7 options 1-	salaried an yes	Departmer	



2019/10/1 apurba.das 2013-2016	3	6	1	3	8	1	2	7	6	2	8 academica salaried an no	Physics Dej
2019/10/1 alpanapaul94@gmail.	7	7	6	8	8	6	7	6	8	8	7 not sure in unemploye no	ELT
2019/10/1 nisha200.n 2013-2016	7	7	2	5	7	3	6	4	5	7	7 not sure in unemploye no	Physics
2019/10/1 sujitdebku 2013-2016	6	7	4	8	8	5	5	4	7	6	3 not sure in salaried an no	physics dep
2019/10/1 sugandha2 2002-2007	8	8	7	8	10	8	8	9	9	10	9 academica unemploye no	Departmer
2019/10/1 pranjitmah 2013-2016	7	7	5	8	10	7	8	4	8	9	7 not sure in unemploye no	Geography
2019/10/1 ndatta26@ 2008-2013	7	7	7	9	9	8	8	6	9	9	9 academica salaried an no	Departmer
2019/10/1 archanakal 2013-2016	8	8	6	8	9	7	8	7	7	8	9 by facilitati unemploye no	Women's s
2019/10/1 vinkulmani 2002-2007	9	8	7	9	9	7	9	8	8	8	8 by coordin salaried an no	ELT
2019/10/1 samuzal.b 2013-2016	7	9	8	9	8	5	5	2	8	9	10 salaried an yes	physics
2019/10/1 raktimbor 2008-2013	9	9	9	10	10	9	10	8	9	10	9 options 1-3 salaried an yes	LELT
2019/10/1 asifa.begur 2008-2013	8	9	7	9	10	7	10	6	8	10	7 academica salaried an no	Departmer
2019/10/1 mallika.bpi 2002-2007	8	10	8	9	10	9	10	9	9	10	9 options 1-3 salaried an yes	BODO
2019/10/1 aishik.91@ 2013-2016	6	4	2	8	8	1	7	5	8	8	8 by facilitati unemploye no	Physics
2019/10/1 kakotypall 2013-2016	5	10	8	10	10	5	7	3	6	7	10 by coordin salaried an yes	Dept. of A
2019/10/1 samhitabh. 2002-2007	3	8	6	7	10	6	7	3	7	9	5 options 1-3 unemploye no	Alumni of L
2019/10/1 nitishanitz 2013-2016	7	8	6	8	9	7	8	7	8	9	9 academically: in the p no	Departmer
2019/10/1 boradibya 2013-2016	7		5	8	3	3	3	4	6	3	7 options 1-3 unemploye no	STATISTICS
2019/10/1 simabora 2013-2016	8	9	7	8	9	8	10	7	9	10	8 academica unemploye yes	Linguistics
2019/10/2 dharitri.48 2008-2013	9	7	8	8	9	7	9	5	7	9	7 options 1-3 salaried an no	Botany
2019/10/2 tapashchar 2013-2016	7	7	3	9	9	7	7	4	9	9	7 academica unemploye no	Geological
2019/10/2 nikhildhp@ 2013-2016	7	6	9	7	8	6	6	4	5	6	5 options 1-3 salaried an yes	Library & Ir
2019/10/2 santanubo 2008-2013	8	7	6	7	10	5	9	5	7	9	5 by coordin self-emplo no	Linguistics
2019/10/2 srijanalam 2008-2013	8	8	9	8	10	9	10	8	9	8	10 academica salaried an no	ELT Depart
2019/10/2 sarma.diba 2008-2013	8	9	7	9	10	6	9	4	9	10	10 academica salaried an yes	Dept. of EL
2019/10/2 niru.niraj.s 2008-2013	8	8	9	10	10	6	8	6	10	8	10 academica salaried an yes	Departmer
2019/10/2 upamanyu 2013-2016	1	2	1	5	5	1	3	1	4	1	1 unemploye no	Instrument
2019/10/2 deuribarsil 2013-2016	10	10	10	10	10	10	10	10	10	10	10 academica unemploye yes	Women's S
2019/10/2 aakbar379 2013-2016	7	8	7	8	8	5	6	6	6	9	7 not sure in unemploye no	PHYSICS
2019/10/2 sikhabairag 2013-2016	7	9	8	9	10	9	9	7	8	10	7 financially: unemploye yes	Women's S
2019/10/2 duttaanam 2013-2016	5	6	1	4	8	2	4	1	7		8 academica unemploye yes	English Lan
2019/10/2 bimanlahk 2008-2013	7	8	6	7	9	6	9	4	9	9	9 academica salaried and associate	Geography
2019/10/2 amitsharm 1990-1995	7	7	6	4	9	4	8	8	8	8	7 options 1-3 above (ac: yes	Geography
2019/10/2 abc36000 1996-2001	10	10	9	10	9	10	7	6	10	10	10 by coordin self-emplo yes	Geography
2019/10/2 manashjna 1996-2001	8	8	9	6	9	7	9	7	7	8	7 academica salaried an no	Geography
2019/10/2 rsaikia11@ 1966-1971	9	9	9	9	9	8	9	9	8	9	8 academica retired no	GEOGRAPH
2019/10/2 bharatihaz 2013-2016	7	7	5	8	7	4	6	6	6	7	8 financially: unemploye no	Geography
2019/10/2 roopz.haza 2008-2013	6	8	5	8	9	7	8	7	9	9	7 not sure in unemploye no	Geography
2019/10/2 prasantasa 1990-1995	8	8	8	8	9	6	8	8	8	9	6 options 1-3 self-emplo no	Geography
2019/10/2 jaydevborc 2008-2013	7	8	5	7	8	6	7	7	6	8	7 options 1-3 unemploye no	Bodo
2019/10/2 sibani.rs@ 2008-2013	5	9	7	8	7	5	6	7	8	9	9 academica salaried an no	Departmer
2019/10/2 ksmbmei@ 2008-2013	6	7	4	7	7	4	5	4	5	7	5 academica unemploye no	Geography

2019/10/2 hainabrah 2008-2013	8	7	5	7	7	6	5	6	5	6	6 options 1-3 unemploye no	Bodo
2019/10/2 psarmah4C 2002-2007	1	4	4	4	1	2	1	1	1	4	1 not sure in unemploye yes;no	Geography
2019/10/3 idinaparvir 2013-2016	7	6	8	9	9	9	9	8	9	8	10 options 1-3 unemployed and in th	Geography
2019/11/0 nivedita.be 2002-2007	6	8	8	7	9	7	8	7	8	9	6 academica salaried an no	English Lan
2019/11/0 khamseng. 2002-2007	5	7	6	7	6	4	6	3	4	6	4 options 1-3 salaried an yes	English Lan
2019/11/0 handiquer 2008-2013	4	5	3	5	7	5	4	4	5	6	4 by coordin unemploye no	Departmer
2019/11/0 pranjana@ 2002-2007	4	7	7	6	9	7	6	5	6	8	6 options 1-3 salaried an yes	Departmer
2019/11/0 khushbuch 2013-2016	7	6	8	9	3	6	7	6	8	8	9 academica self-emplo yes	geography
2019/11/0 dipsikhash 2008-2013	7	8	9	10	9	1	10	5	9	7	6 options 1-3 unemploye yes	Departmer
2019/11/0 rajeshg957 2013-2016	7	7	6	7	6	7	6	3	5	6	7 unemploye yes	Physics Dej
2019/11/0 badanbarn 2002-2007	8	8	8	7	9	5	7	4	8	8	8 academica salaried an no	Departmer
2019/11/0 amitkumar 2013-2016	6	5	4	5	4	3	2	1	2	3	1 academica unemploye yes	physics
2019/11/0 maina.nan 2002-2007	6	6	6	5	6	4	5	6	7	5	4 academica salaried an yes	geography
2019/11/0 manashi.gc 2002-2007	8	9	9	10	10	8	10	9	8	9	7 academica salaried an yes	Geography
2019/11/0 boromridu 2013-2016	7	6	6	6	5	6	6	5	7	7	4 not sure in unemploye no	English
2019/11/1 prohelika.c 2013-2016	5	5	3	7	5	4	6	3	7	5	5 unemploye no	GEOLOGIC
2019/11/2 tinabhagav 2008-2013	8	9	7	7	10	7	8	8	8	9	8 academica salaried an no	Linguistics
2019/11/2 chandanbh 2013-2016	7	7	8	9	9	8	8	7	9	8	9 not sure in salaried an no	Geography
2019/11/2 tmeghabar 2008-2013	6	5	4	5	5	4	4	4	5	4	4 options 1-3 unemploye yes	Geography

of the Department in which you were enrolled during your stay at GU and your present affiliation.

ences  
and English Language Teaching; Present affiliation: MA in Linguistics, Chulalongkorn University, Bangkok (Thailand).  
Science

Information Science  
ics  
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Y  
I Information Science  
it of Applied Sciences as Research Scholar  
ences  
it of English Language Teaching.  
epartment. I am working as an Assistant Professor at Amity University, Noida  
ND INFORMATION SCIENCE

I Information Science

it of English Language Teaching  
: 2 Girl's hostel) AnuAnundoram borooah Institute of language art and culture  
SCIENCE DEPARTMENT IST GU  
nguistics  
it of mathemstics  
it of English Language Teaching (ELT)  
I Information Science  
tment

ical Science  
it, christ university bangalore  
it of Applied Sciences; Present affiliation: University of Twente, The Netherlands

. and now asstt. Professor under Silchar University.  
I Information Science  
artment  
Gauhati University  
it of ELT  
ation and journalism department

ttton University, Guwahati 1  
U. Now JRF -(P) at CSIR- NEIST, Jorhat  
partment  
irrently JRF at IASST

resently JRF Dept. of Physics Gauhati University

it of Physics.Present Affiliation: Research Scholar  
iotechnology, Gauhati University

ogy  
it of Women's Studies

n the Physics Department for the academic year of 2013-2016. At present I am perusing my PhD work from Saha Institute of Nuclear Physics, Kolkata  
partment  
l Information Science  
it English Language Teaching

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sently workking as Associate Professor in botany at B.P.Chaliha College, Nagarbera, Kamrup.

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it of English Language Teaching

partment, Present affiliation: Dept. of Physics, IIT Guwahati

partment and currently by IIT Guwahati  
rt of Linguistics, currently independent researcher

rt of Linguistics and at present I am a research scholar.  
studies

rt of Linguistics

plied Sciences  
Linguistics department, GU, 2006-2008; Present affiliation- North-Eastern Hill University, Shillong (PhD scholar)  
rt of ELT; present affiliation- pursuing B.ed at govt. Banikanta college of teacher education  
and English Language Teaching.

sciences  
formation Sc, Madhabdev College (University)  
and English Language Teaching  
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studies, Gauhati University

studies  
guage Teaching  
and Presently Dibrugarh University

, presently working at Arya Vidyapeeth College  
TY  
Department

rt of Geography

Language Teaching  
Language Teaching  
Department of Linguistics  
Department of English Language Teaching, Gauhati University

Department of Botany, presently I am a Research Scholar in the Department of Botany, Gauhati University  
Department  
Department of Library and Information Science

Dr. Arya vidyapeeth college

PHYSICAL SCIENCES  
and English Language Training



## **Feedback Collection, Analysis, and Action Taken, 2020-21**

The Internal Quality Assurance Cell (IQAC) conducts the feedback process, which is mandated to assure quality in the university's academic activities. Due to the COVID pandemic, Gauhati University adopted CensFEED, the web-based platform to compile and analyze the feedback for the year 2020-21:

<https://iqac.gauhati.ac.in/feedback>

However, feedback from the alumni and a few student volunteers too was received and incorporated here.

S/d- Director, IQAC, Gauhati University.



Questions Responses 144

144 responses



Accepting responses



Summary

Question

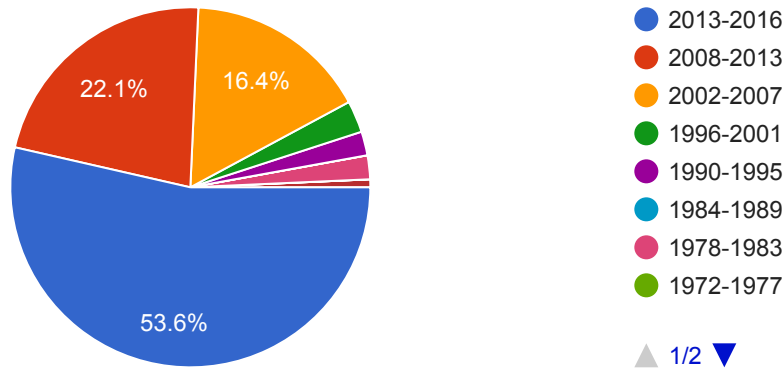
Individual

Who has responded?

Too many recipients to display.

1) To which period do you belong as a student of this University?

140 responses



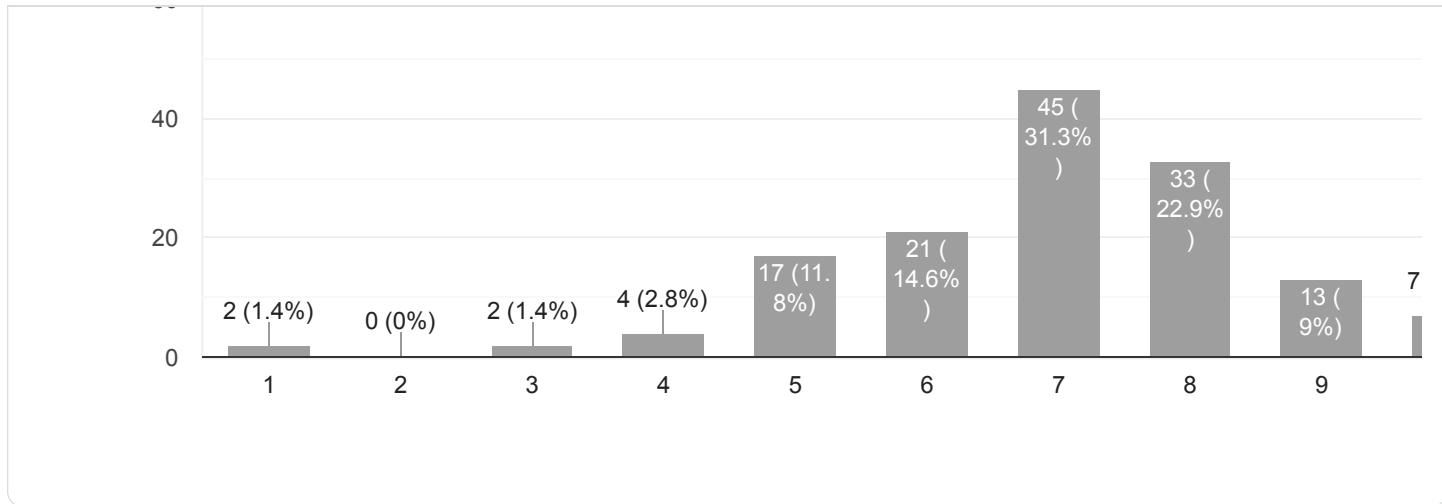
▲ 1/2 ▼



Students Feedback Report 2020-2021  
Gauhati University

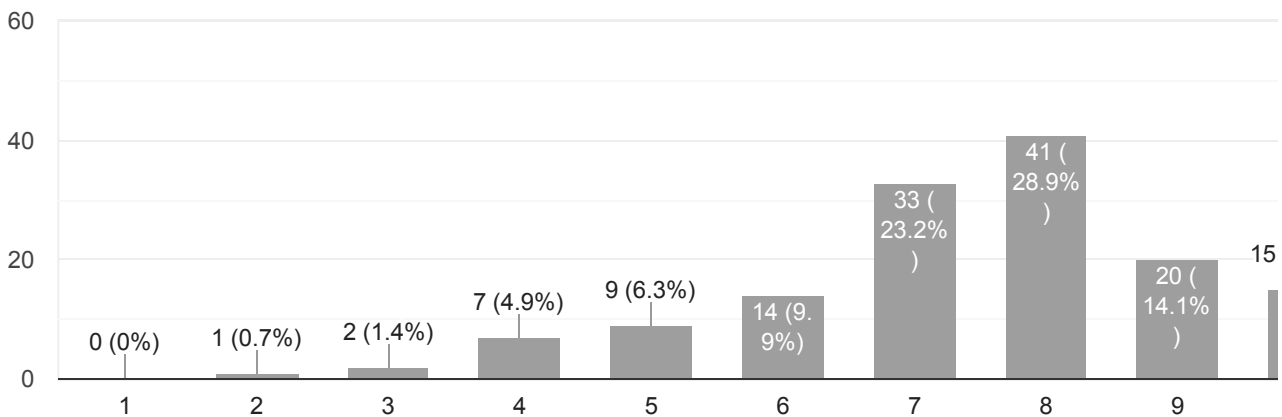


Questions Responses 144



3) How would you like to rate GU in terms of course curriculum considering the mandate given to it on a scale of 10?

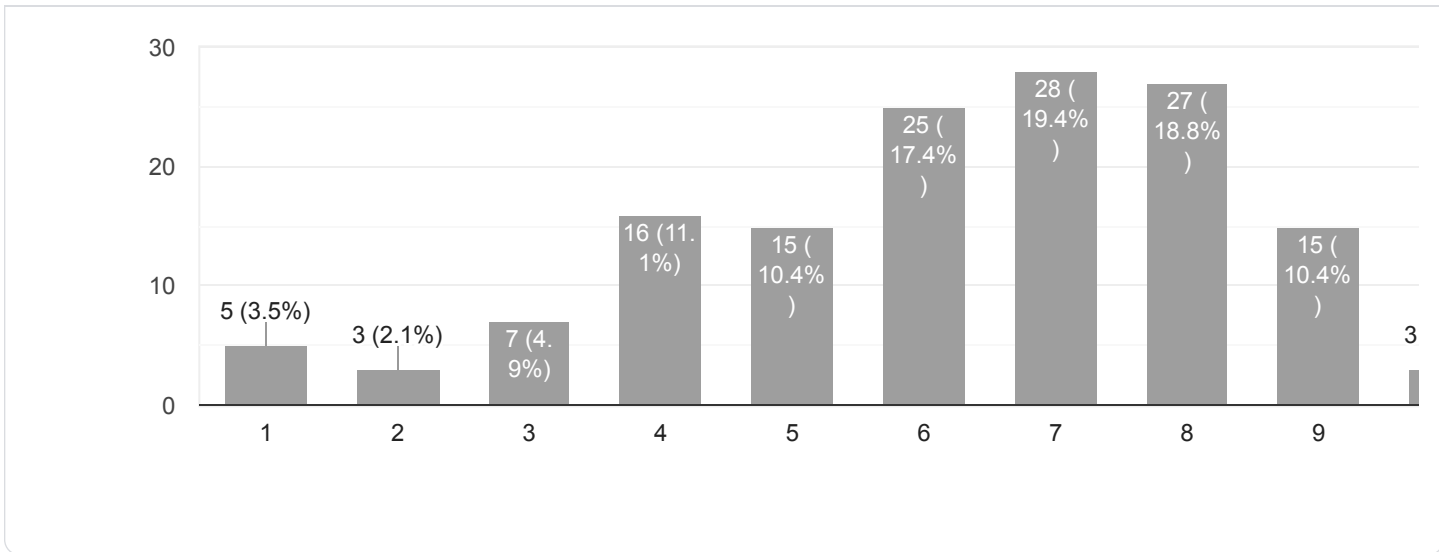
142 responses



Students Feedback Report 2020-2021  
Gauhati University

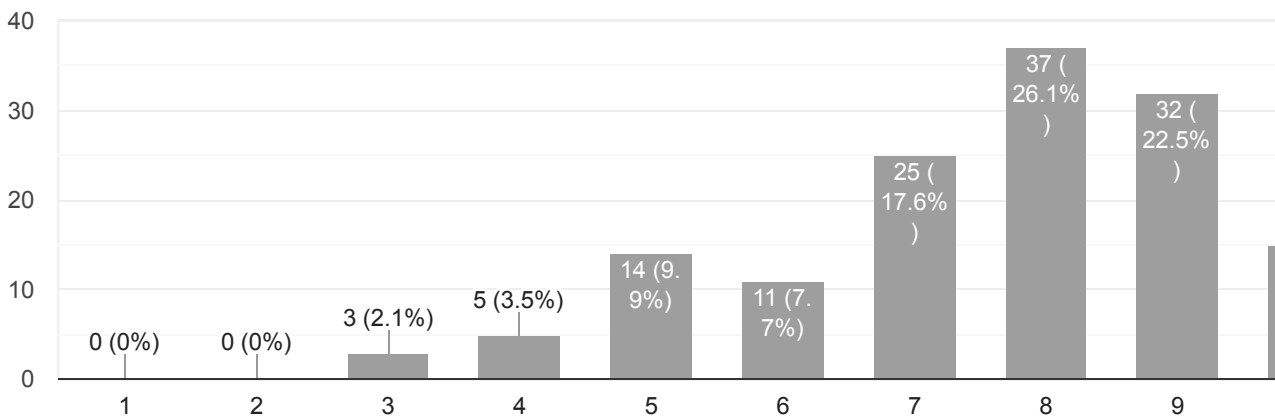


Questions Responses 144



5) How would you like to rate GU in terms of social outreach on a scale of 10?

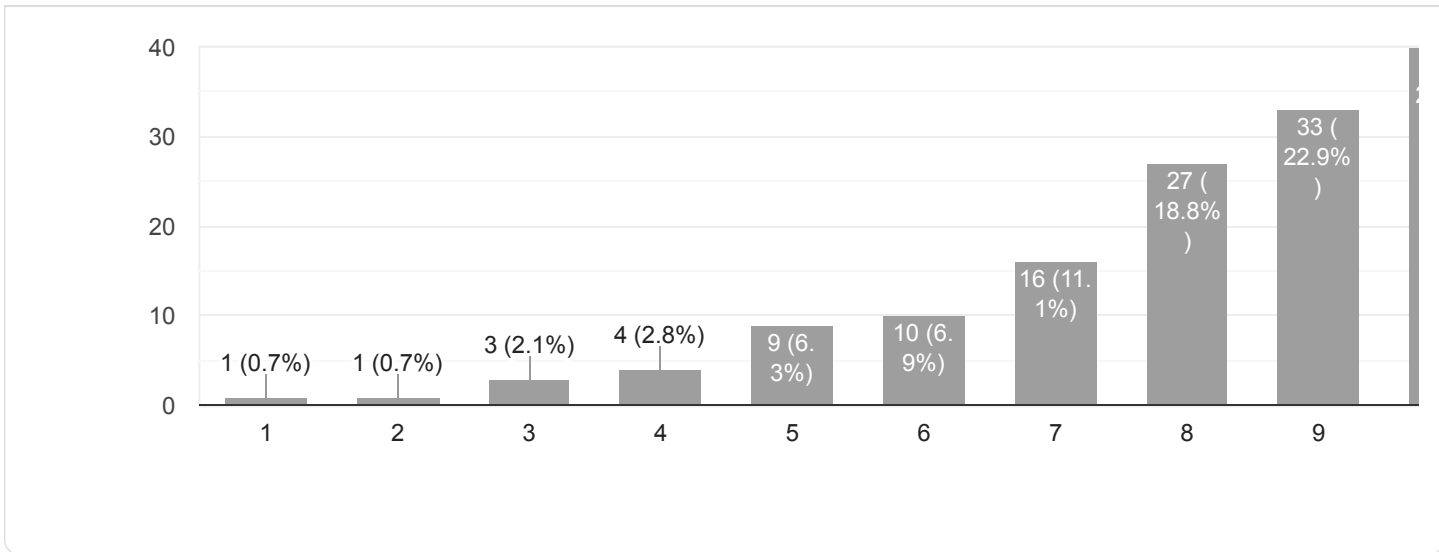
142 responses



Students Feedback Report 2020-2021  
Gauhati University

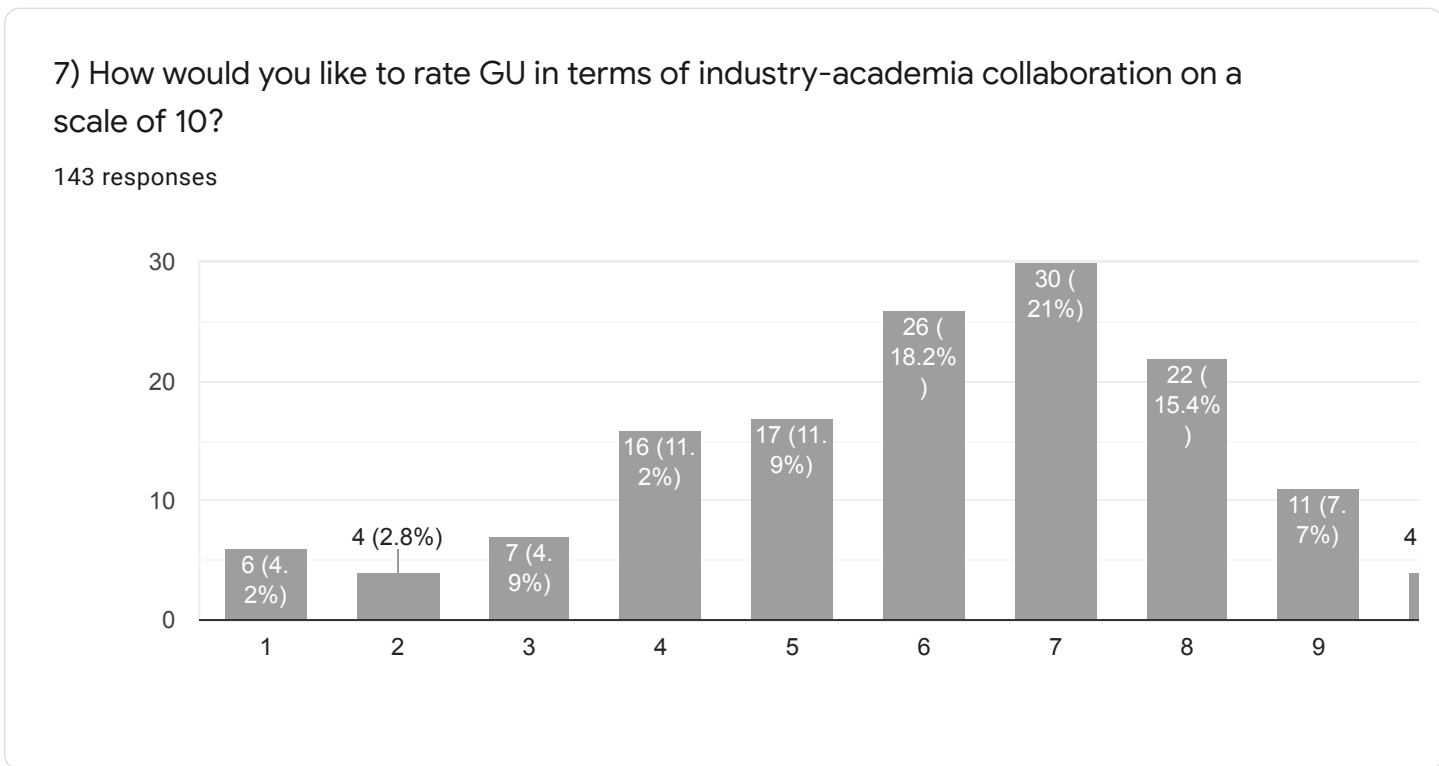


Questions Responses 144



7) How would you like to rate GU in terms of industry-academia collaboration on a scale of 10?

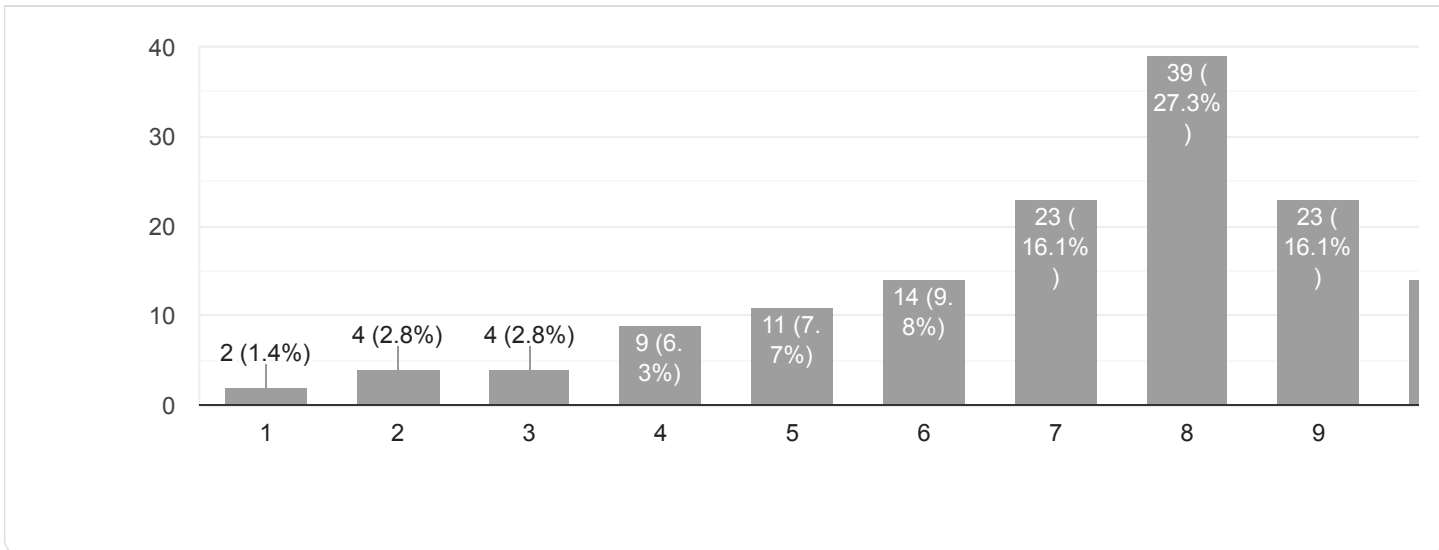
143 responses



Students Feedback Report 2020-2021  
Gauhati University

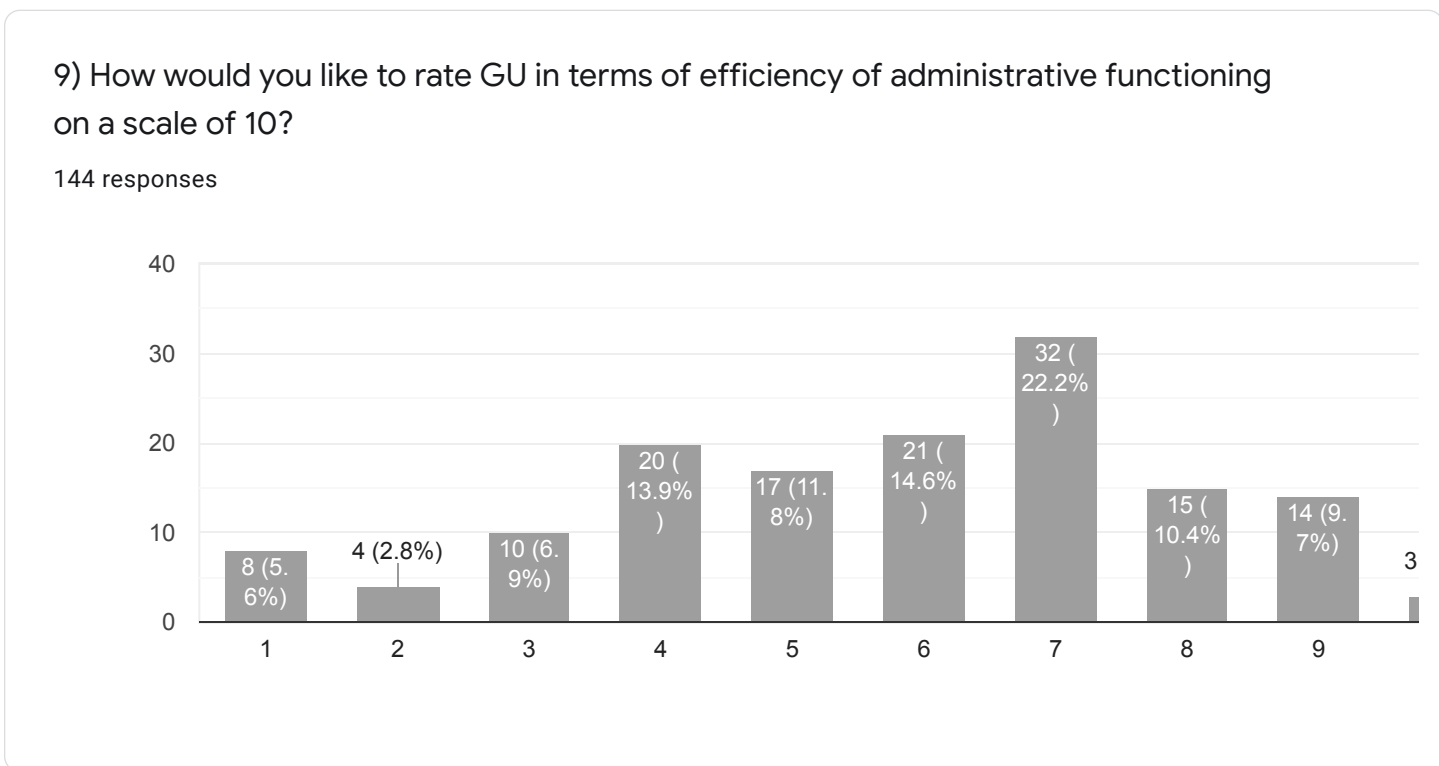


Questions Responses 144



9) How would you like to rate GU in terms of efficiency of administrative functioning on a scale of 10?

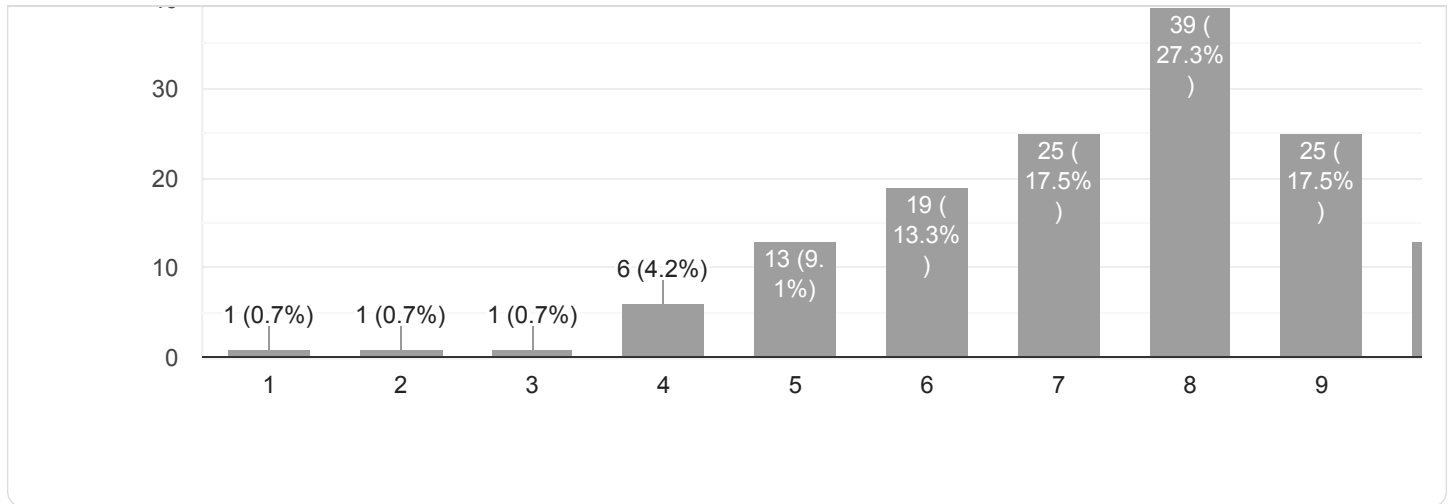
144 responses



Students Feedback Report 2020-2021  
Gauhati University

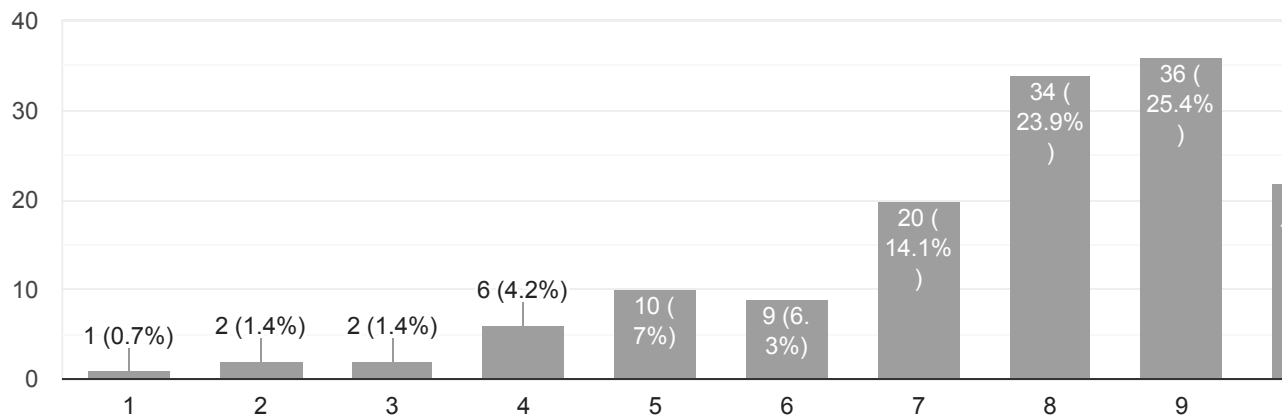


Questions Responses 144



11) How would you rate Gauhati University in terms of its standard of the teaching and learning process on a scale of 10?

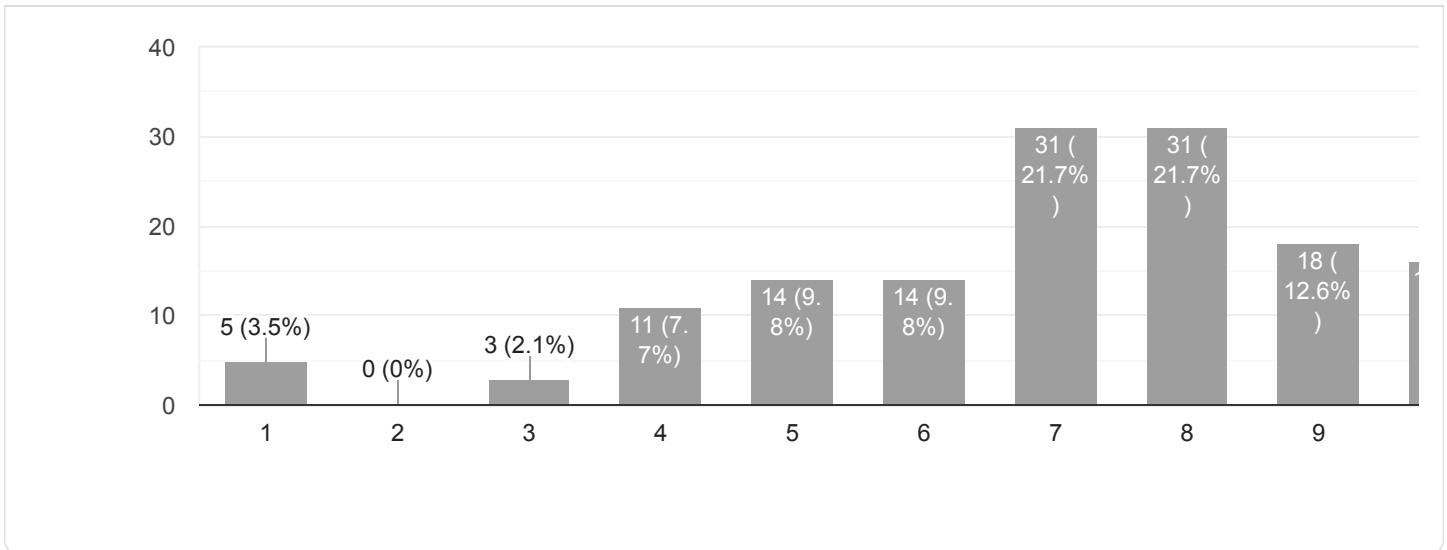
142 responses



Students Feedback Report 2020-2021  
Gauhati University

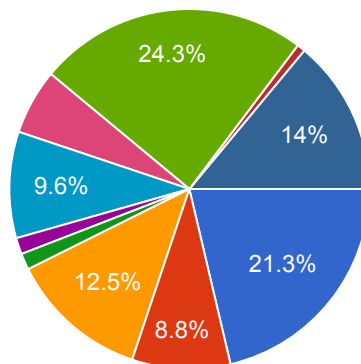


Questions Responses 144



13) If you would like to contribute towards the development of Gauhati University, please choose one of the following options.

136 responses



- academically: in the process of devel..
- academically: in the process of traini...
- academically: in the process of devel..
- financially: in the form of scholarship/..
- financially: in developing resources / i.
- by coordinating alumni activities and...
- by facilitating social outreach progra...
- options 1-3 above (academically)

▲ 1/2 ▼

Students Feedback Report 2020-2021  
Gauhati University

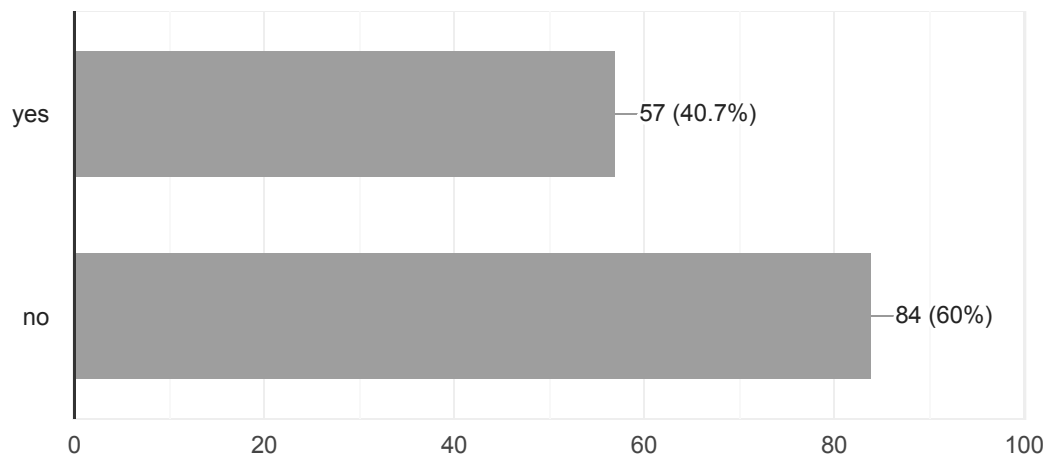


Questions Responses 144



15) Would you like to share your experience, memories (photographs, audio-videos etc.) or any other information that you believe would help the GU Alumni Association make its documentation more meaningful?

140 responses



Students Feedback Report 2020-2021  
Gauhati University



Questions   Responses   144

Geography

LELT

Library and Information Science

English Language Teaching

Women's Studies

Physics

geography

English

Statistics



Students Feedback Report 2020-2021  
Gauhati University



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Questions   Responses   144

Students Feedback Report 2020-2021  
Gauhati University



Questions   Responses   144

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Students Feedback Report 2020-2021  
Gauhati University



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Questions   Responses   144

Students Feedback Report 2020-2021  
Gauhati University



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Questions   Responses   144



Questions Responses 6

6 responses



Accepting responses



Summary

Question

Individual

Who has responded?

Email

[Redacted]	ail.com
[Redacted]	n
[Redacted]	om
[Redacted]	@gmail.com

⌚ Waiting for 22 responses

[Send email reminder](#)

seemadeka14@gmail.com

nbboro94177@gmail.com

darshanadasrp@gmail.com

Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 6

pallavidas984@gmail.com

angelrahmanchoudhury28@gmail.com

himangisonowal6@gmail.com

nandinideka6@gmail.com

### Department & Semester

6 responses

Anthropology, 3rd Semester

Anthropology 3rd semester

Department of Anthropology

Department of Anthropology, M.Sc. 3rd semester

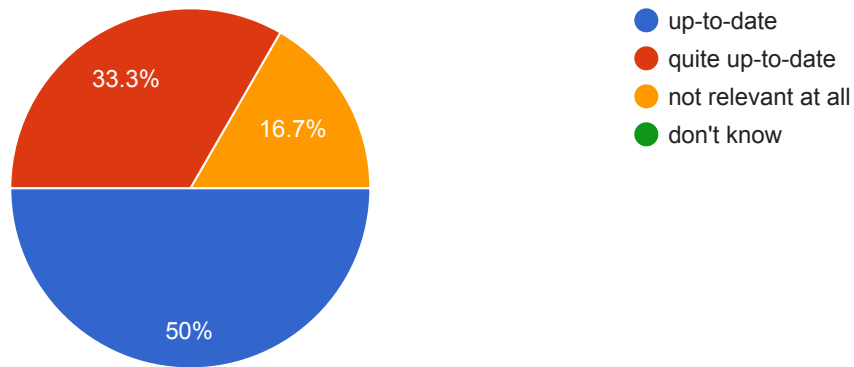
Anthropology & 3rd semester

3rd Semester, Department of Anthropology

Students Feedback Report 2020-2021  
Gauhati University

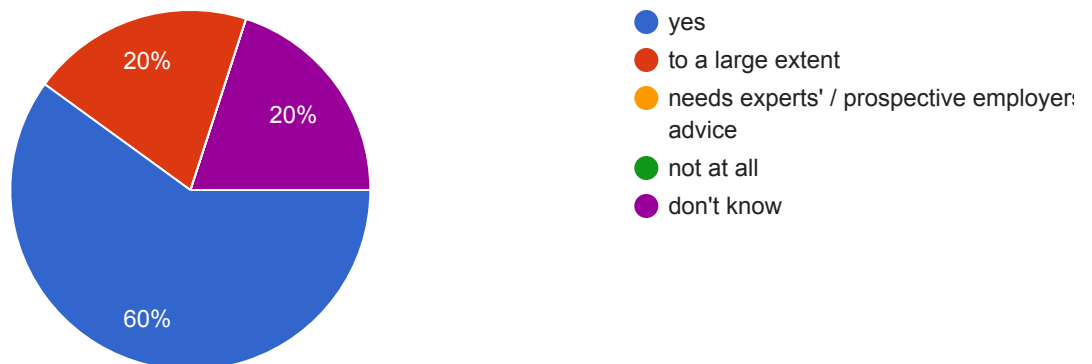


Questions Responses 6



2) Do you think that the course enhances your scope for employability?

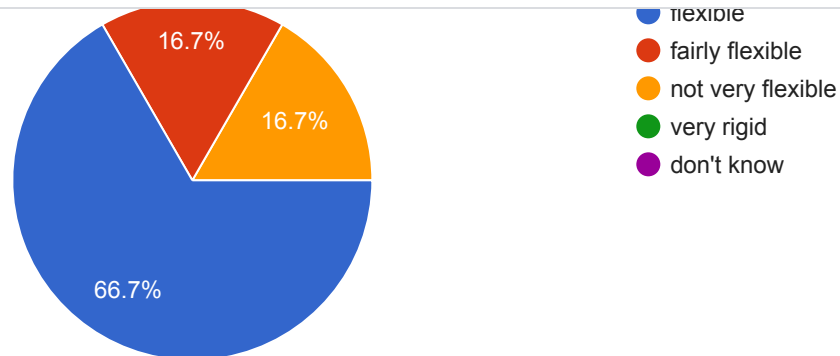
5 responses



Students Feedback Report 2020-2021  
Gauhati University

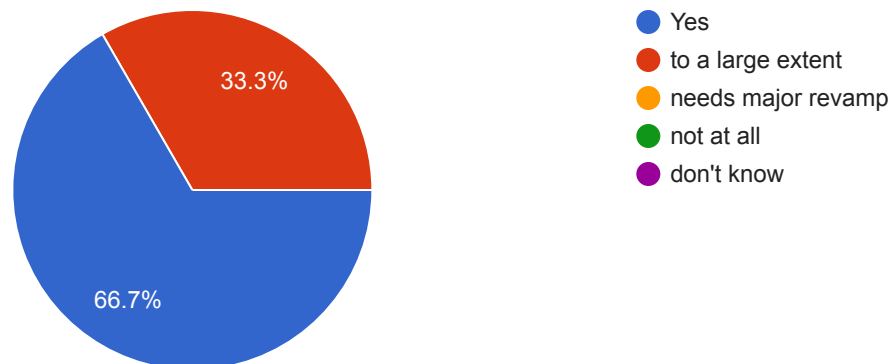


Questions Responses 6



4) Does the course being undertaken by you reflect the needs and aspirations of the society?

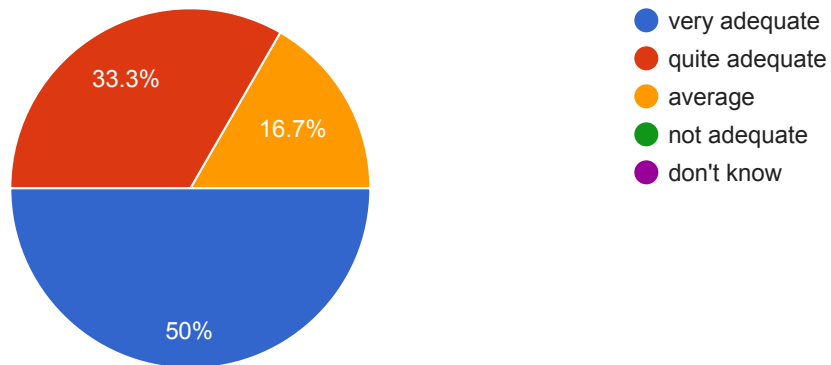
6 responses





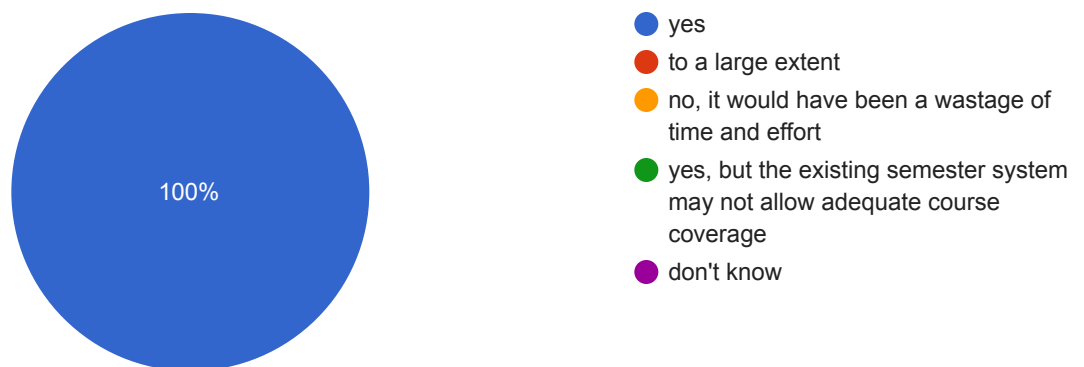


Questions Responses 6



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

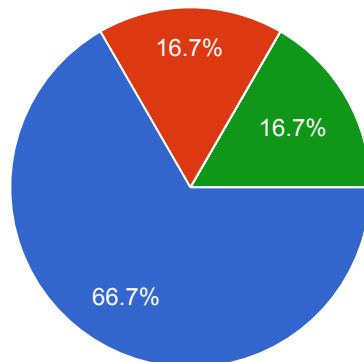
6 responses



Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6

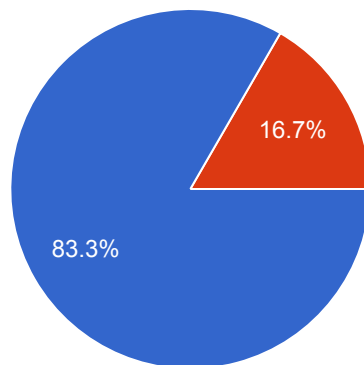
0 responses



- yes
- to a large extent
- no, it would have been a waste of time and effort
- yes, but the existing semester system may not allow adequate interaction / activities
- don't know

8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

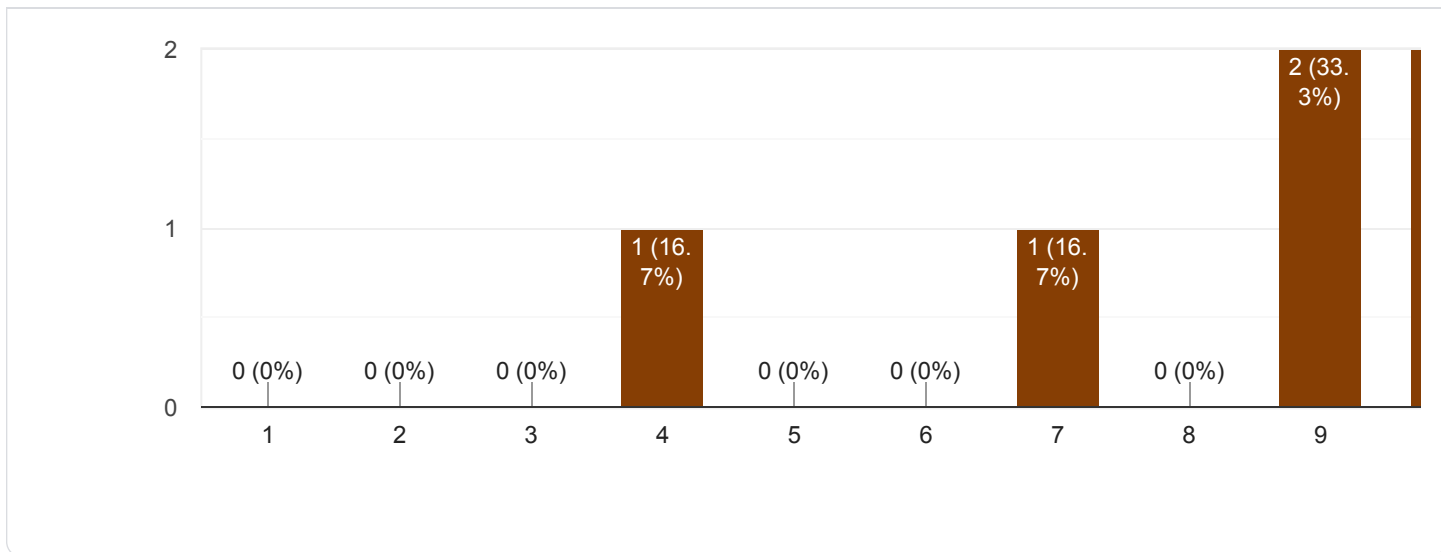
6 responses



- yes
- to a large extent
- would like to see more innovative and productive activities with a deeper social impact
- don't know

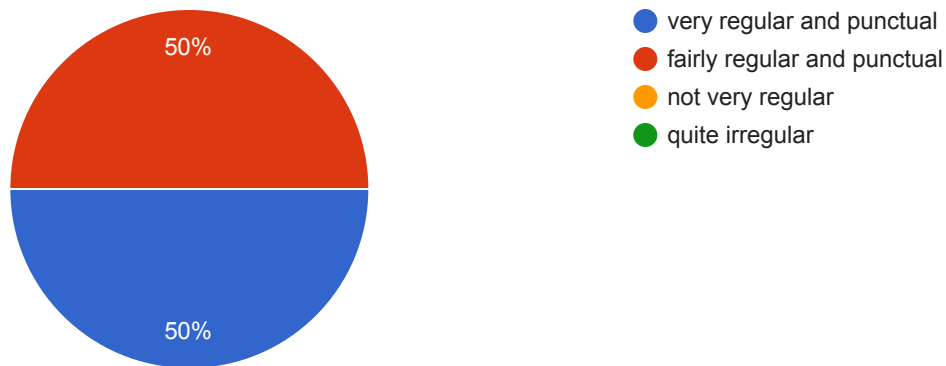


Questions Responses 6



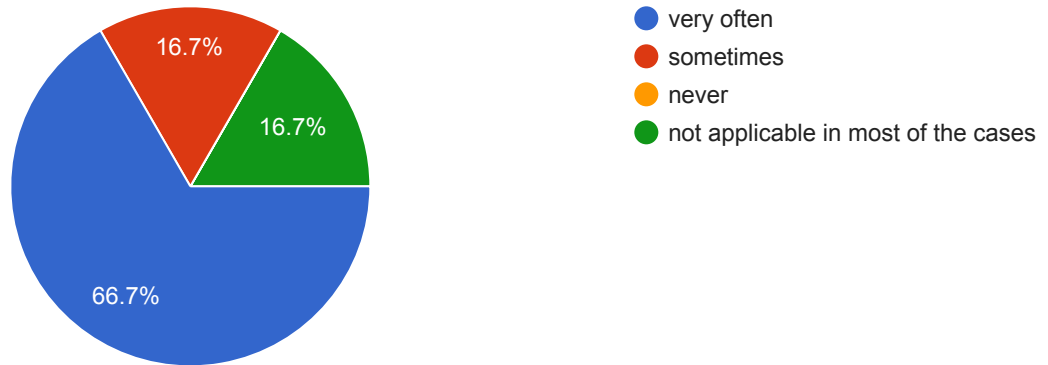
10) How regular and punctual were the teachers ?

6 responses



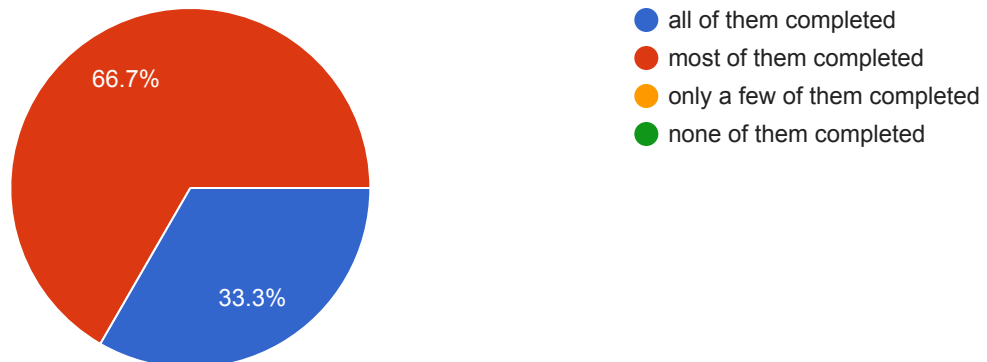
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



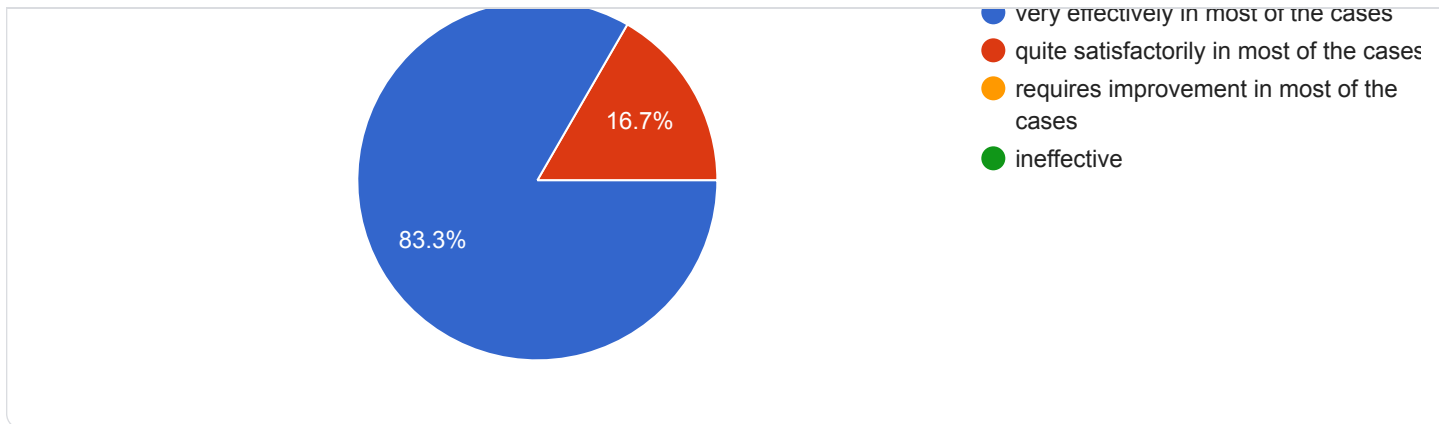
12) Did the teachers complete the assigned course?

6 responses



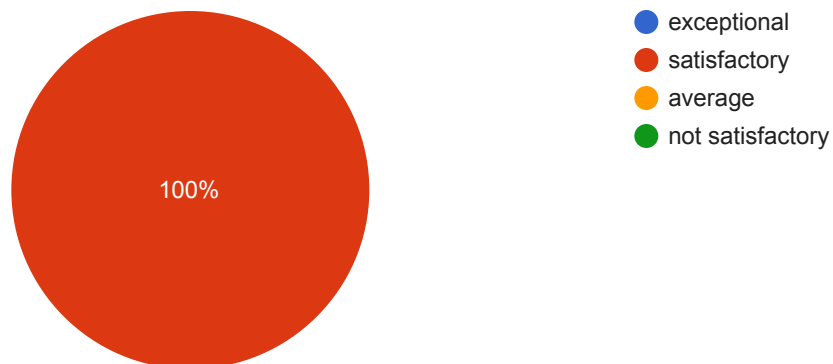
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?

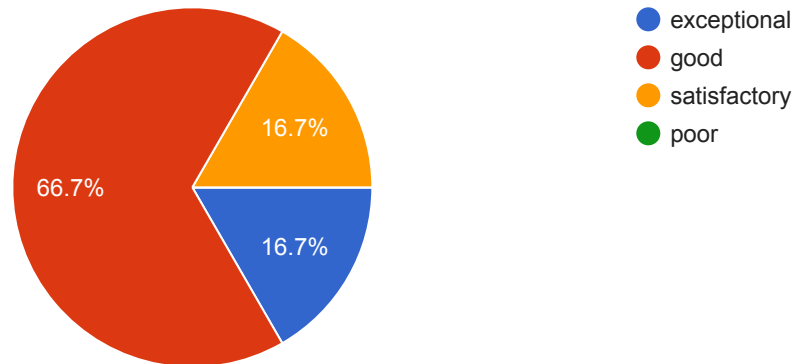
5 responses



Students Feedback Report 2020-2021  
Gauhati University

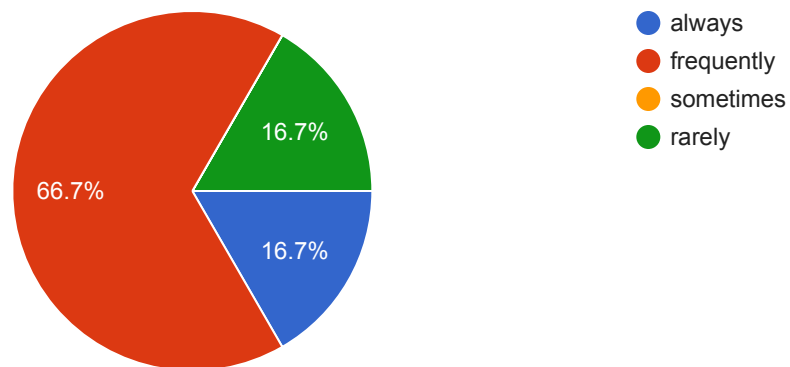
Questions Responses 6

0 responses



16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

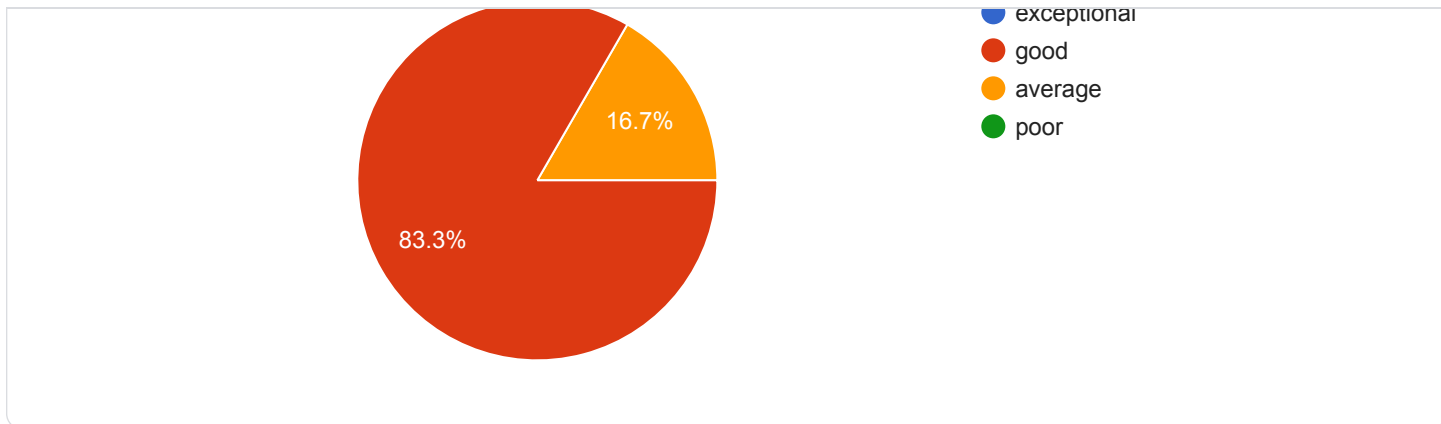
6 responses



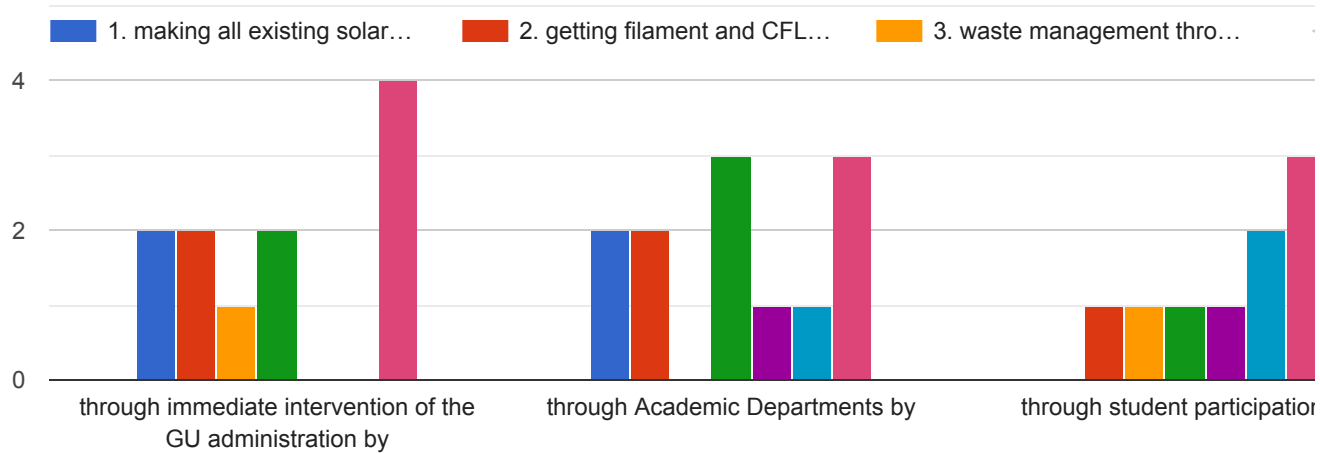
Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 6



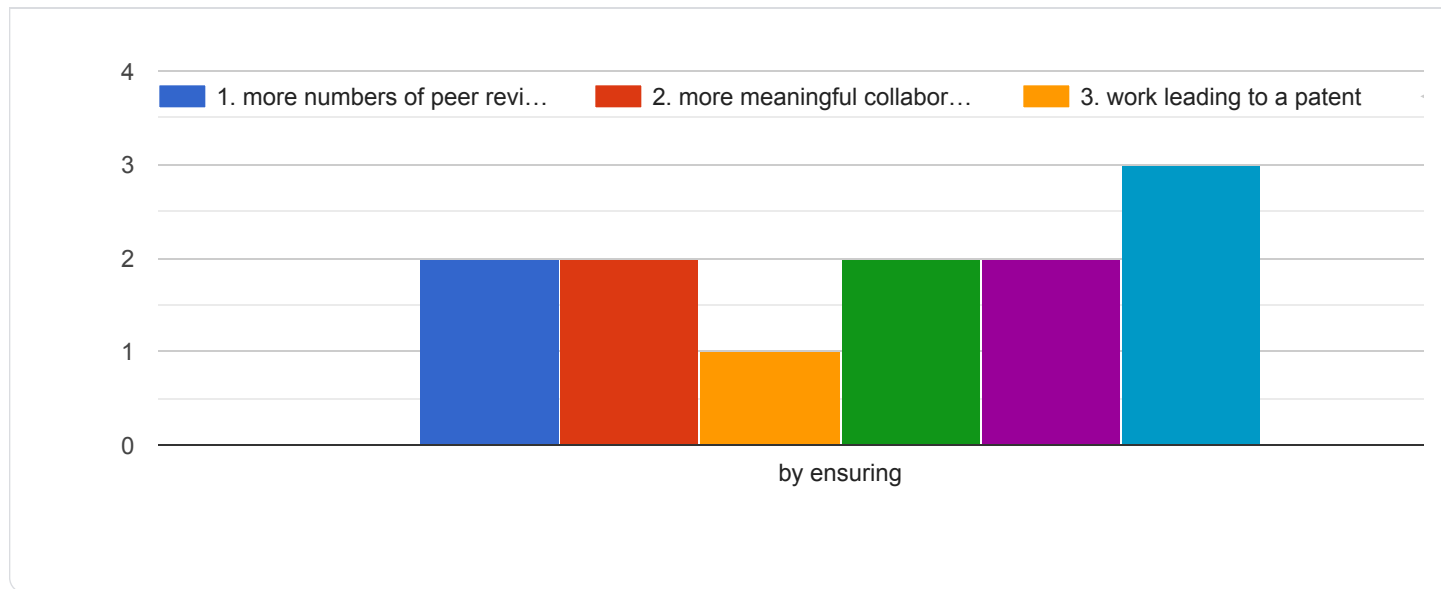
18) In order to protect the environment, in what ways can Gauhati University intervene?



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 6



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

3 responses

They have to conduct test series for every chapter that they taught us. They should make us understand the way we want to understand.

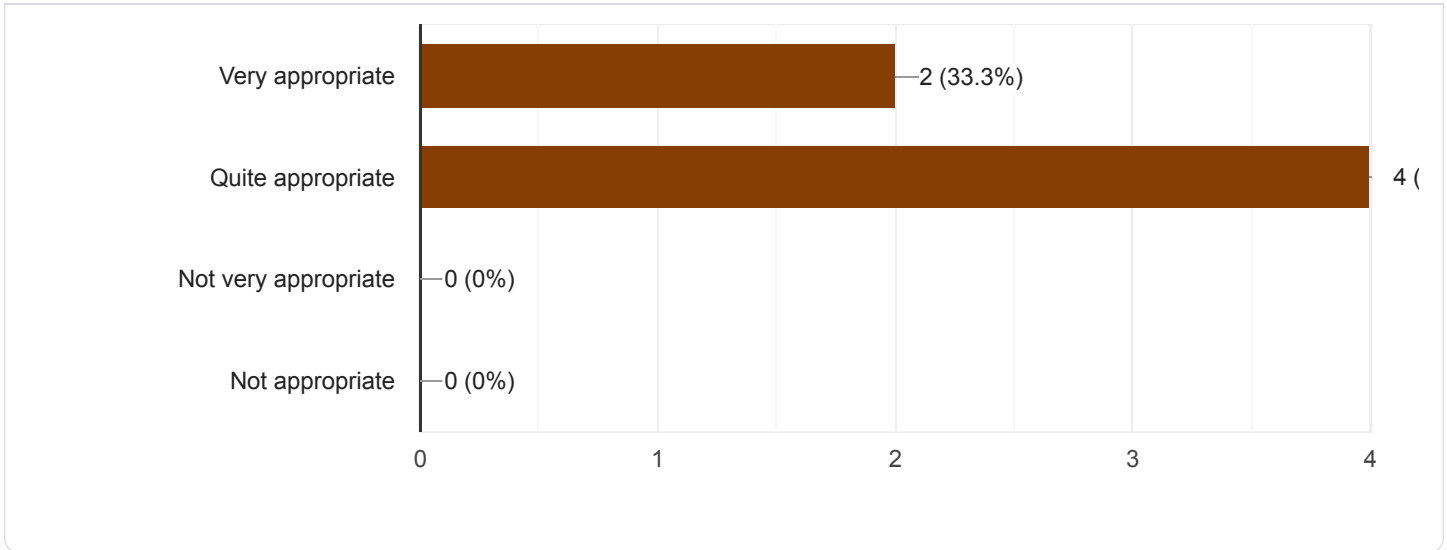
Classes need to take through powerpoint presentation always which will be followed by discussion and question answer session. There is an urgent need to update the research scholars with modern techniques regarding the writing of research paper

More Field work program should be allowed



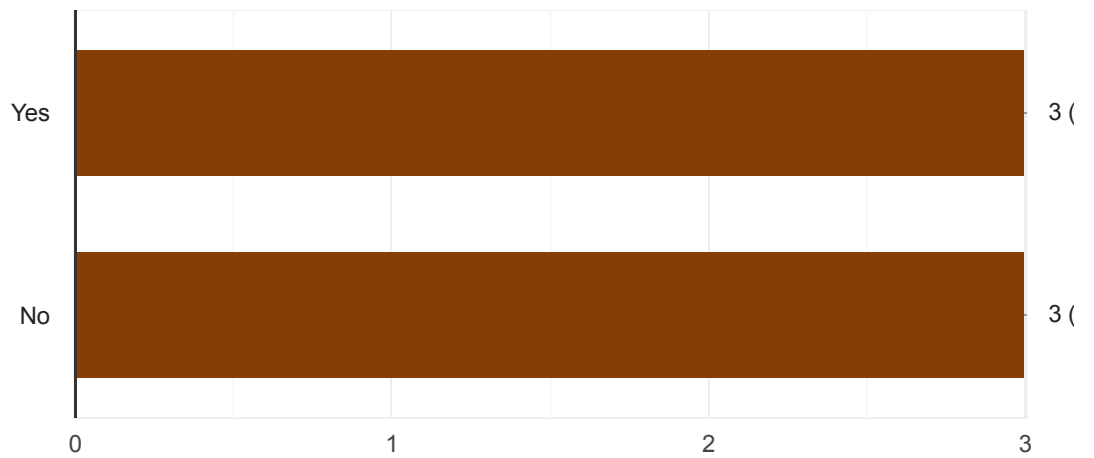


Questions Responses 6



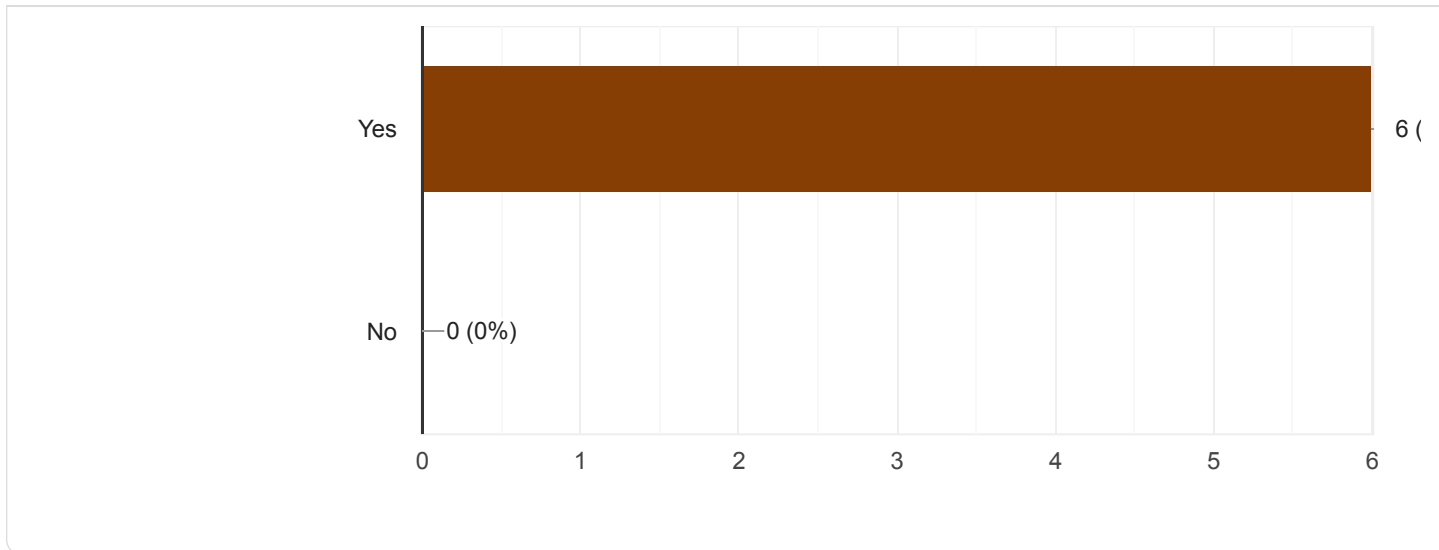
22) Are the results declared on time?

6 responses



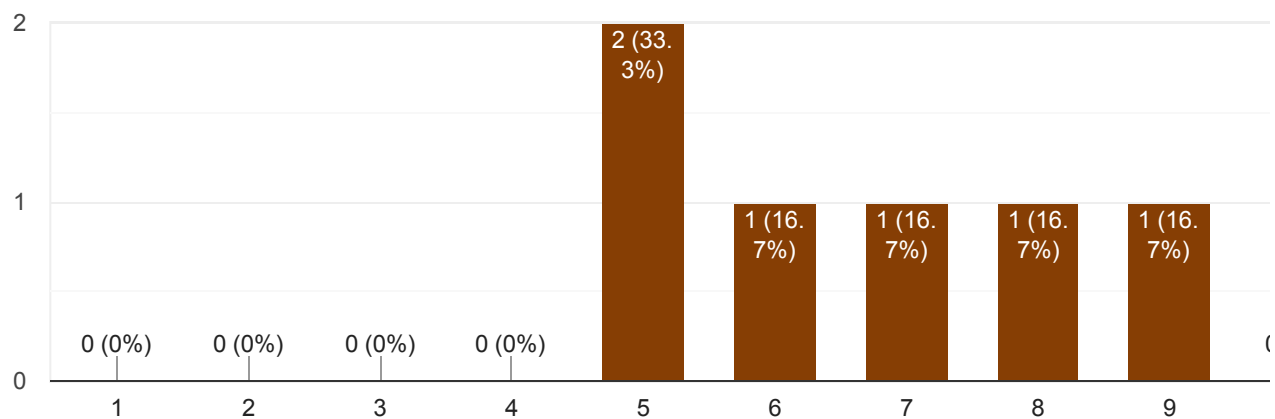
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



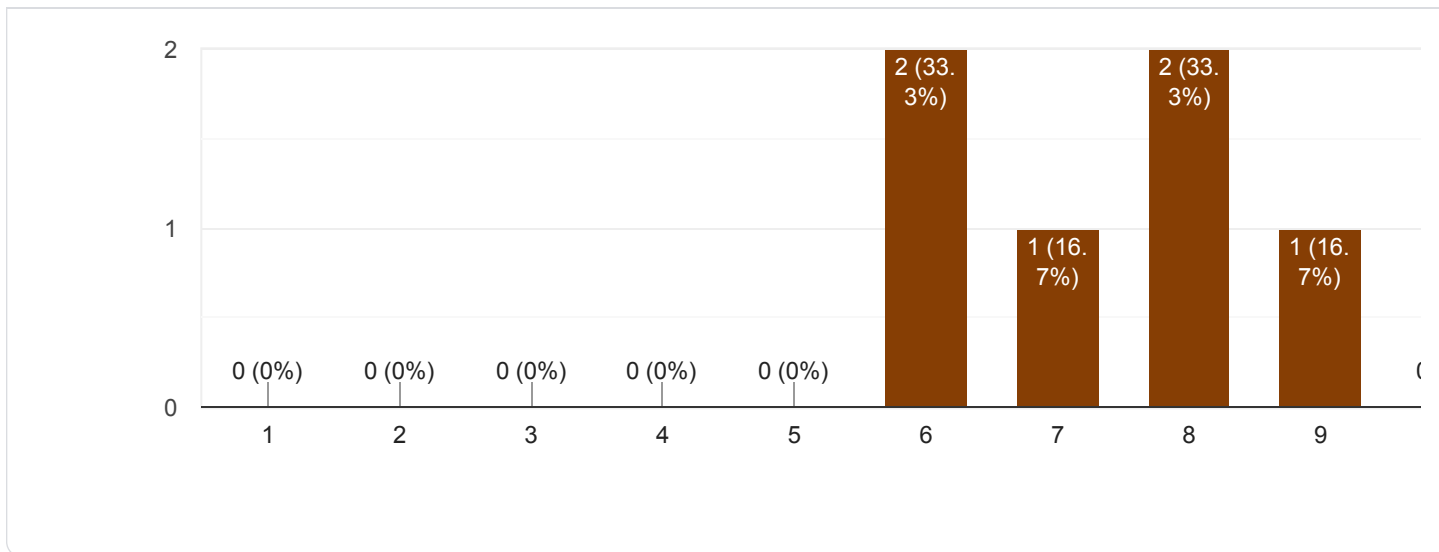
24) How would you rank your institution in terms of facilities / infrastructure available for extra - curricular activities and personality development on a scale of 10?

6 responses



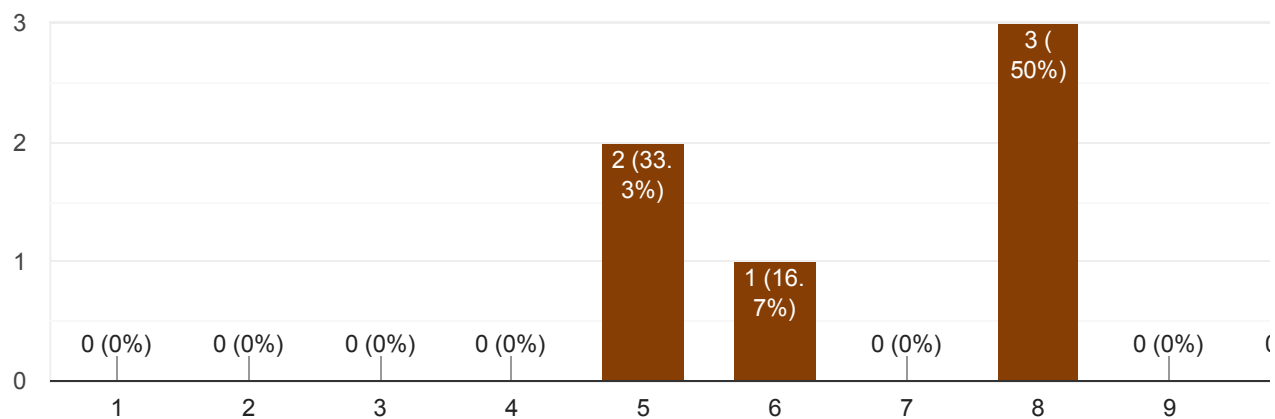
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



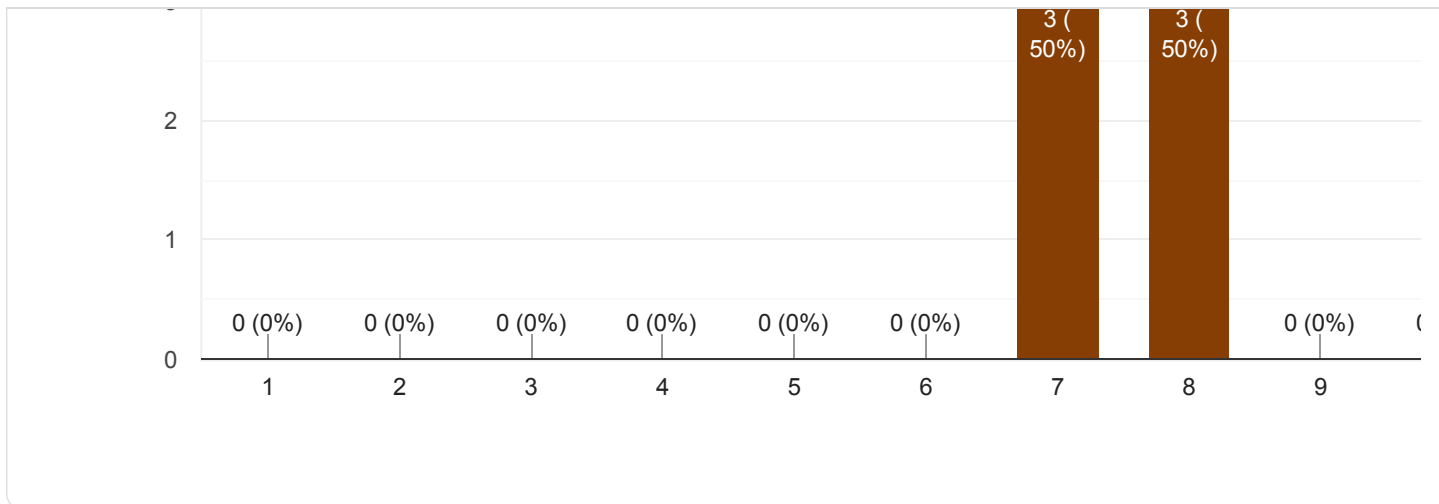
26) How would you rank the administrative functioning of the institution in terms of ease and efficiency on a scale of 10?

6 responses



Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



28) Your comments / feedback (both positive and negative) on the activities of the Department that you feel is important to be addressed but have not been included here:

3 responses

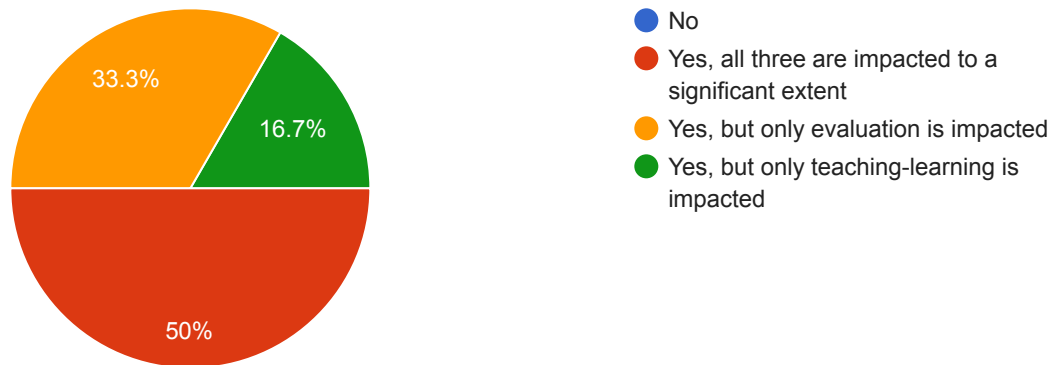
Teacher should not do any partiality to student on behalf of their marks. Every student should be treated in an equal manner. Teacher conduct seminar programmes that's a nice initiative by the department which helps us a lot to interact with eminent scholars.

Counseling should be there.

We need more placements and career counseling.

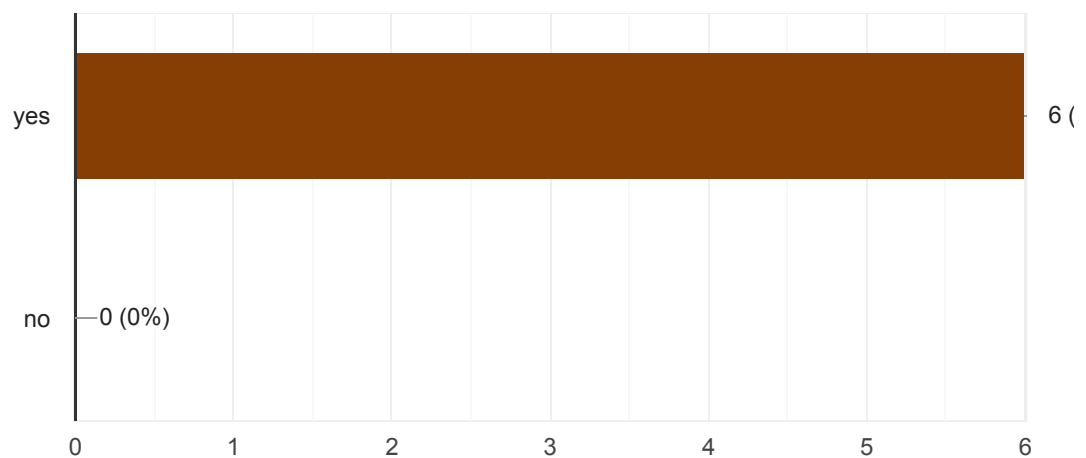
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



30) Given an opportunity, would you like to contribute to the development of Gauhati University in any possible way?

6 responses



Students Feedback Report 2020-2021  
Gauhati University



SSS\_1812\_20\_Axomiyaa



Questions Responses 8

8 responses



Accepting responses



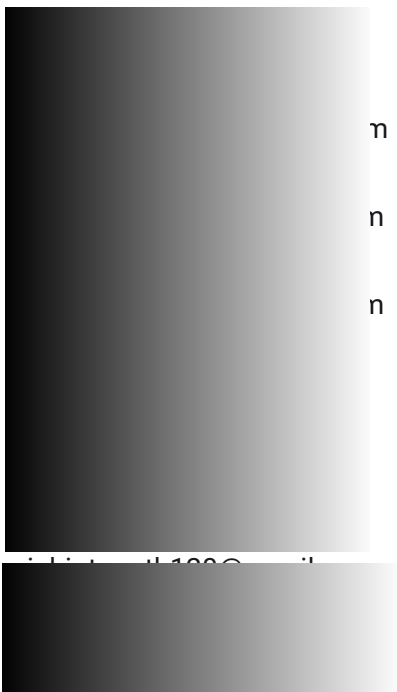
Summary

Question

Individual

Who has responded?

Email



⌚ Waiting for 110 responses

[Send email reminder](#)

saikiadorathi@gmail.com

Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 8

nayanaronghang562@gmail.com

ntmoniborah@gmail.com

baruahbhargab01@gmail.com

nsangita015@gmail.com

lakhyana.dutta23@gmail.com

chumalidevi1993@gmail.com

### Department & Semester

8 responses

Assamese(3rd semester)

Assamese Department ,3rd Semester

Commerce

Assamese 3rd semester

Assamese department , 3rd semester

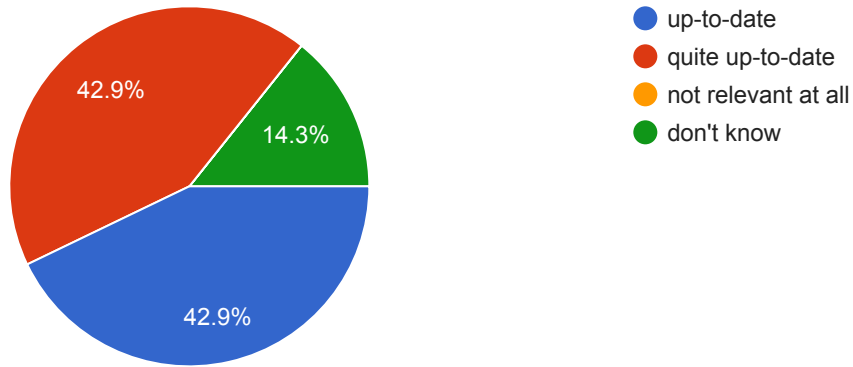
Assamese ,. M.phill

Assamese, 3rd sem

Assamese department, 3rd semester

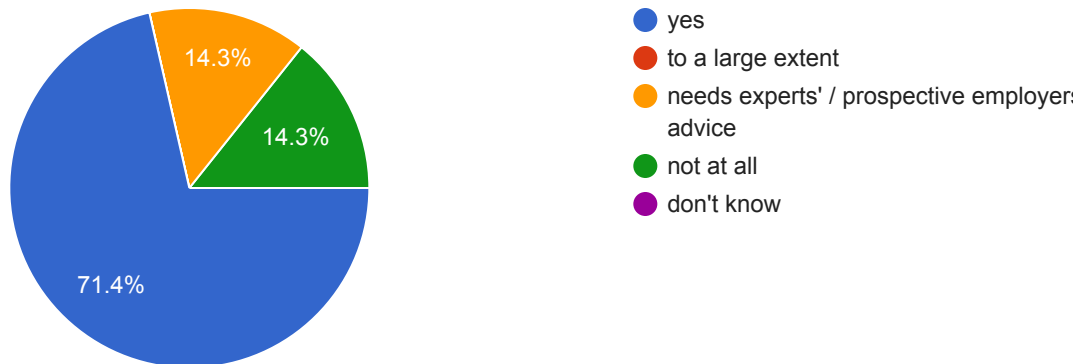


Questions Responses 8



2) Do you think that the course enhances your scope for employability?

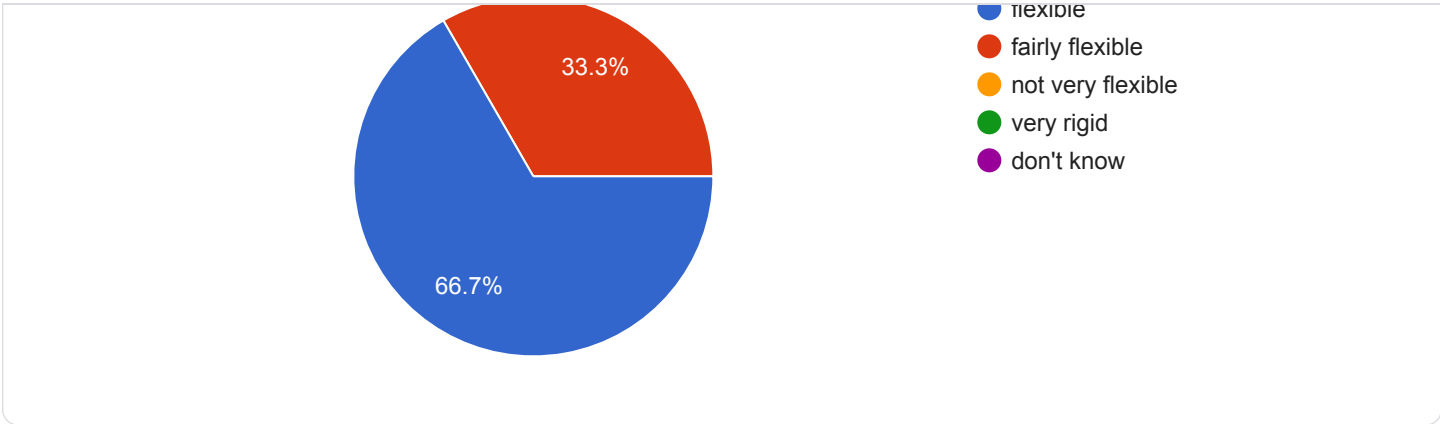
7 responses





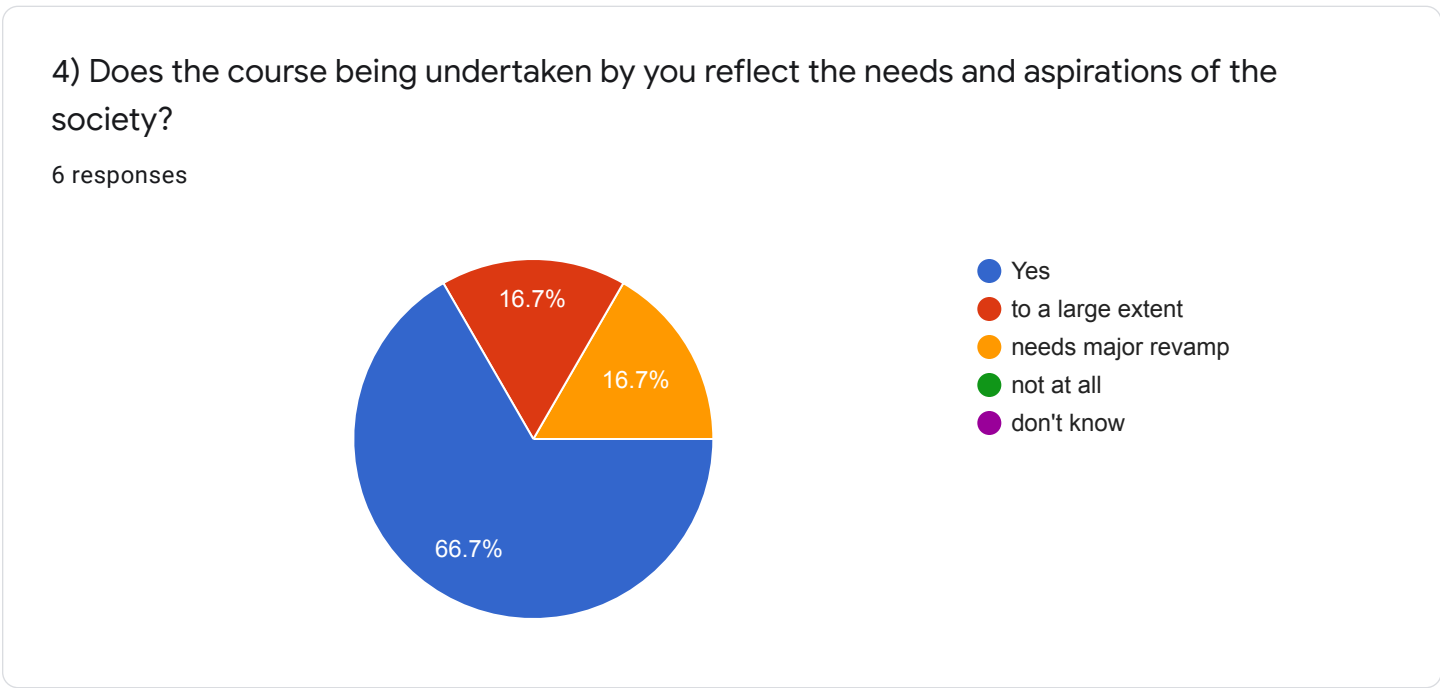


Questions Responses 8



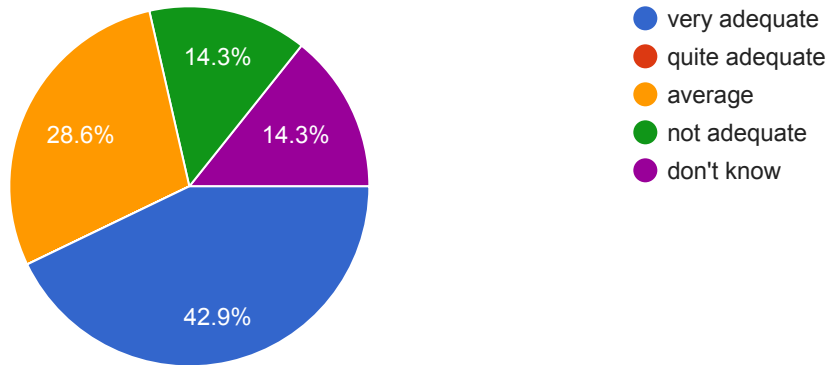
4) Does the course being undertaken by you reflect the needs and aspirations of the society?

6 responses



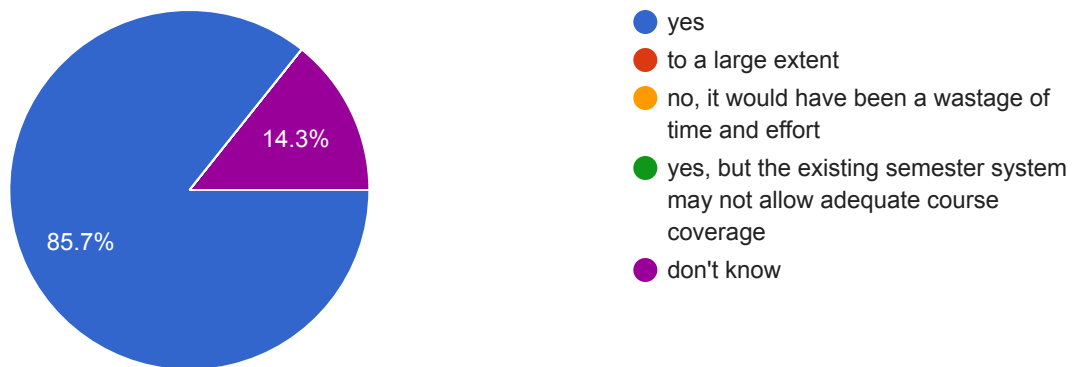


Questions Responses 8



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

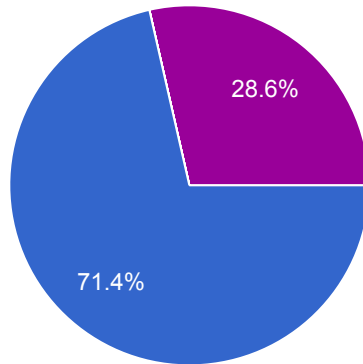
7 responses



Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 8

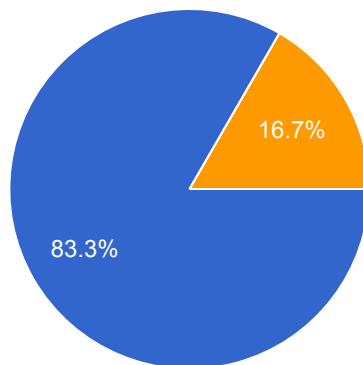
7 responses



- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate interaction / activities
- don't know

8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

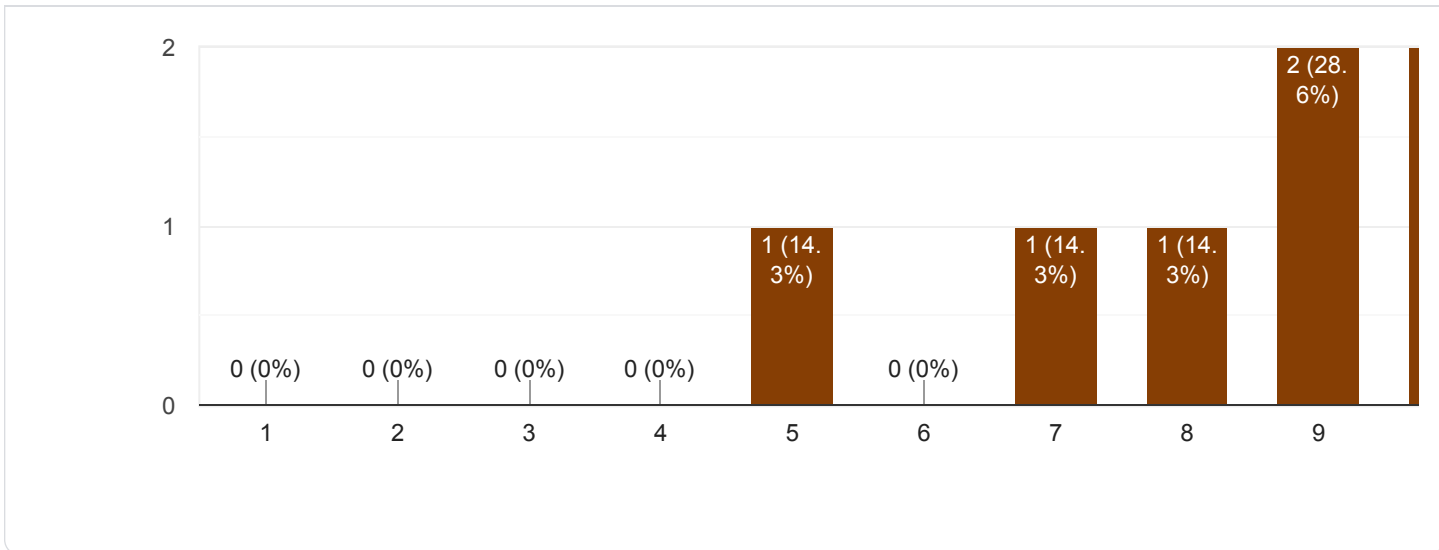
6 responses



- yes
- to a large extent
- would like to see more innovative and productive activities with a deeper social impact
- don't know

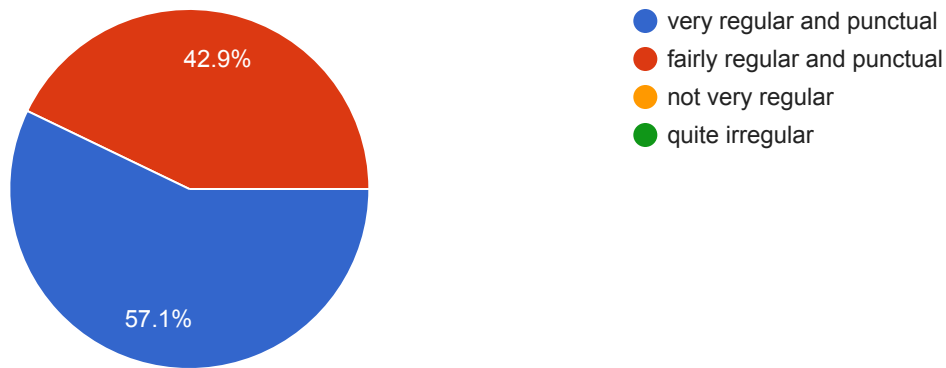


Questions Responses 8



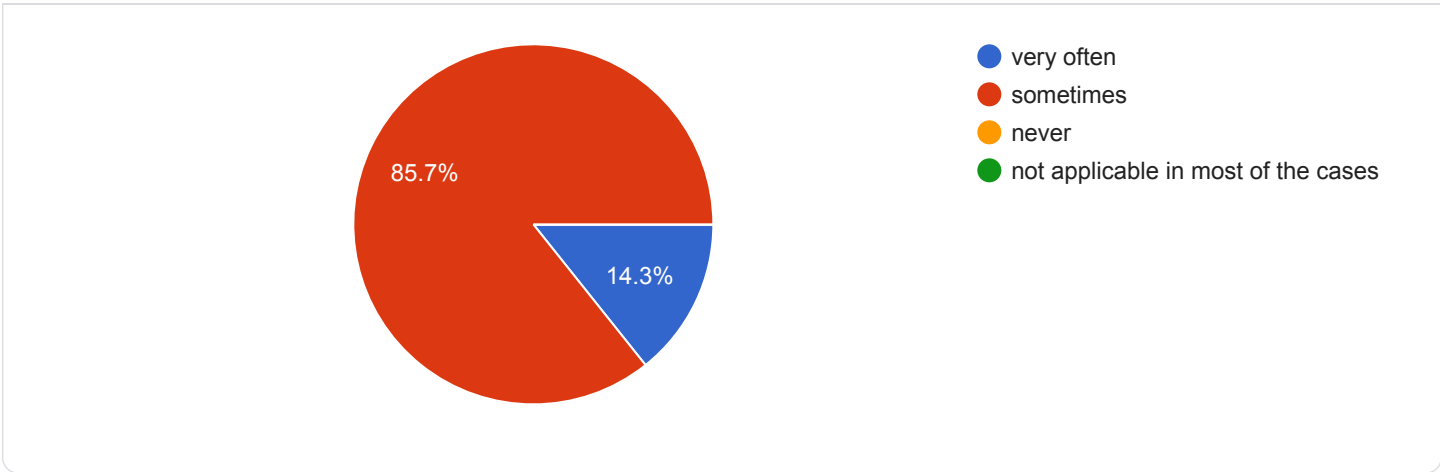
10) How regular and punctual were the teachers ?

7 responses



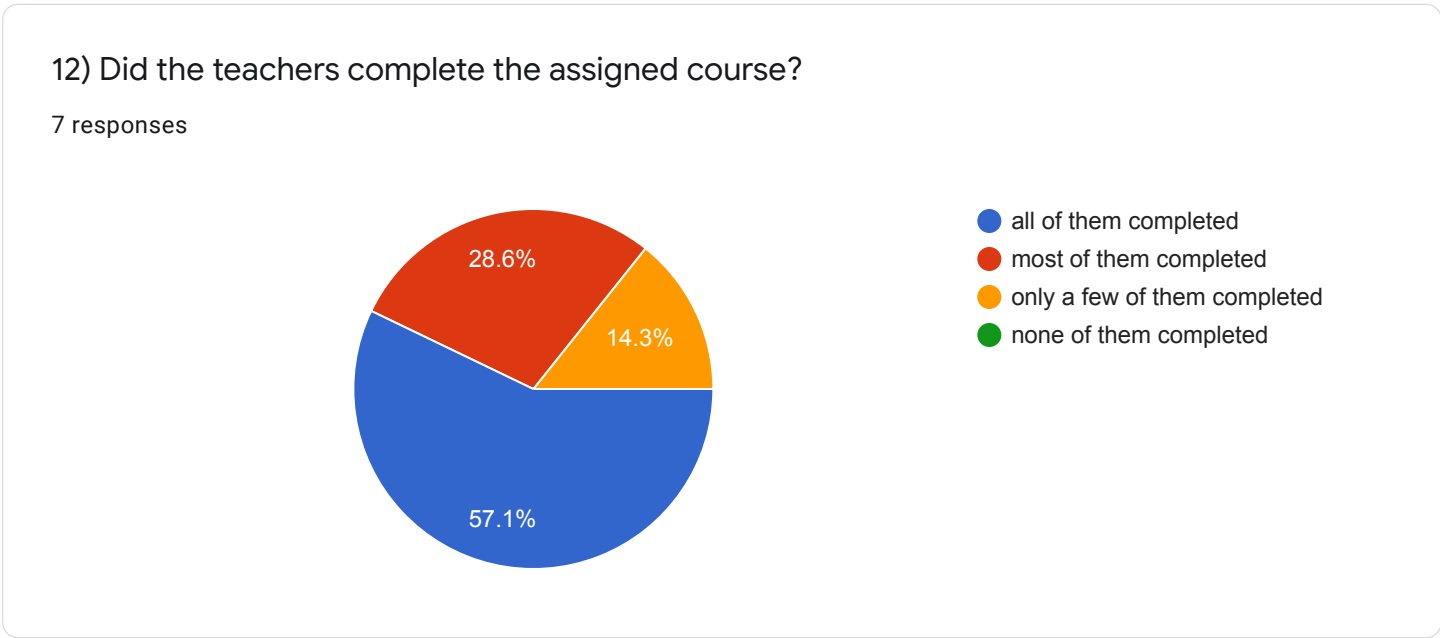


Questions Responses 8



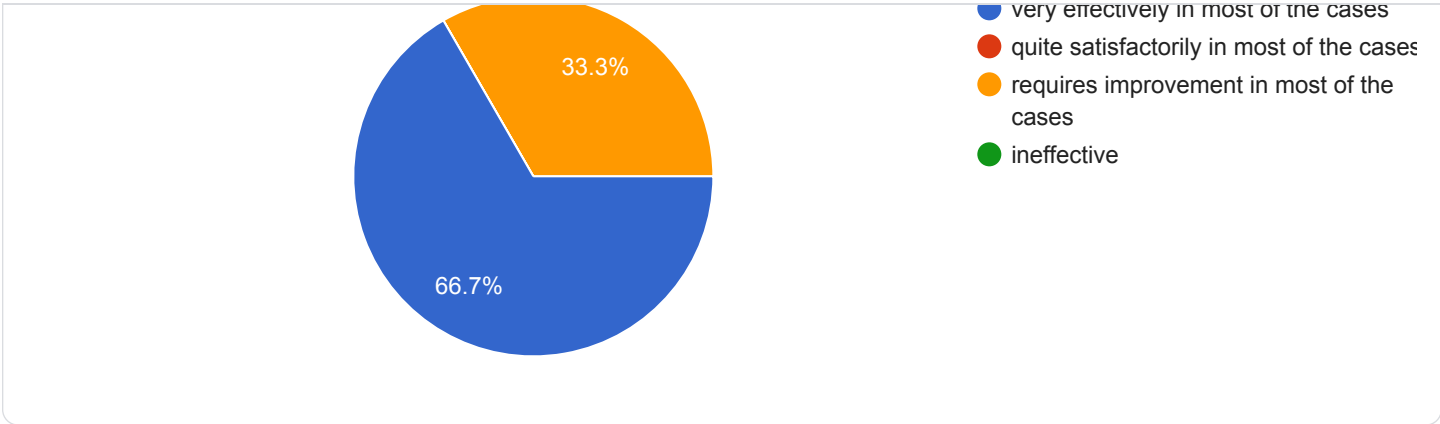
12) Did the teachers complete the assigned course?

7 responses



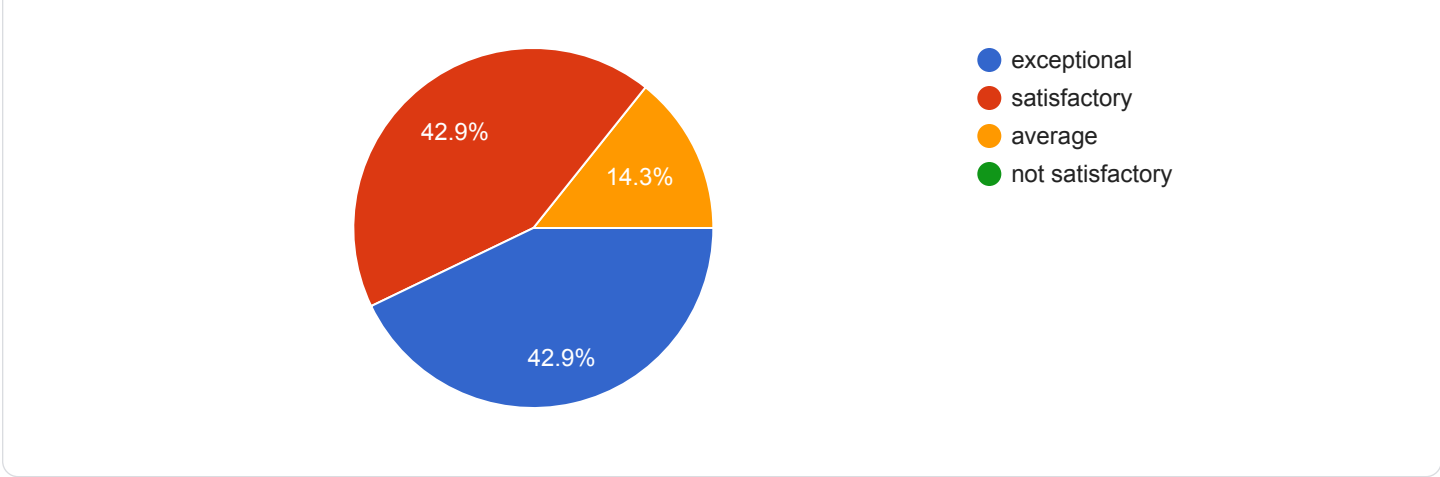


Questions Responses 8



14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?

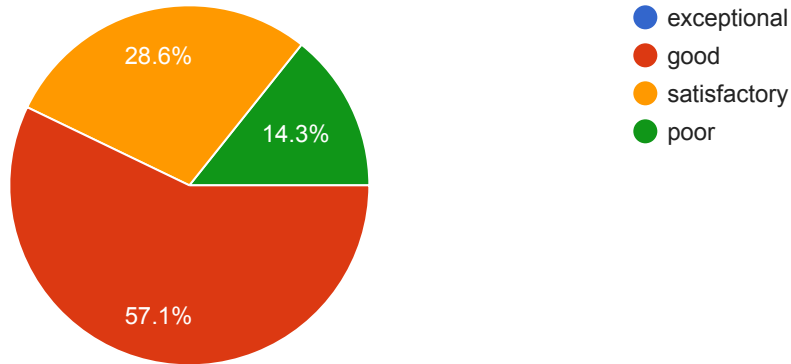
7 responses





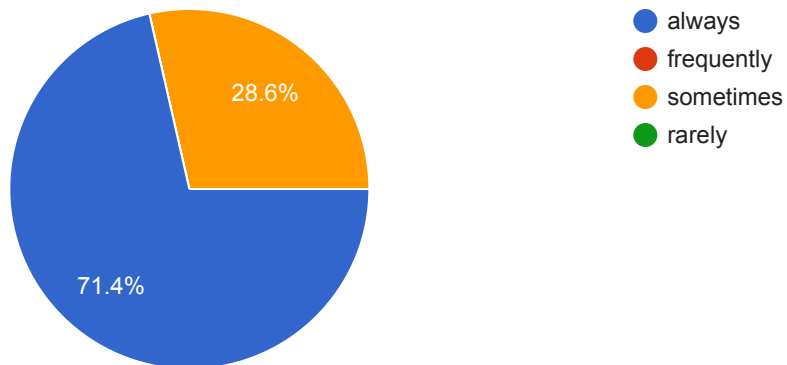
Questions Responses 8

7 responses



16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

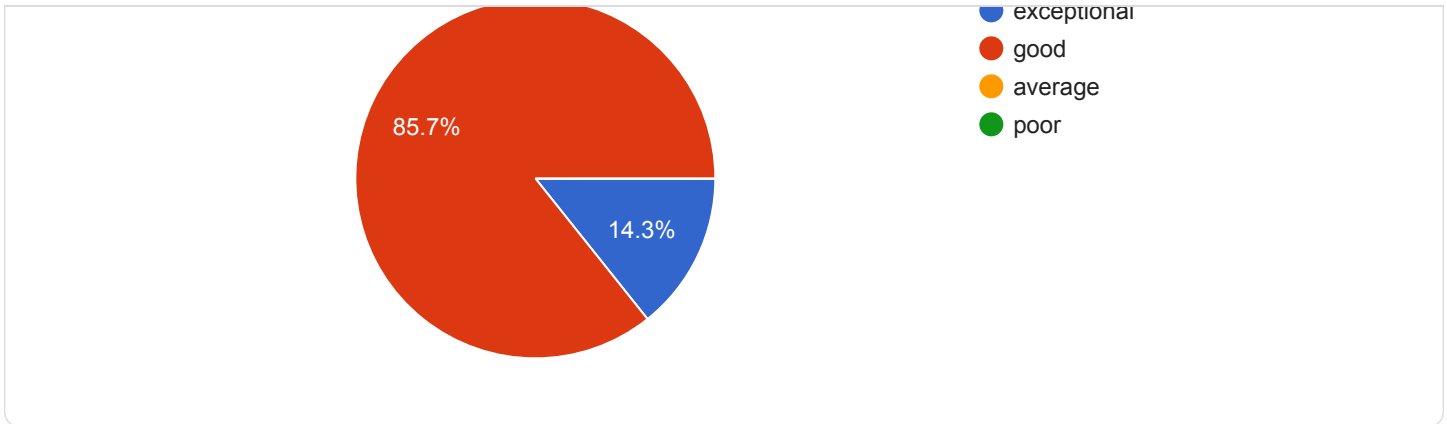
7 responses



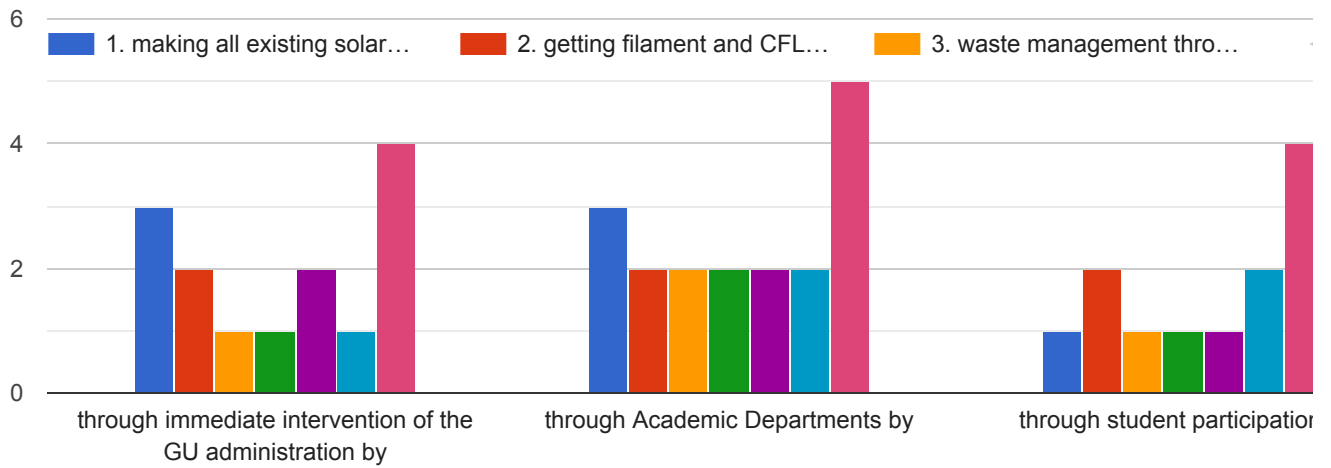
Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 8



18) In order to protect the environment, in what ways can Gauhati University intervene?

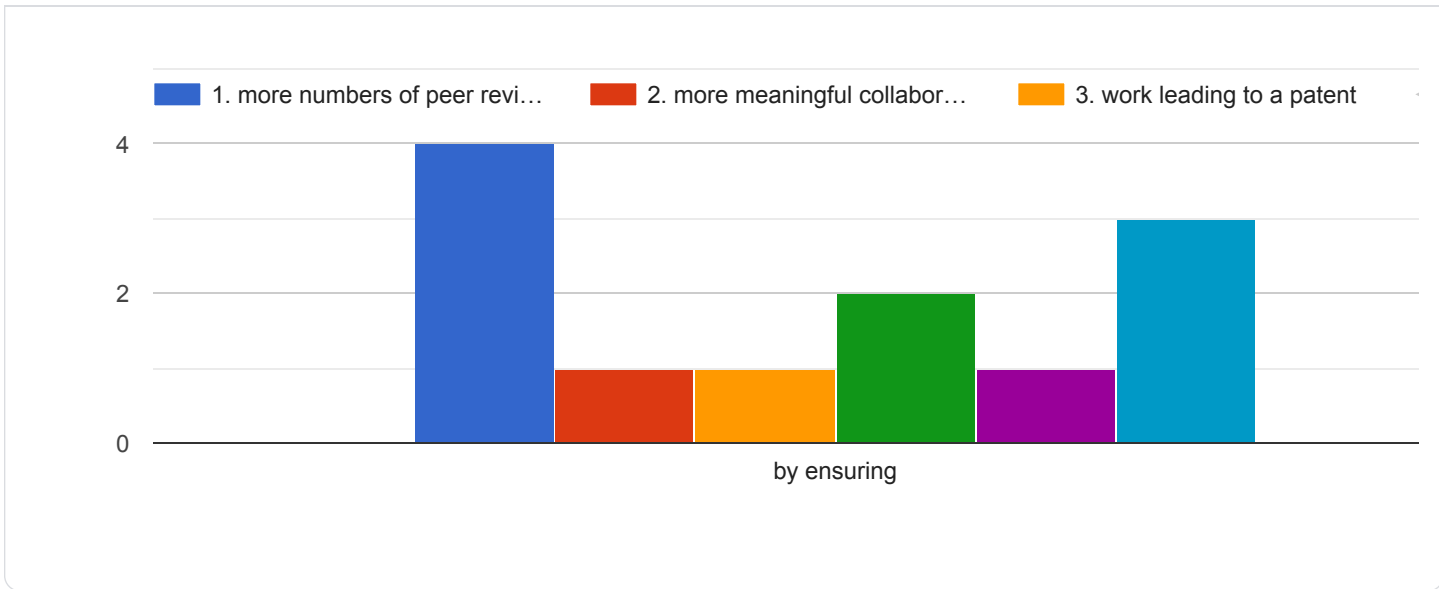




Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 8



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

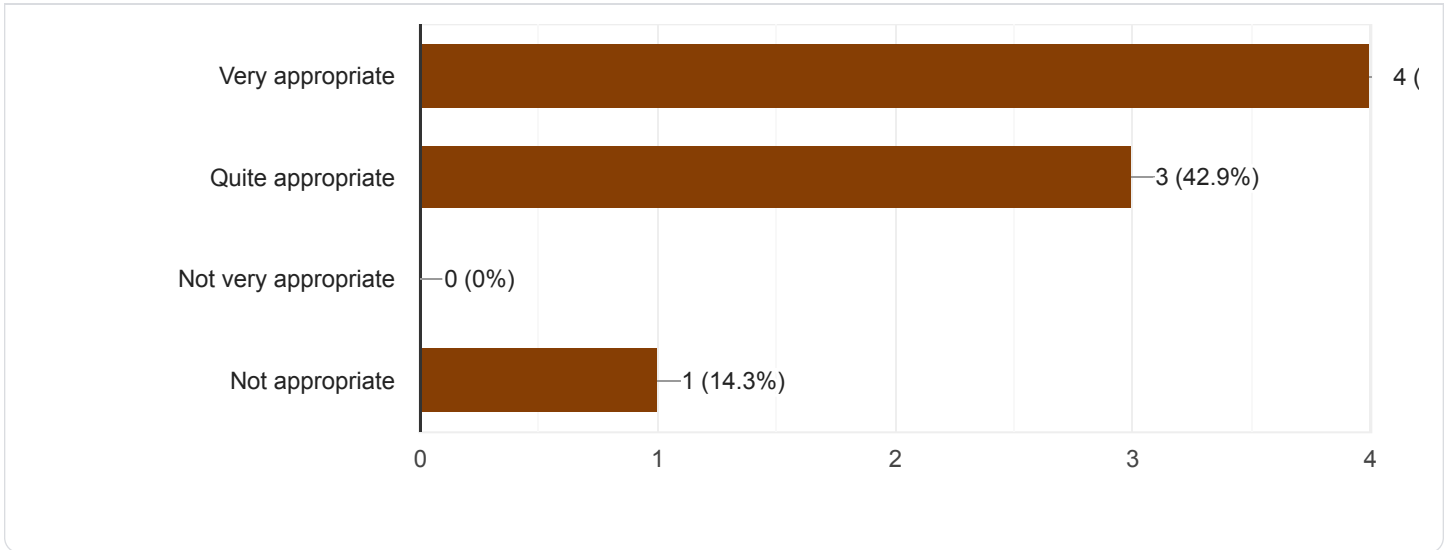
1 response

Yes

Students Feedback Report 2020-2021  
Gauhati University

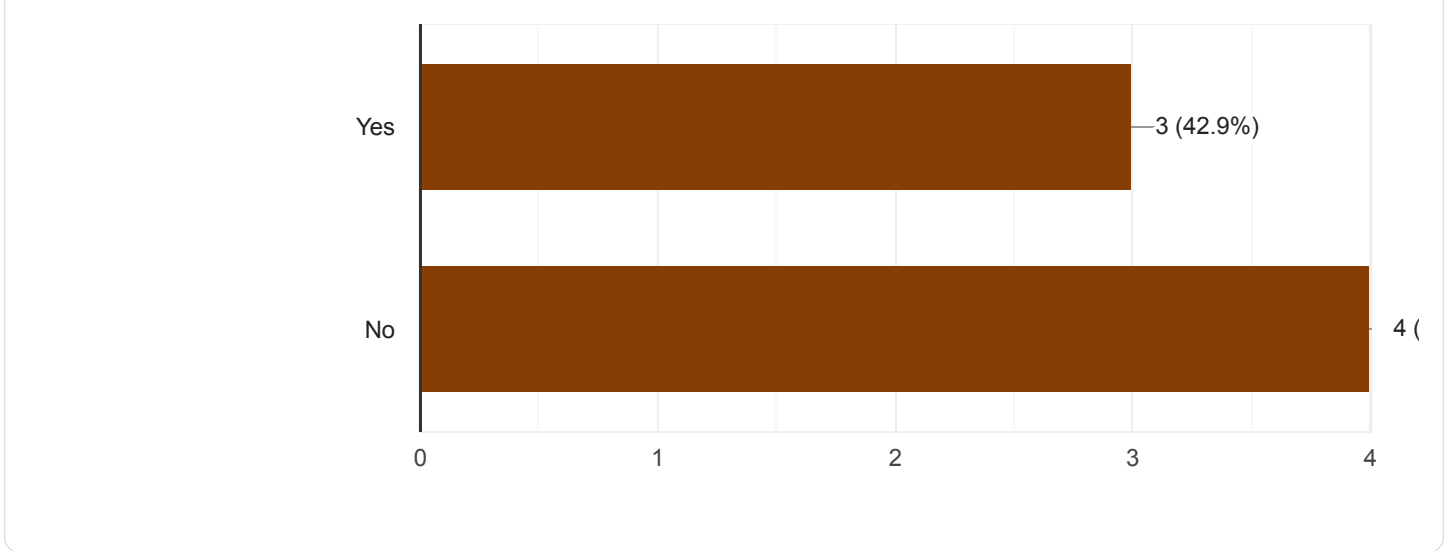


Questions Responses 8



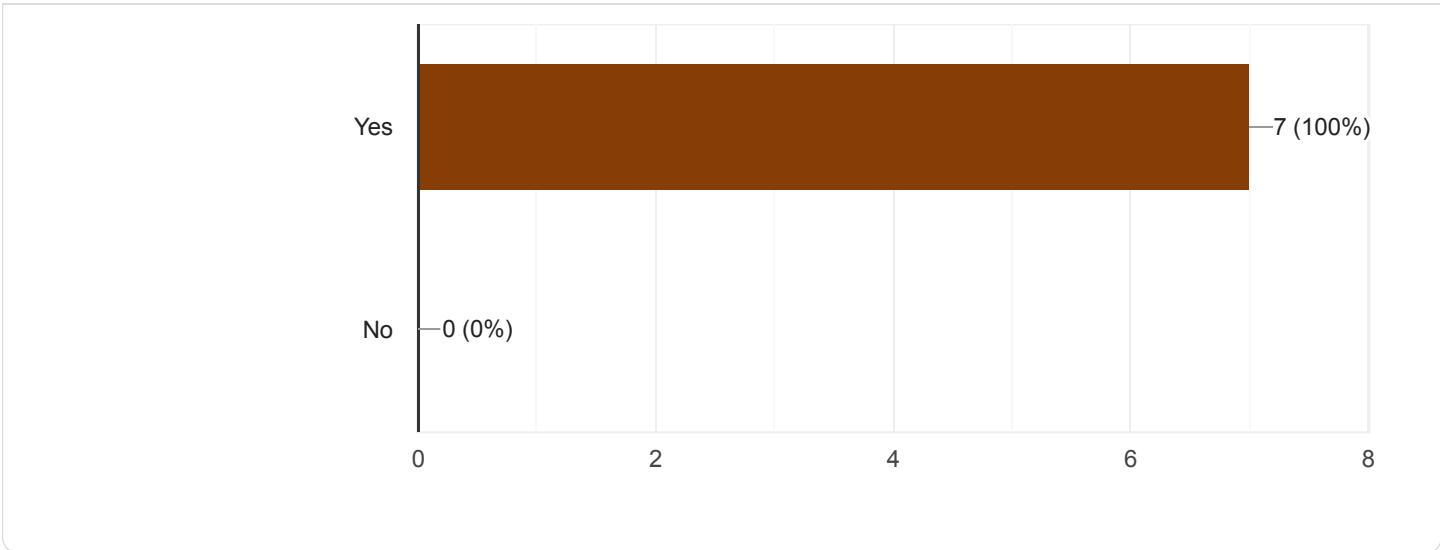
22) Are the results declared on time?

7 responses



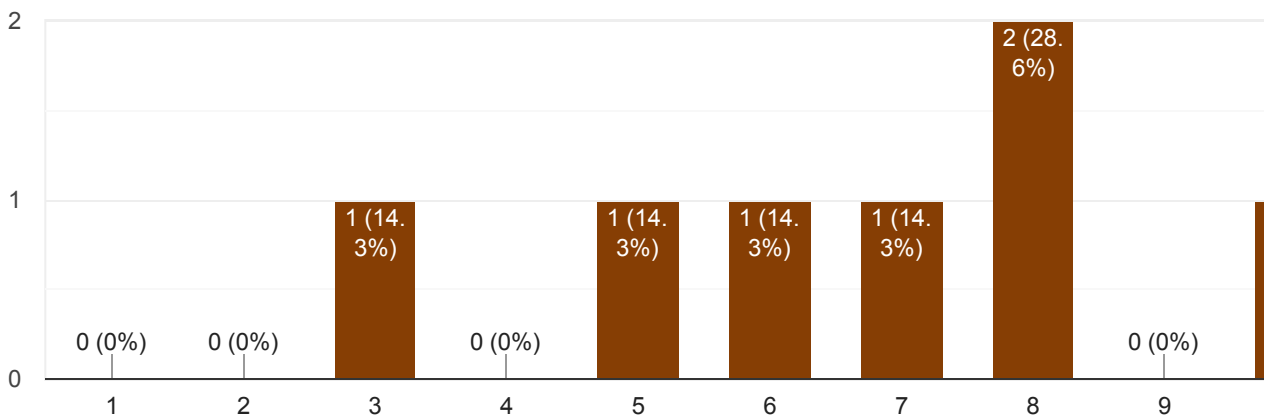


Questions Responses 8



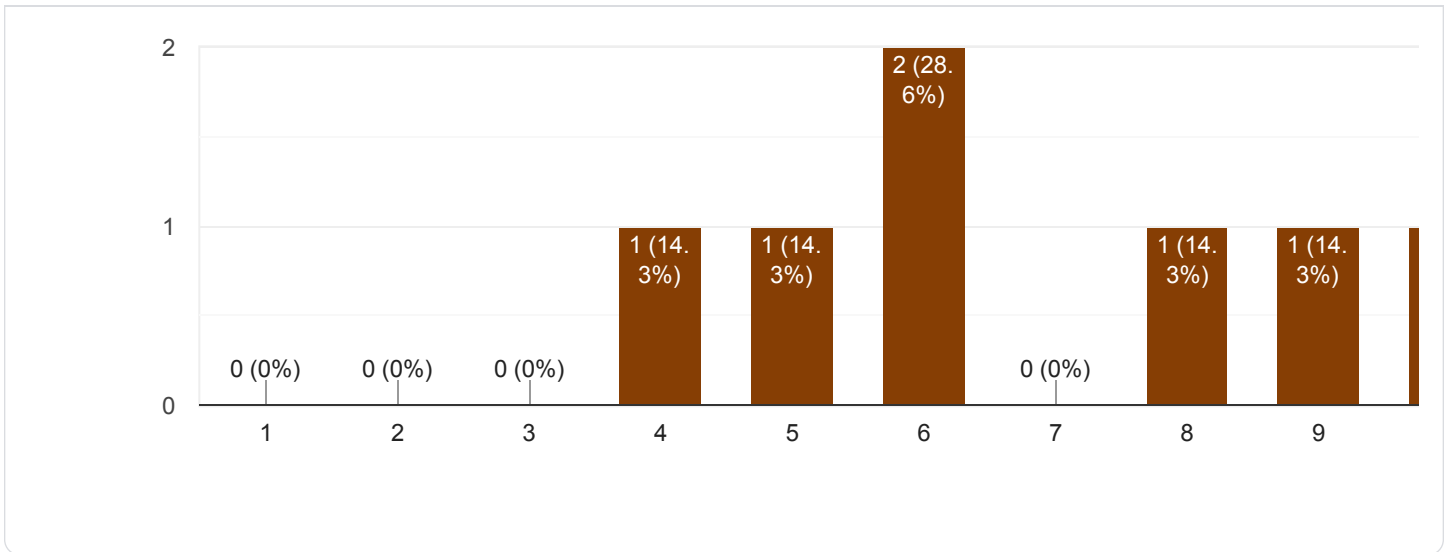
24) How would you rank your institution in terms of facilities / infrastructure available for extra - curricular activities and personality development on a scale of 10?

7 responses



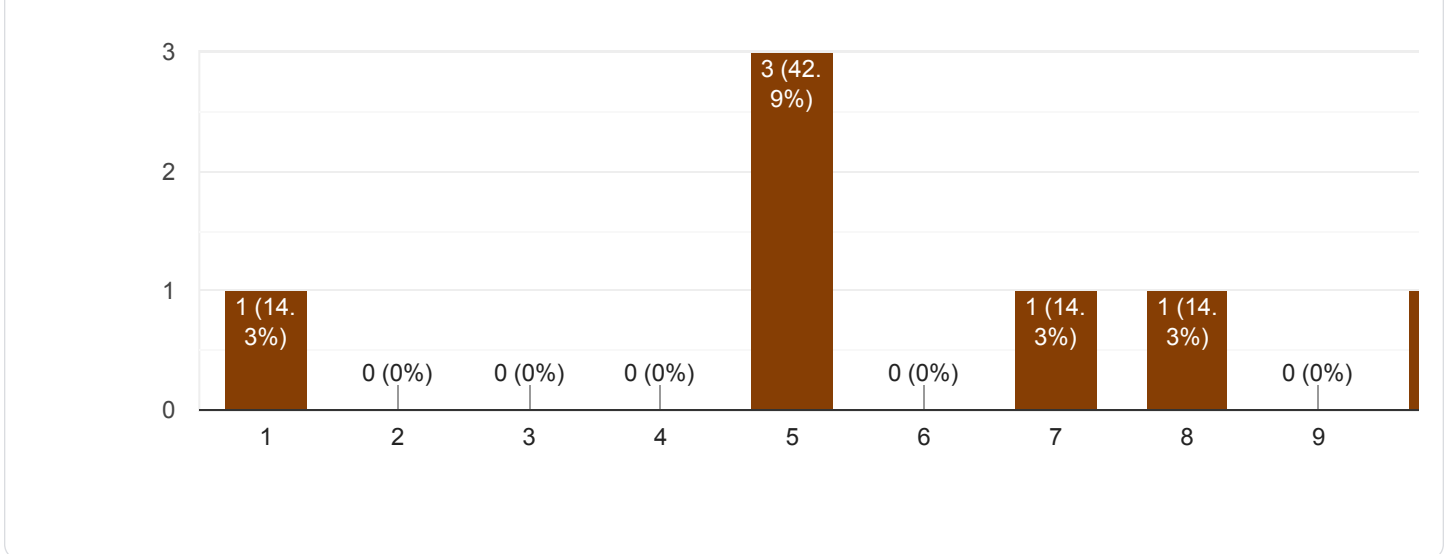


Questions Responses 8



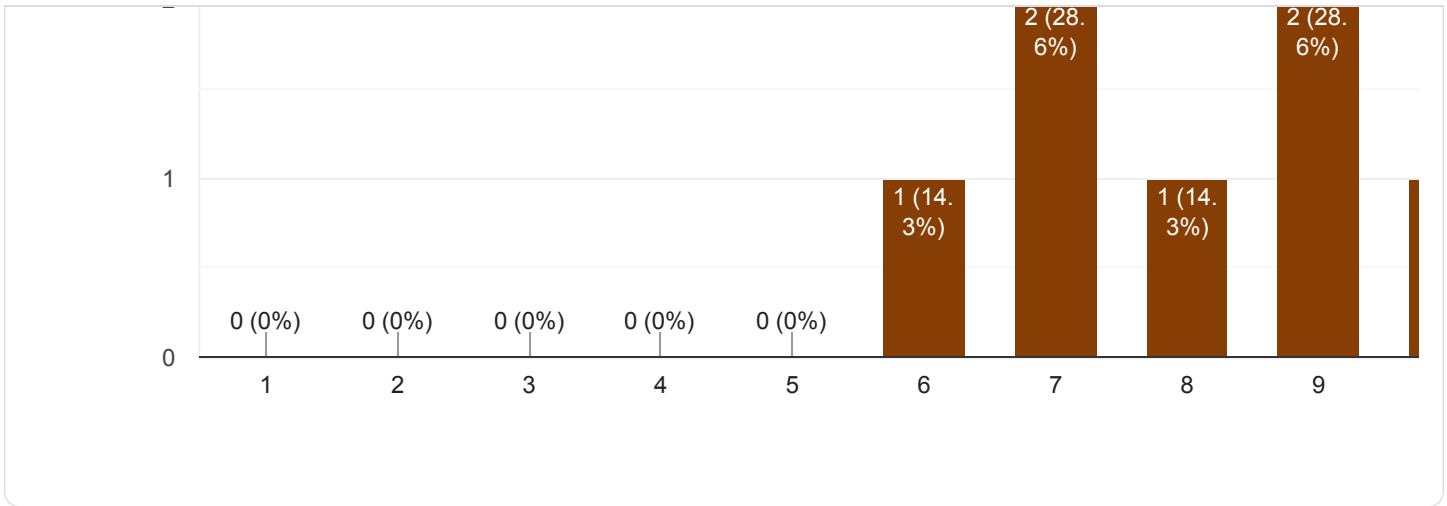
26) How would you rank the administrative functioning of the institution in terms of ease and efficiency on a scale of 10?

7 responses





Questions Responses 8



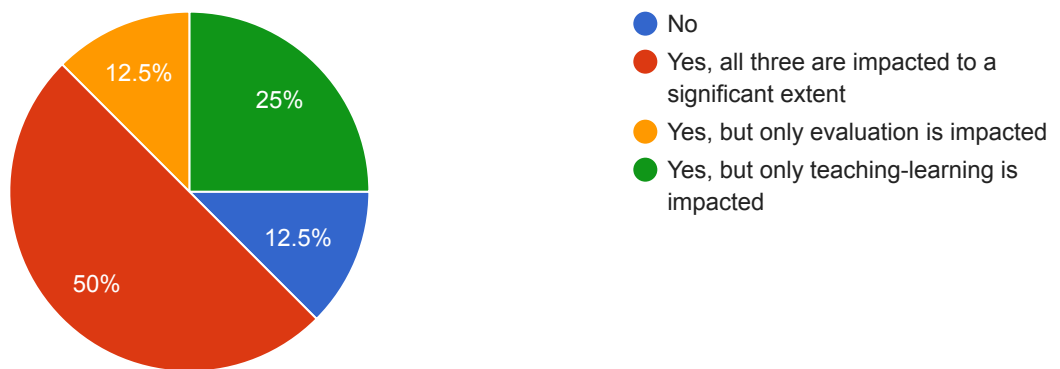
28) Your comments / feedback (both positive and negative) on the activities of the Department that you feel is important to be addressed but have not been included here:

1 response

I have included everything here.

29) Do you think that the teaching, learning, and evaluation process has been impacted by the pandemic?

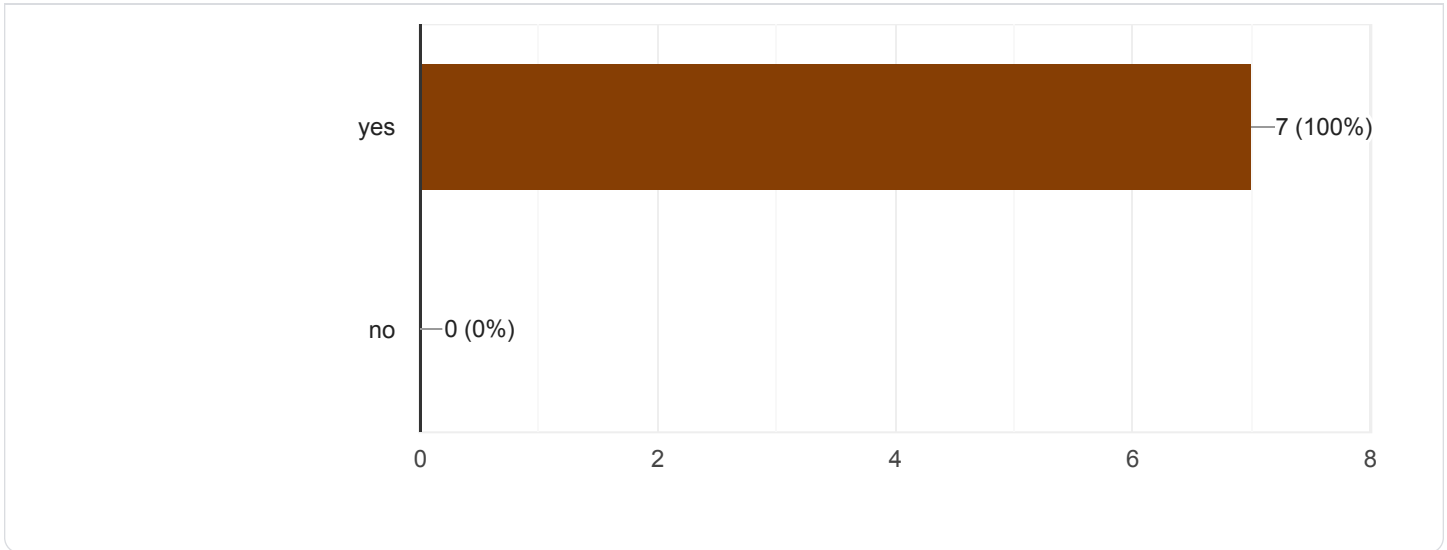
8 responses



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 8



Students Feedback Report 2020-2021  
Gauhati University



SSS\_1812\_20\_Bangla



Questions Responses 4

4 responses



Accepting responses



Summary

Question

Individual

Who has responded?

Email

[Redacted]@gmail.com

[Redacted]@gmail.com

[Redacted]@gmail.com

[Redacted]@gmail.com

🕒 Waiting for 42 responses

[Send email reminder](#)

juhi.jmk@gmail.com

jhumansutradhar416@gmail.com

raisarmila765@gmail.com

modakpooja30@gmail.com

rajugwl143@gmail.com

Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 4

pujachanda598@gmail.com

somamandal06@gmail.com

### Department & Semester

4 responses

Bengali

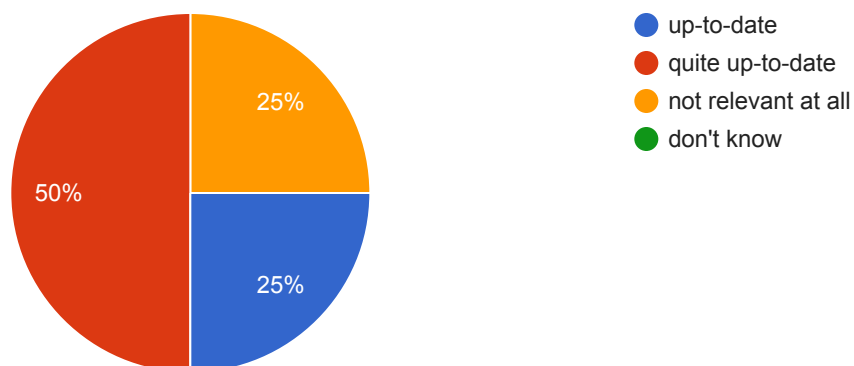
Bengali Department 3rd semester

Bengali department 3rd semester

Bengali, M.A. 3rd semester

### 1) How up-to-date are the course contents in comparison to similar programmes / courses from other institutions?

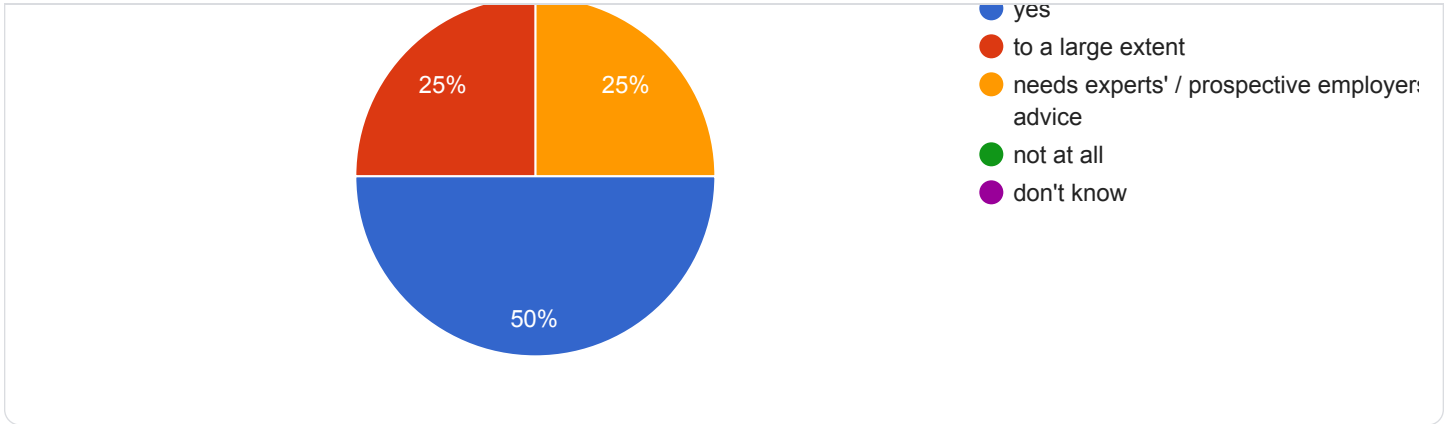
4 responses





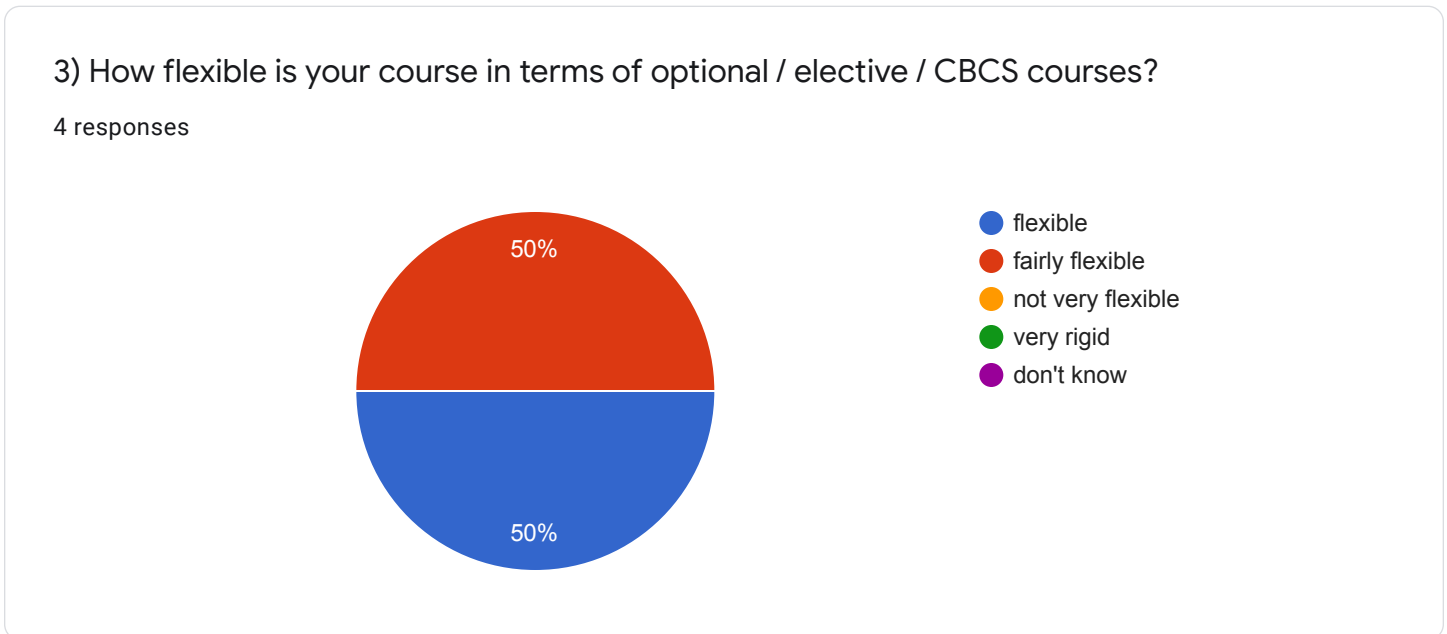


Questions Responses 4



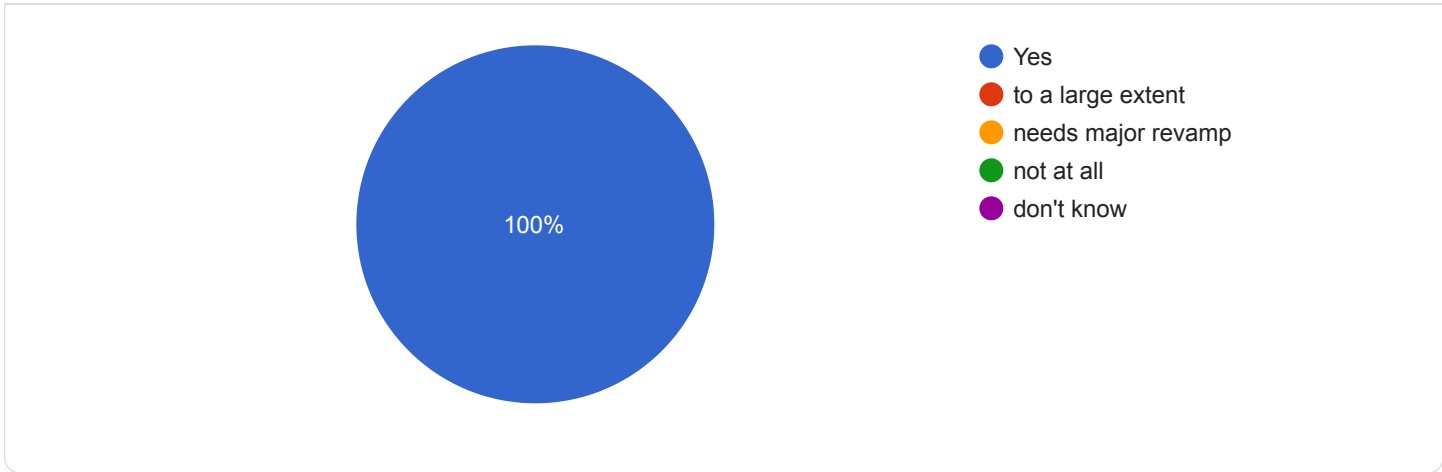
3) How flexible is your course in terms of optional / elective / CBCS courses?

4 responses



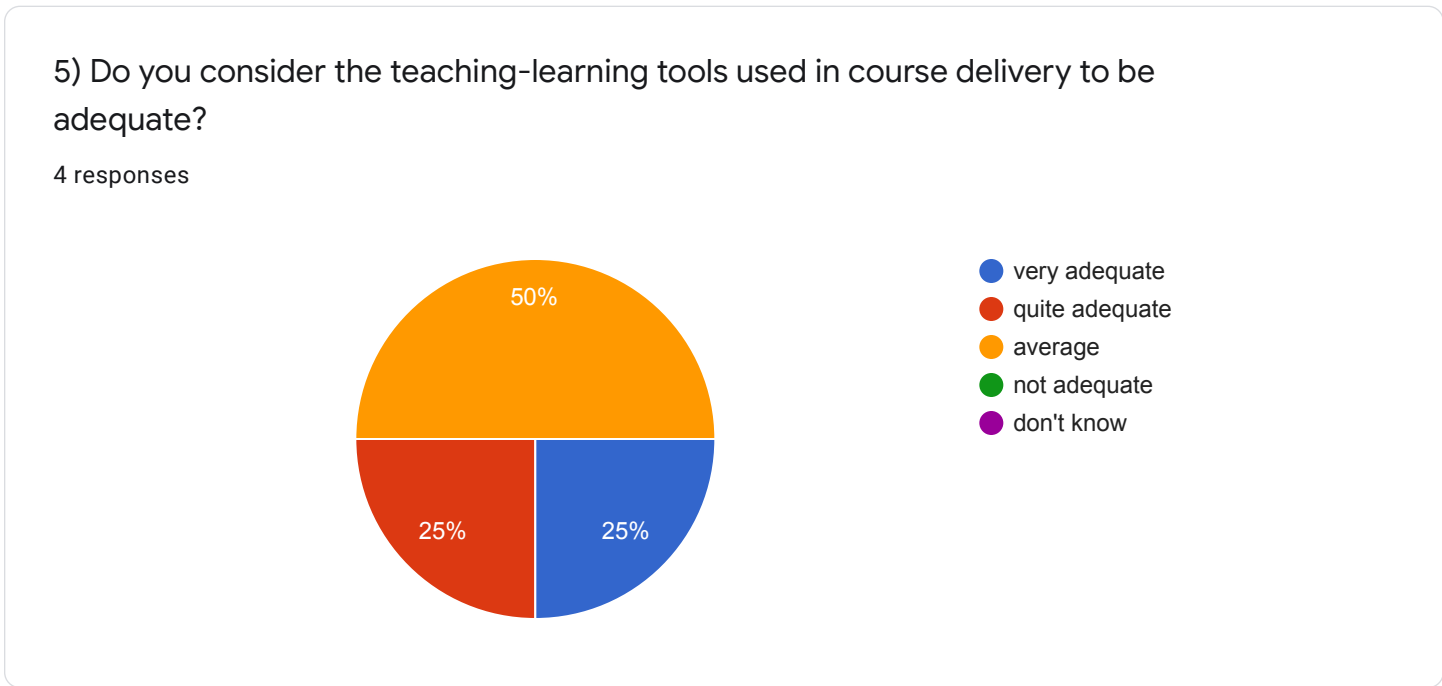


Questions Responses 4



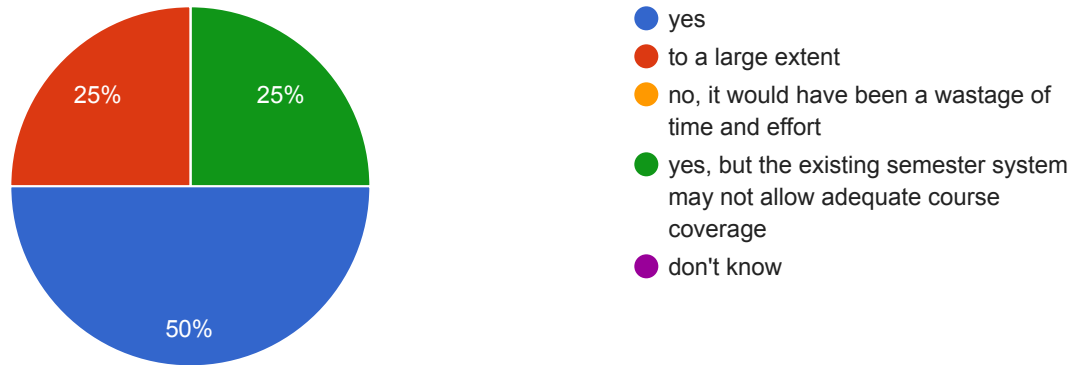
5) Do you consider the teaching-learning tools used in course delivery to be adequate?

4 responses



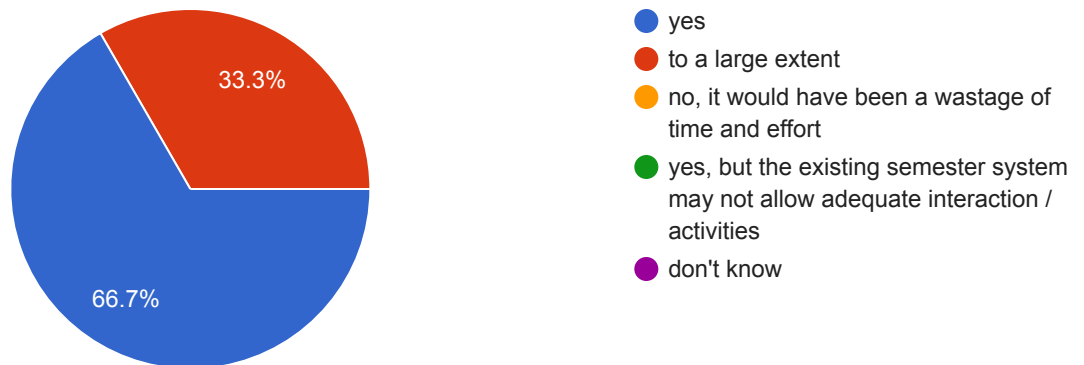


Questions Responses 4



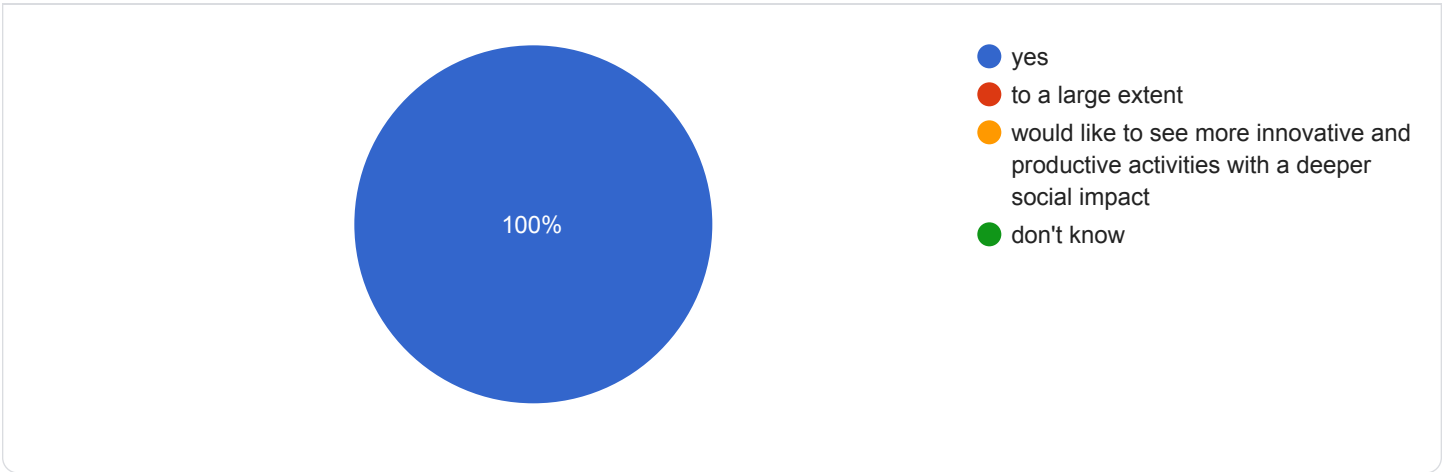
7) Do you think that the acceptance of the course / programme would have been much better, if there were a strong alumni intervention in terms of training & placement activities of the Department?

3 responses



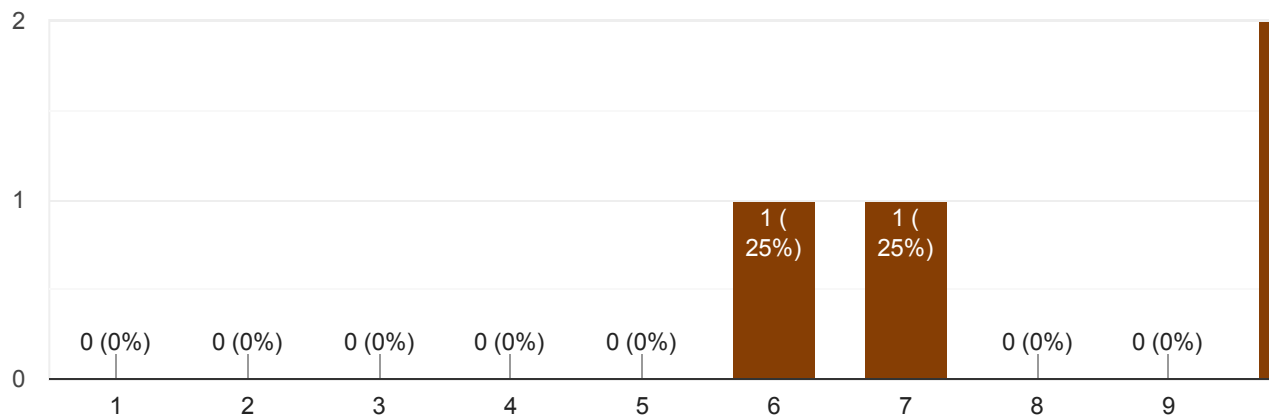


Questions Responses 4



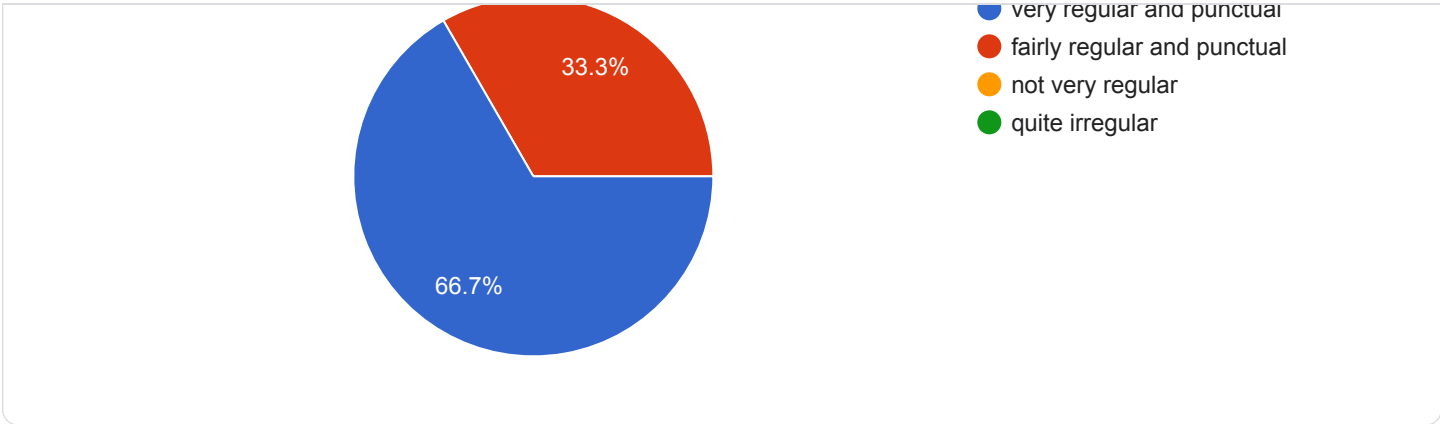
9) In terms of sense of safety, responsiveness, and comfort level of the social or interpersonal relationship in the Department, how would you rank it?

4 responses



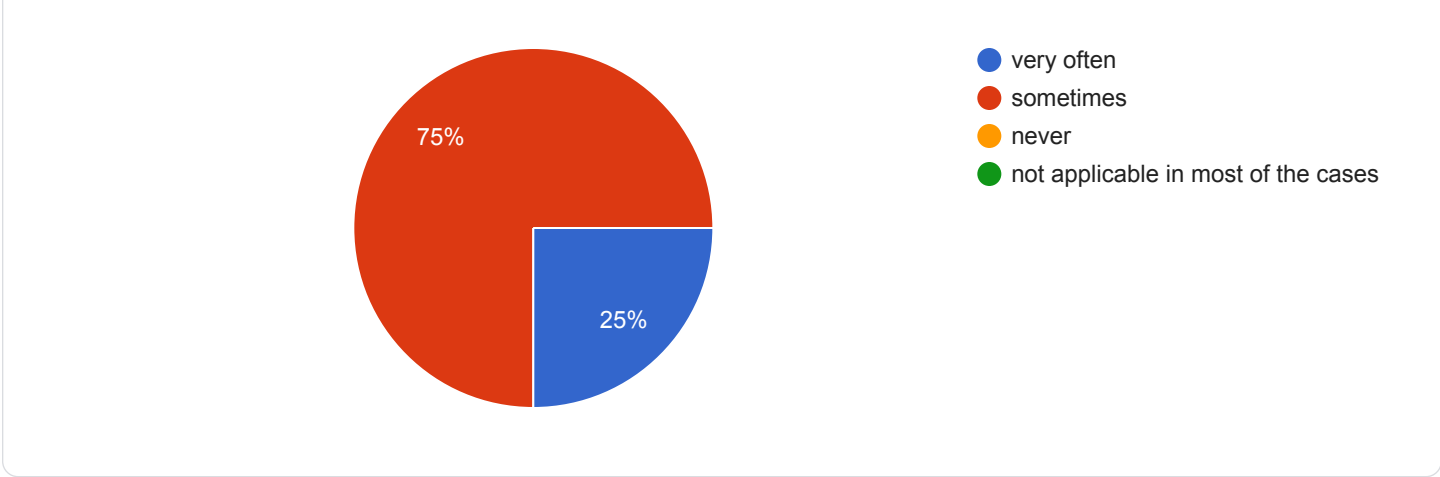


Questions Responses 4



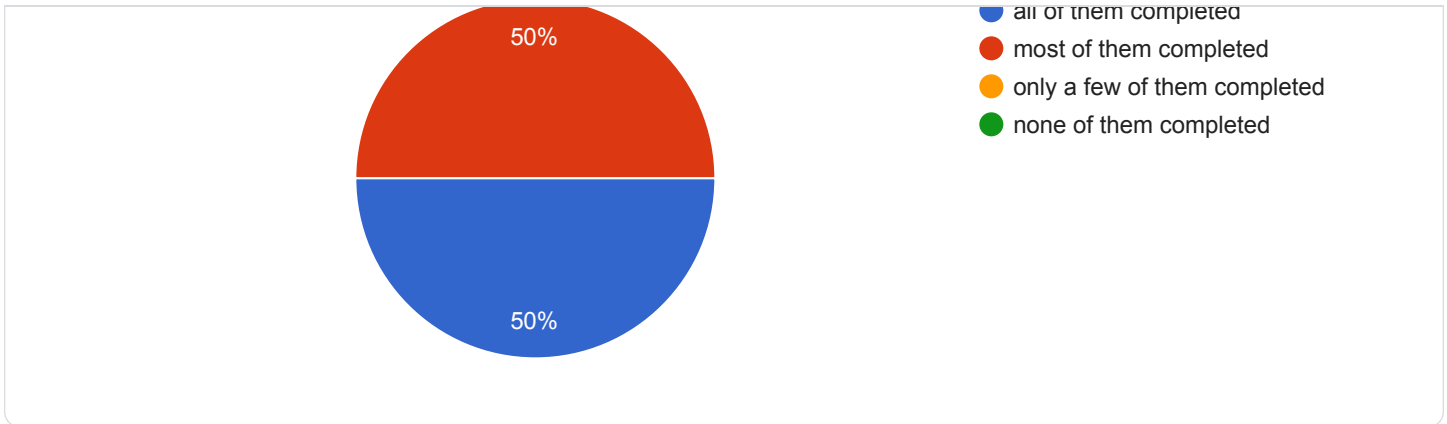
11) If the teachers were on long leave or miss classes, did they conduct extra classes to compensate for the lost hours?

4 responses



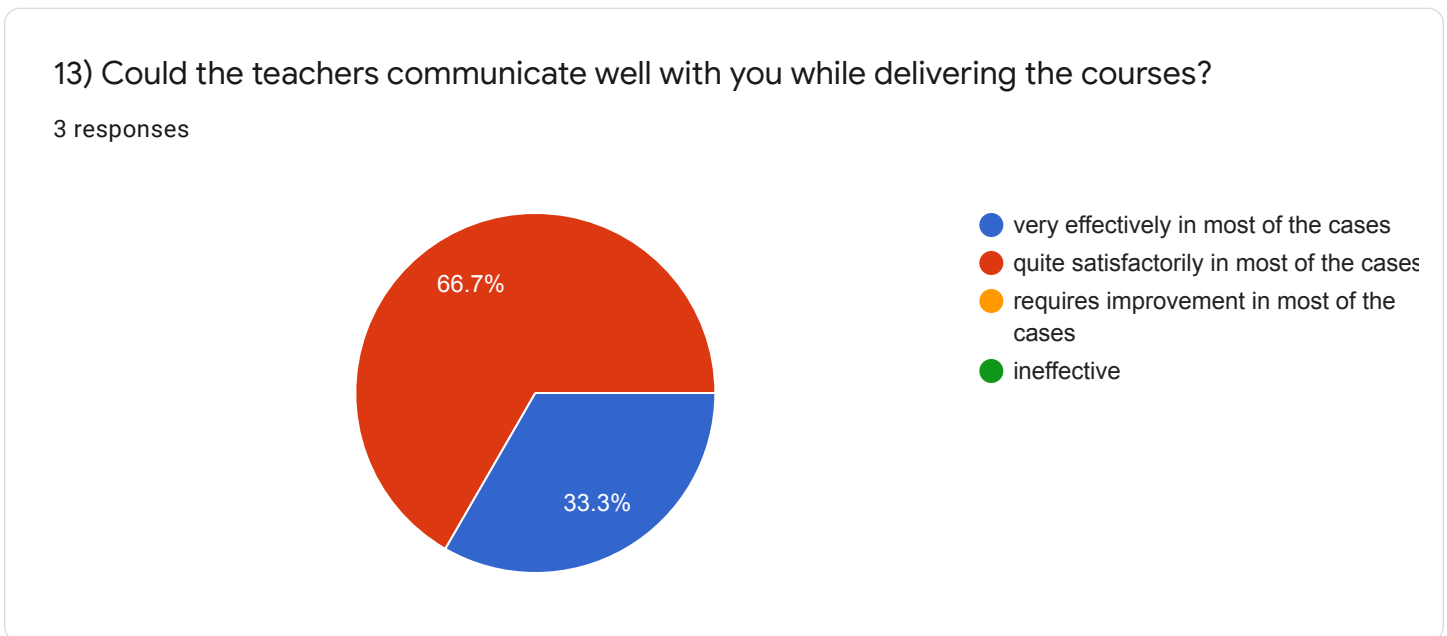


Questions Responses 4



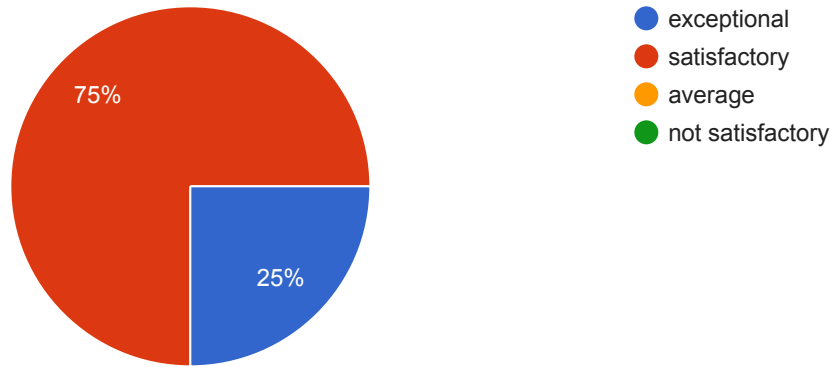
13) Could the teachers communicate well with you while delivering the courses?

3 responses



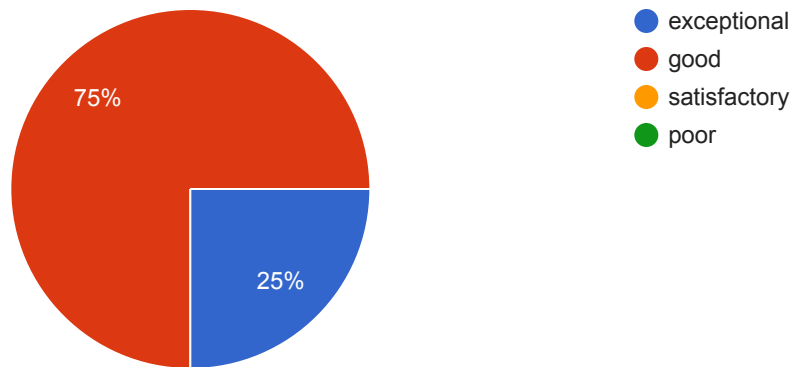


Questions Responses 4



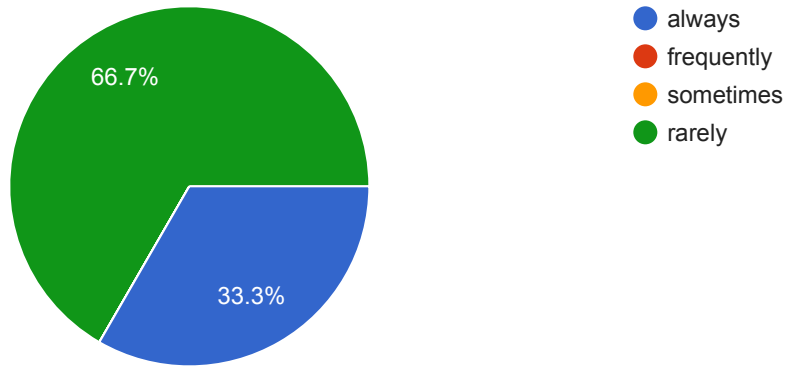
15) How good were the teachers as mentors inside and outside the class-rooms in motivating you to open up and discuss both academic and non-academic queries and problems?

4 responses



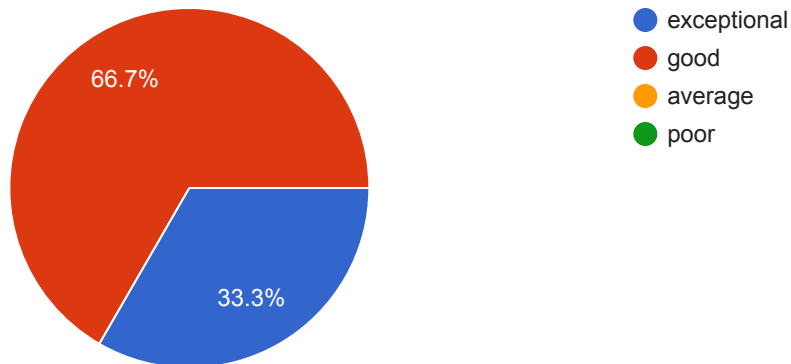


Questions Responses 4



17) How would you evaluate the teachers in general?

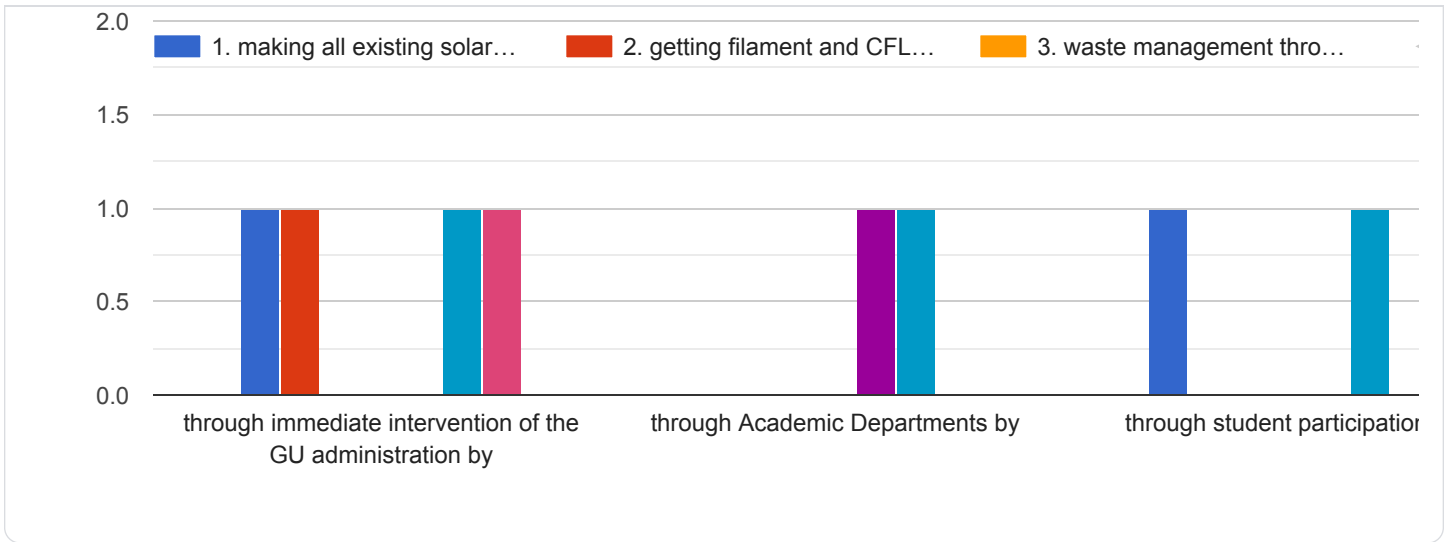
3 responses



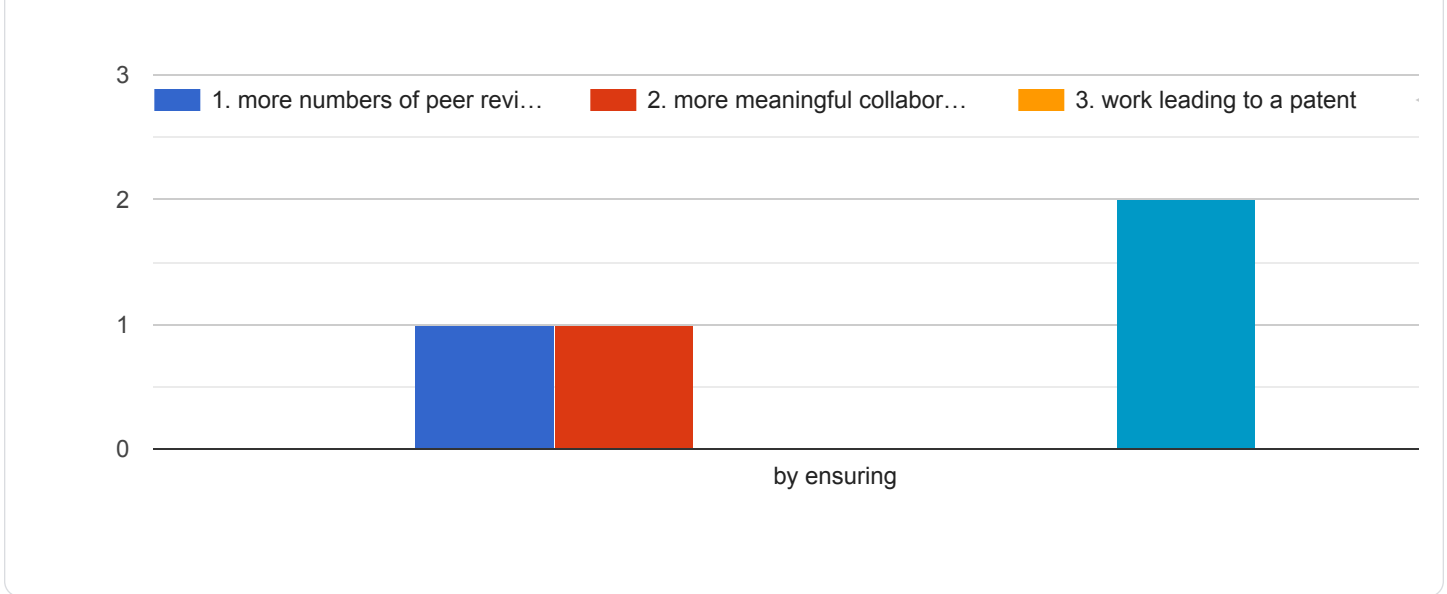




Questions Responses 4



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





Questions Responses 4

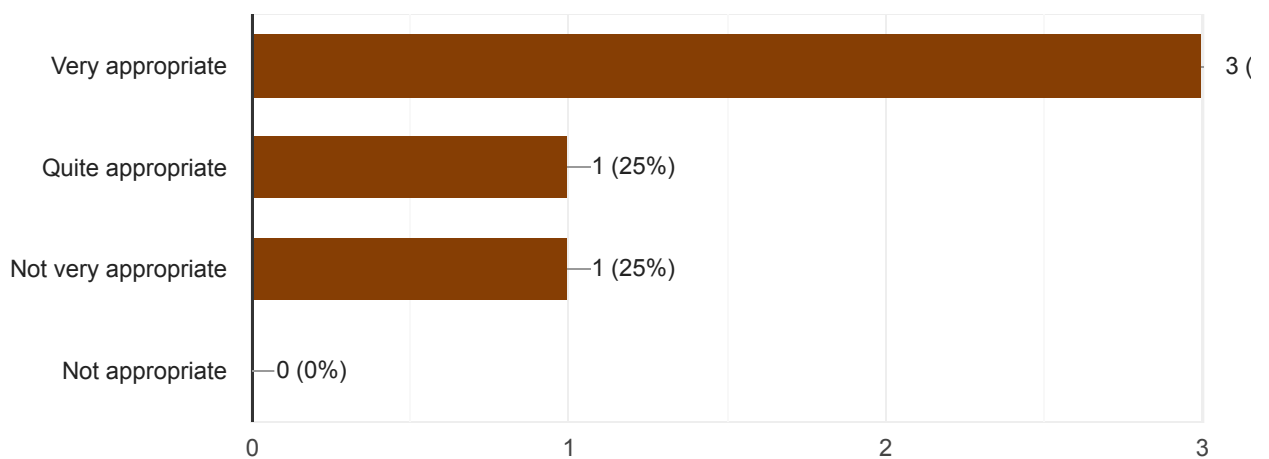
I think we can change the work in a little interactive way and we can also learn and join the evolution by a little online substitute

Yes

I don't have any idea about this.

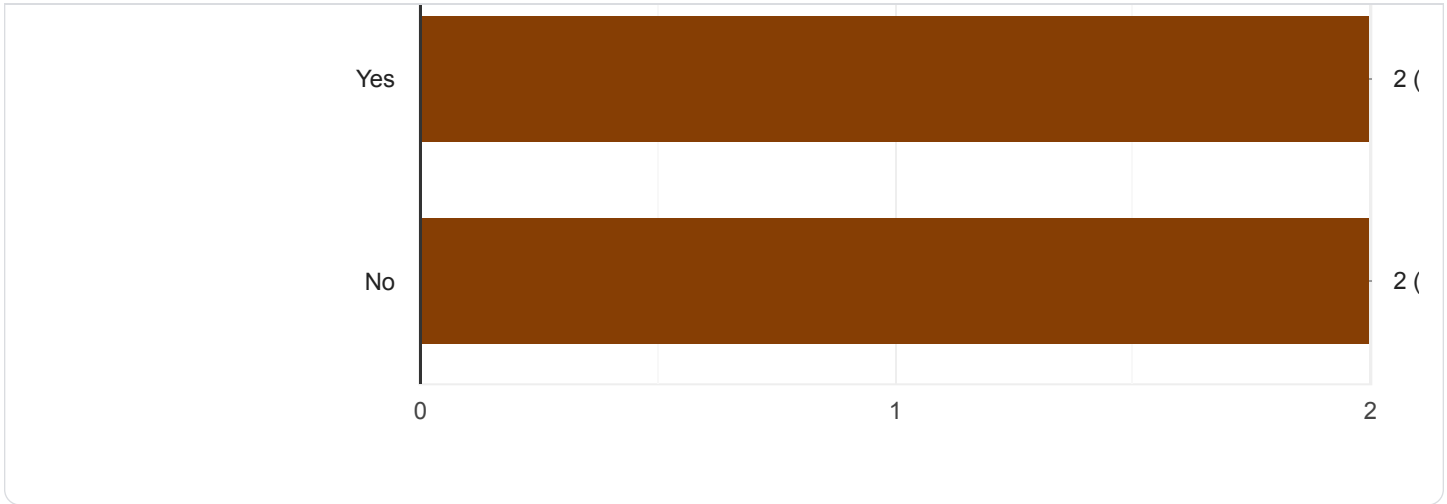
21) What is your opinion on the quality of the questions asked to evaluate your learning?

4 responses



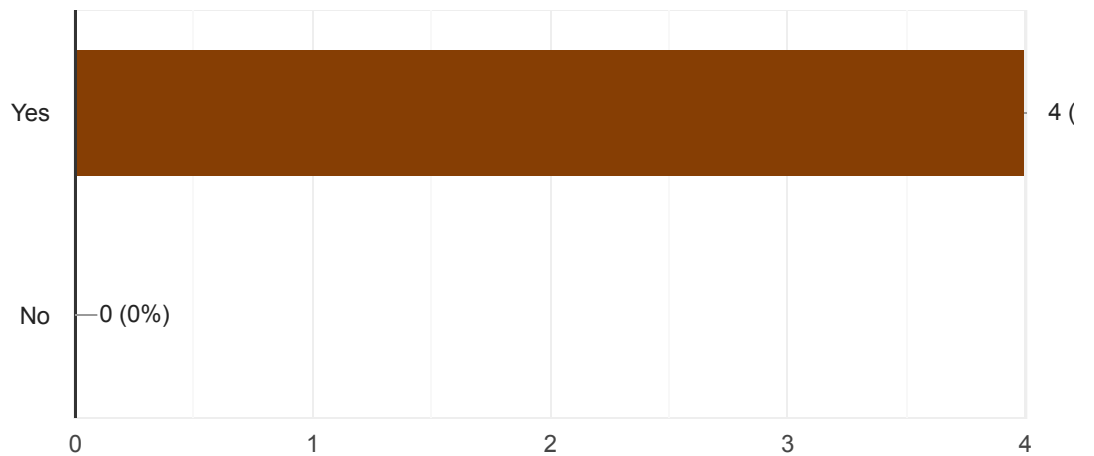


Questions Responses 4



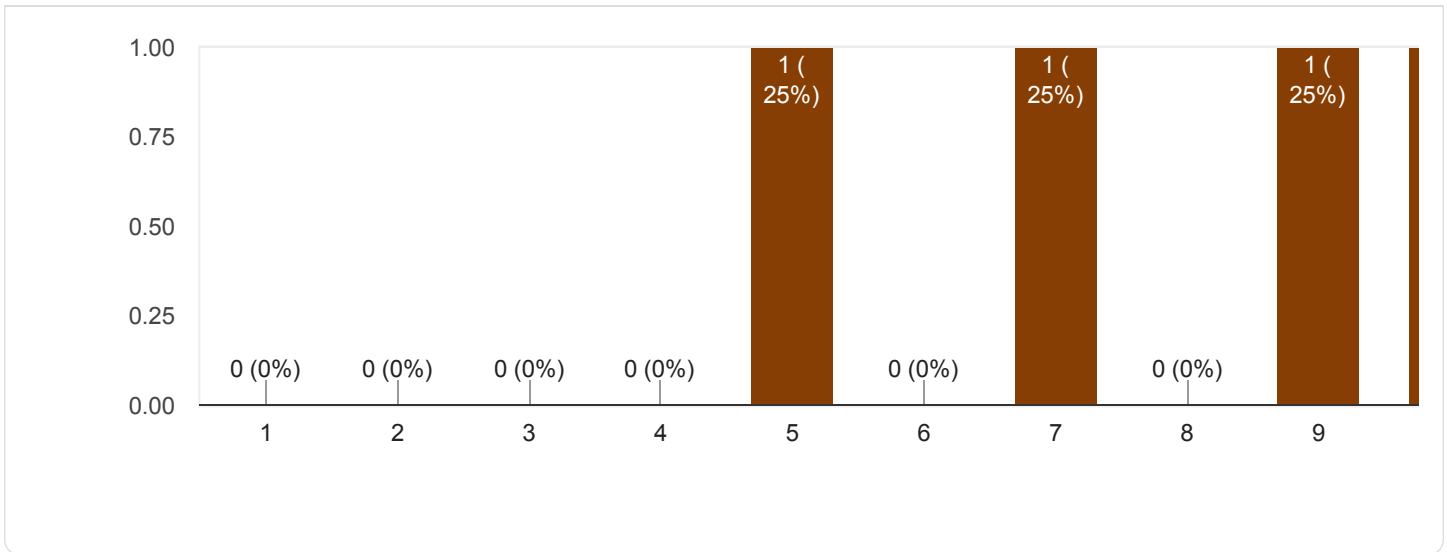
23) Do you think that the programme you are pursuing is going to help you in the career that you would like to choose?

4 responses



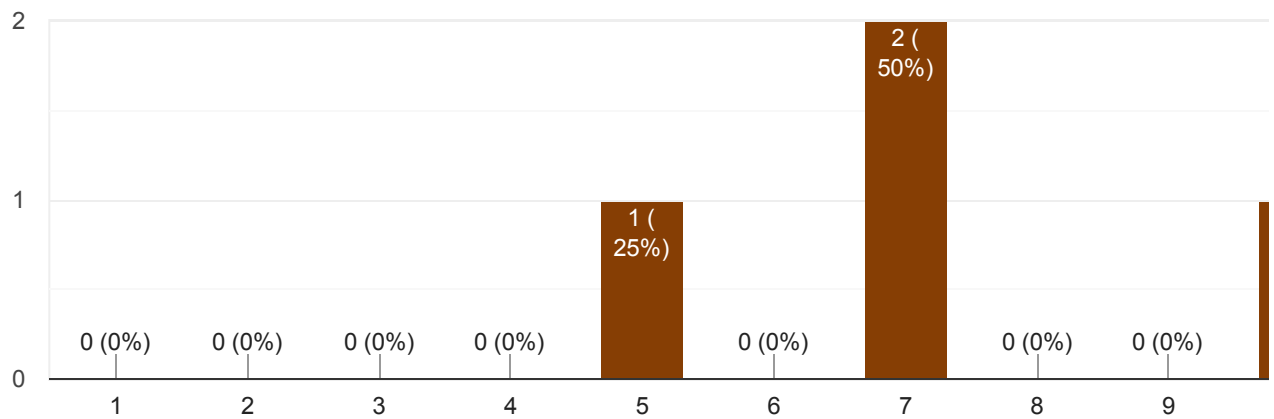


Questions Responses 4



25) How would you rank the leadership of your institution in terms of vision and delivery on a scale of 10?

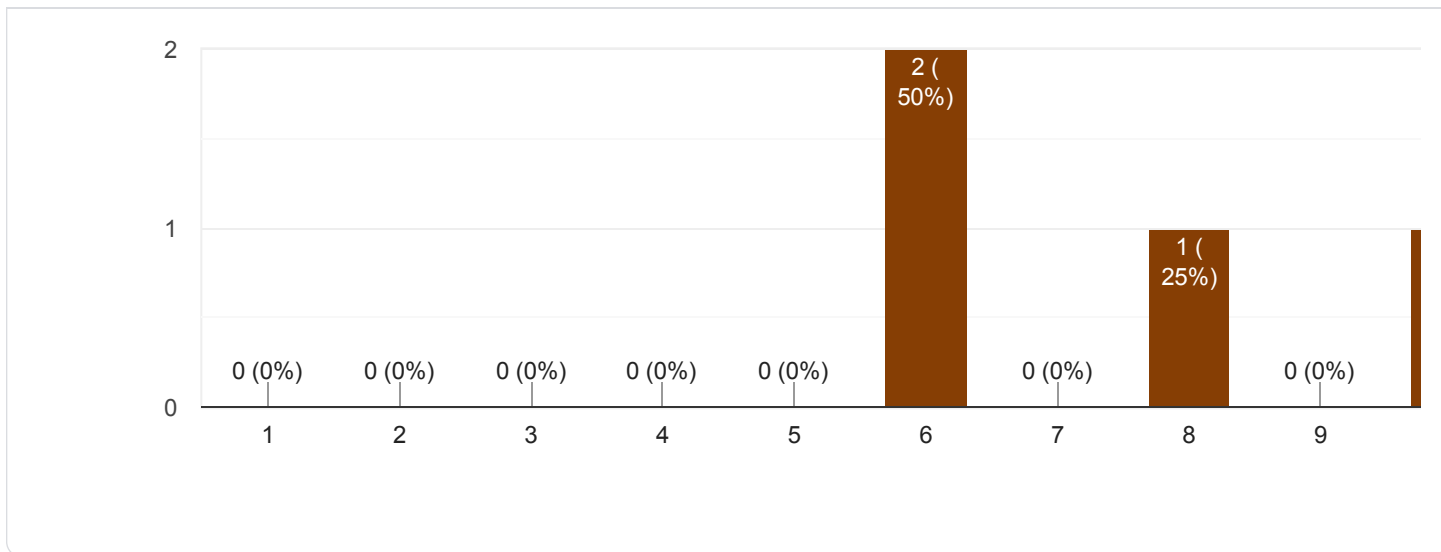
4 responses



Students Feedback Report 2020-2021  
Gauhati University

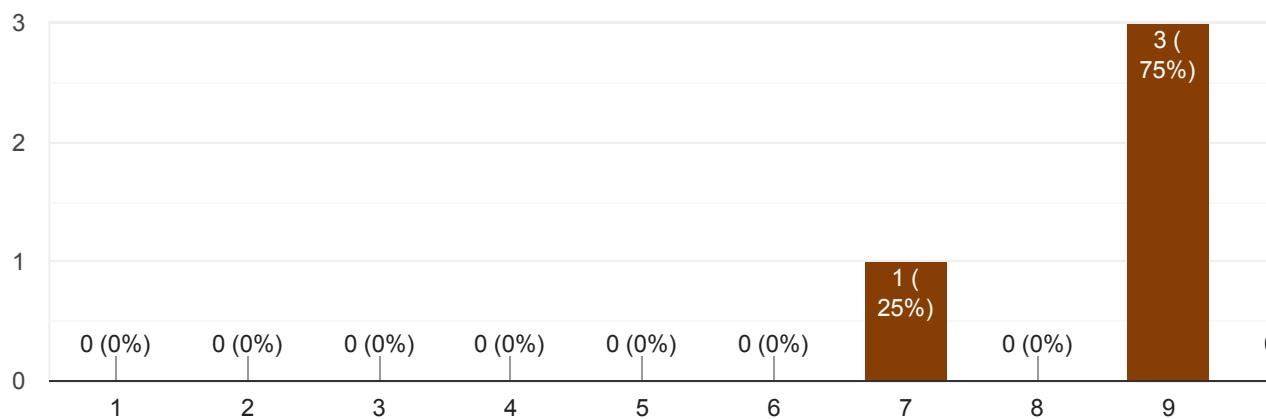


Questions Responses 4



27) Overall, how would you rank your institution on a scale of 10?

4 responses



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 4

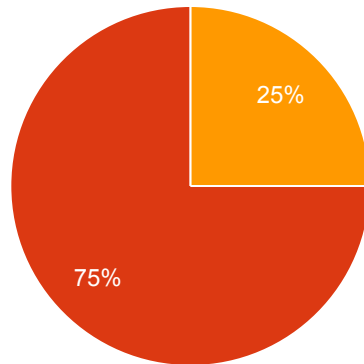
SO, I want that in library there should be more books and I want that there should be one more electric board .

Activities are very good

Our teachers are very friendly to us. They help us in various ways. Then motivate us, help us and I think that's the best part of our department.

29) Do you think that the teaching, learning, and evaluation process has been impacted by the pandemic?

4 responses

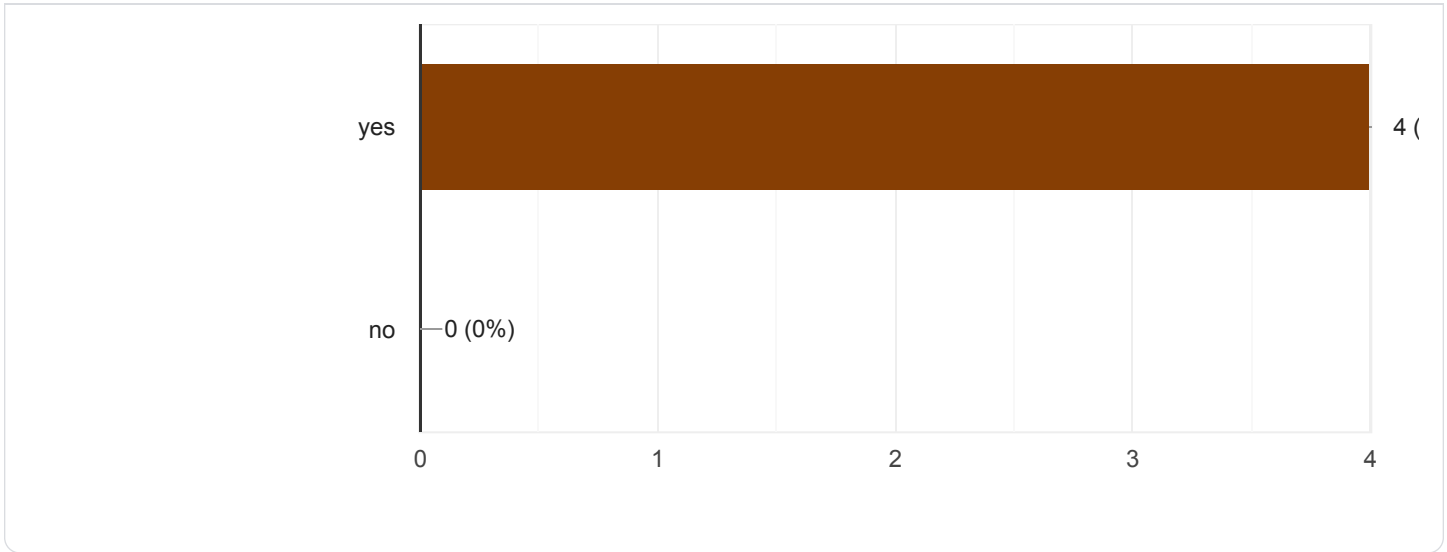


- No
- Yes, all three are impacted to a significant extent
- Yes, but only evaluation is impacted
- Yes, but only teaching-learning is impacted

Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 4





Questions Responses 6



Accepting responses



Summary

Question

Individual

### Who has responded?

#### Email

- mail.com
- mail.com
- com
- ati.ac.in
- @gmail.com
- l.com

Waiting for 75 responses

[Send email reminder](#)

shabnoor.yearin.7@gmail.com

deepjyotidas90@gmail.com

upasanahaloi19@gmail.com



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 6

nilakshiramchiaryn@gmail.com

nilamjyotikalita2014@gmail.com

dhritashiridas@gmail.com

serjilrongpipi@gmail.com

### Department & Semester

6 responses

Botany 4th sem appearing

Department of Botany, Research Scholar

Botany 4th semester

Department of Botany, GU (PhD Research Scholar)

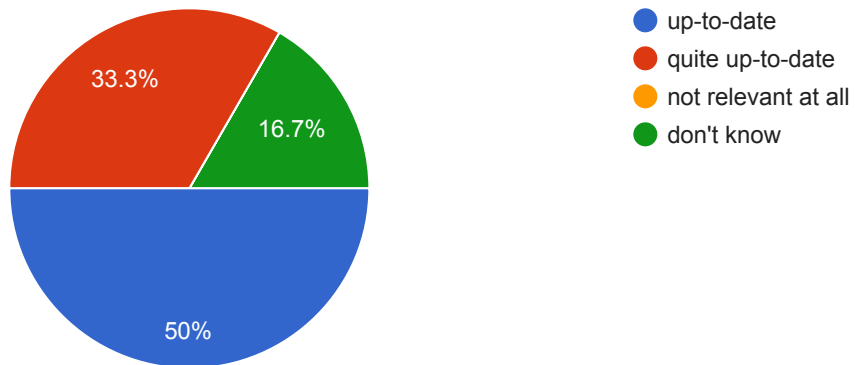
Department of botany (microbiology), 4 th semester

Ph.D. Student

Students Feedback Report 2020-2021  
Gauhati University

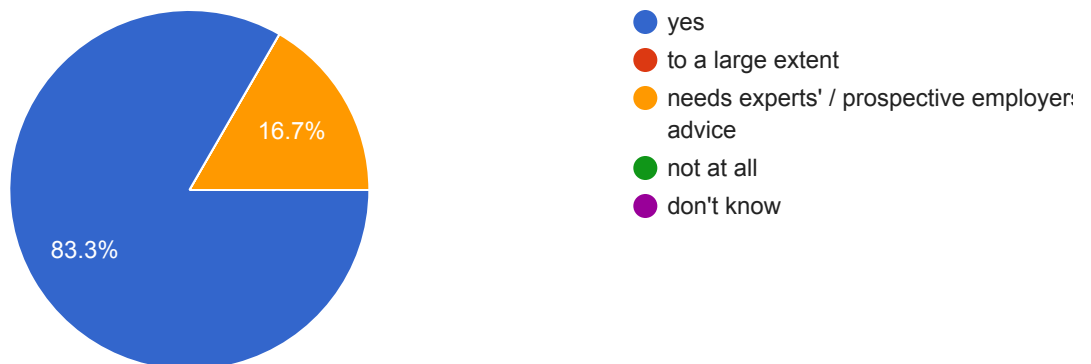


Questions Responses 6



2) Do you think that the course enhances your scope for employability?

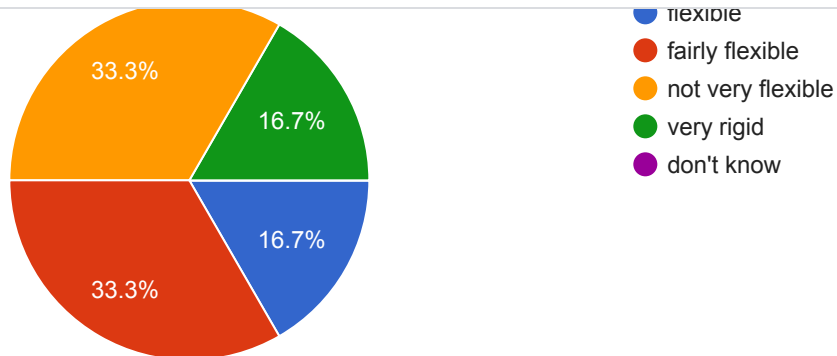
6 responses



Students Feedback Report 2020-2021  
Gauhati University

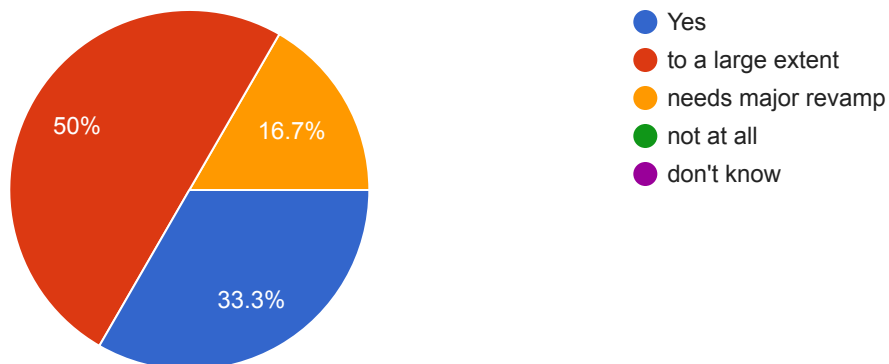


Questions Responses 6



4) Does the course being undertaken by you reflect the needs and aspirations of the society?

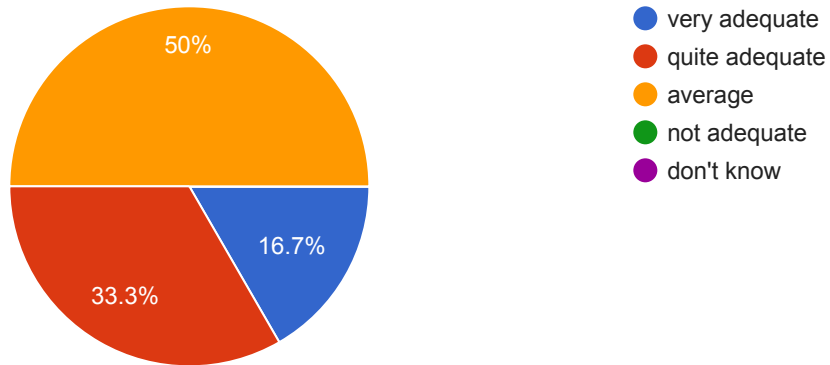
6 responses



Students Feedback Report 2020-2021  
Gauhati University

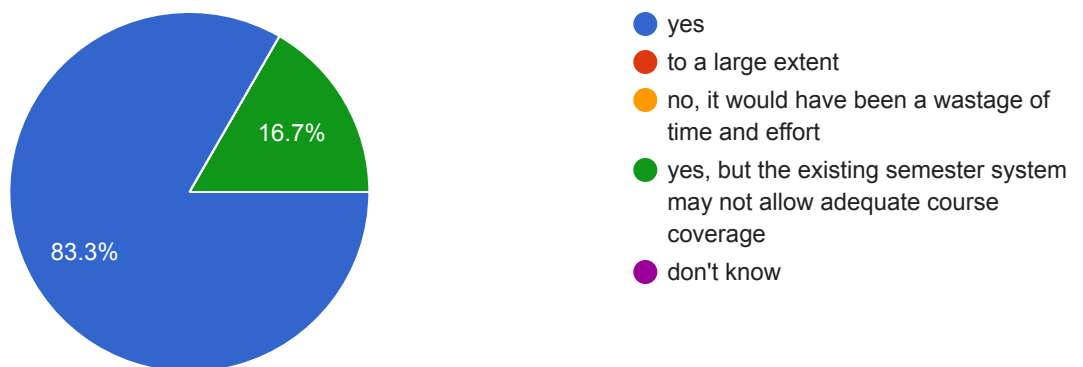


Questions Responses 6



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

6 responses

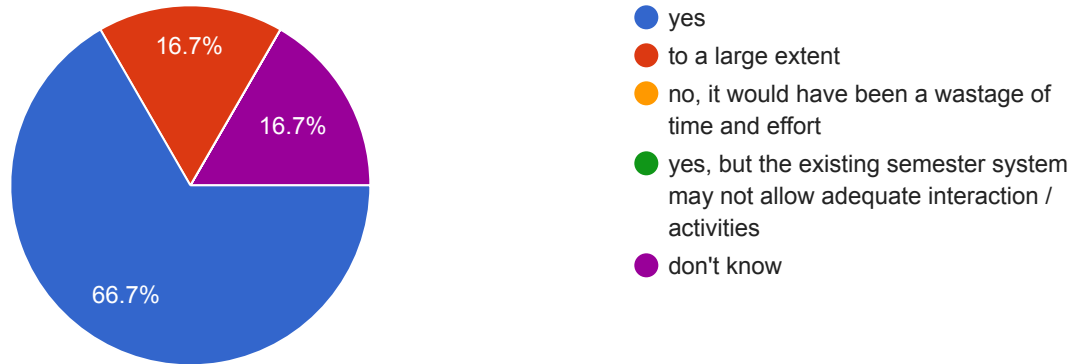


Students Feedback Report 2020-2021  
Gauhati University



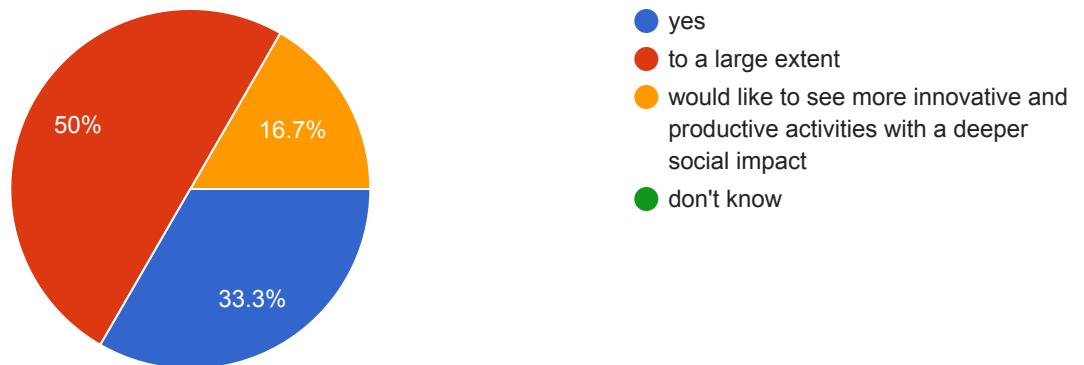
Questions Responses 6

0 responses



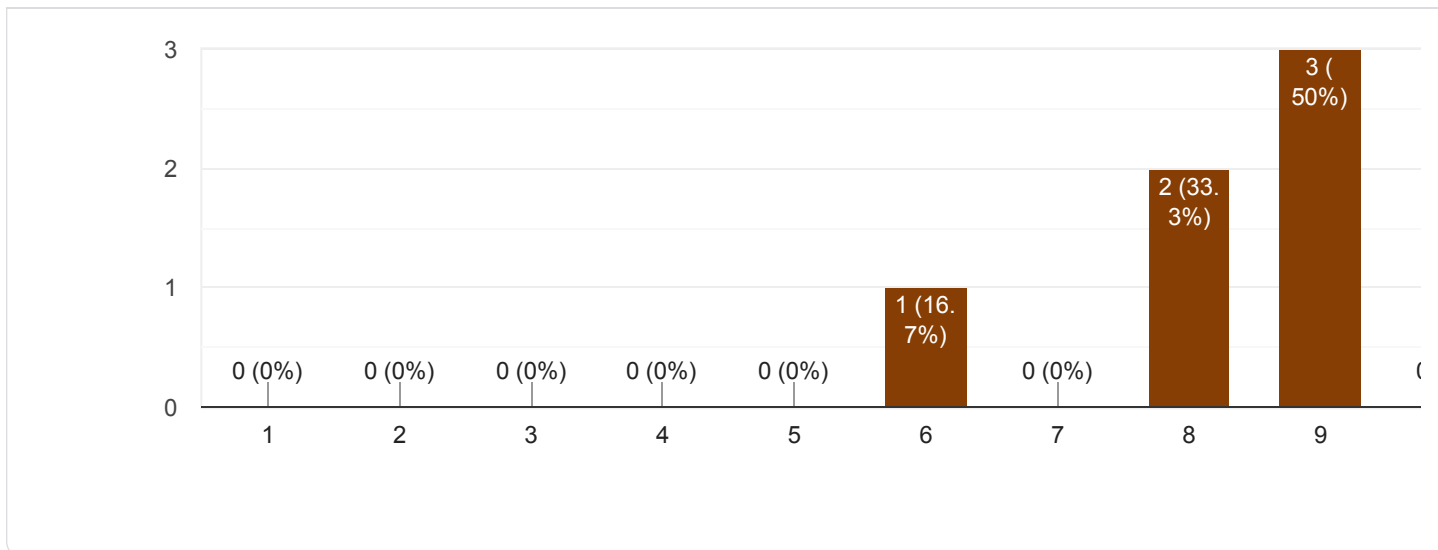
8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

6 responses



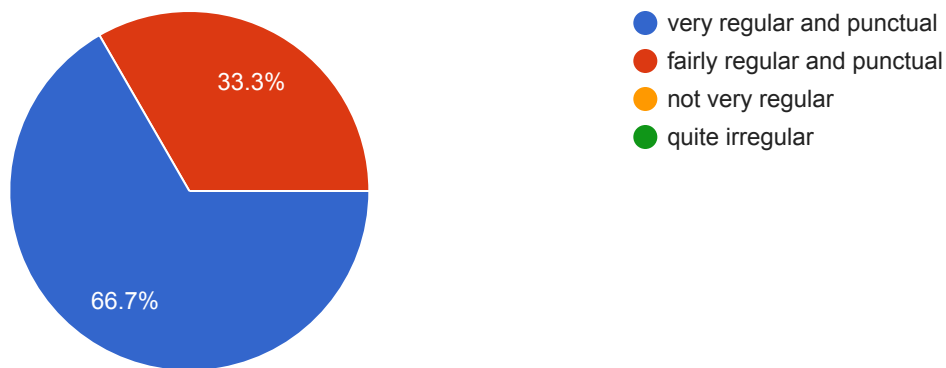
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



10) How regular and punctual were the teachers ?

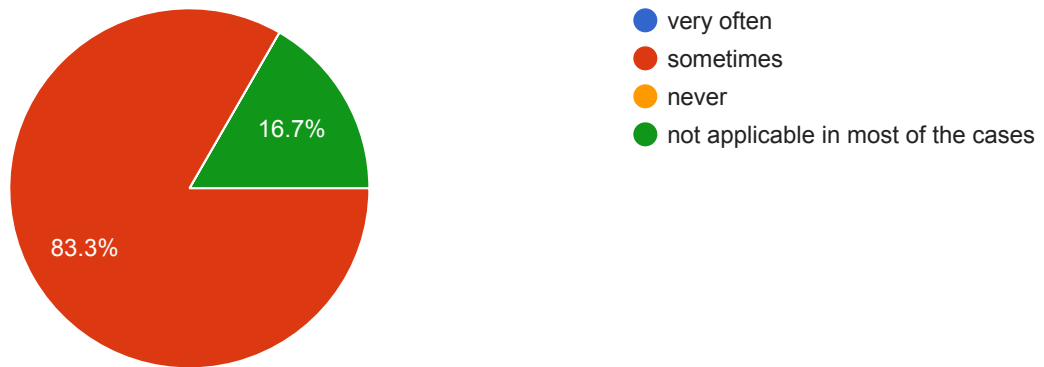
6 responses



Students Feedback Report 2020-2021  
Gauhati University

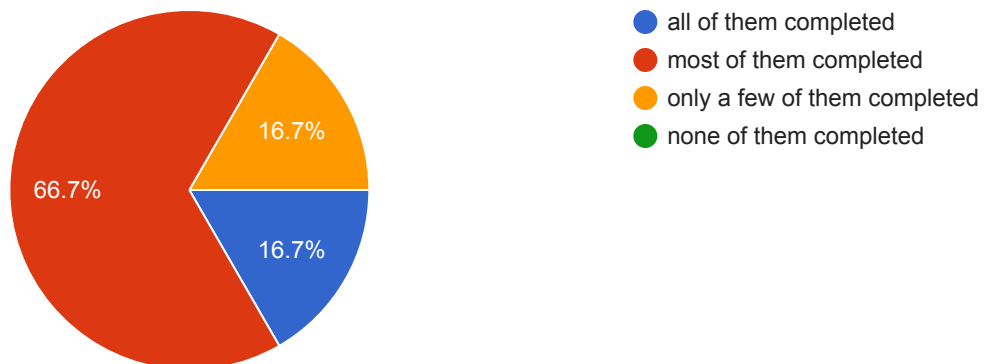


Questions Responses 6



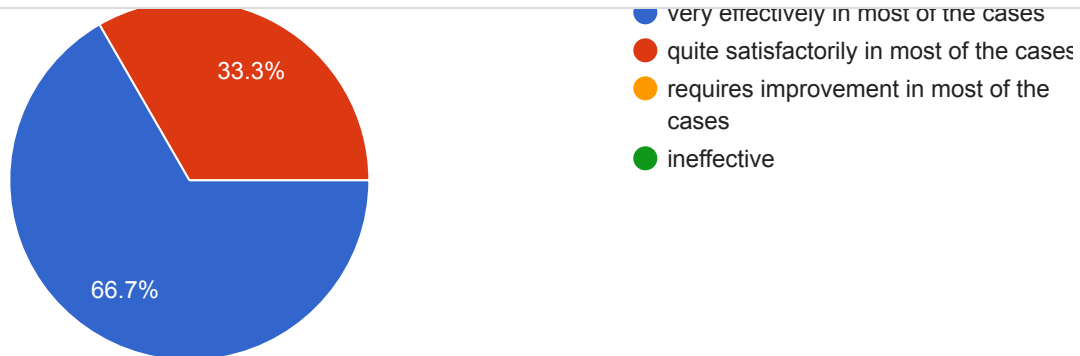
12) Did the teachers complete the assigned course?

6 responses



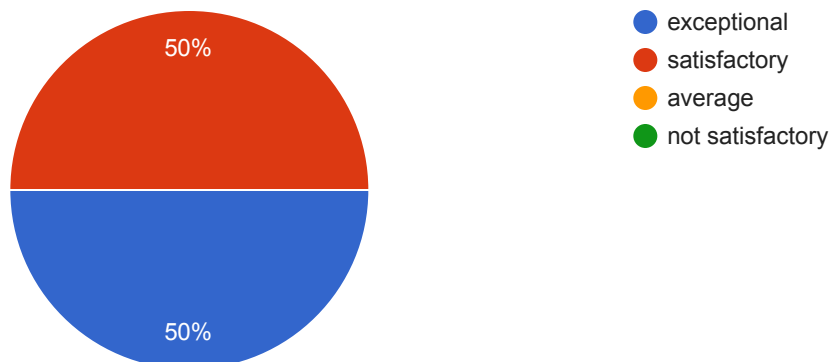
Students Feedback Report 2020-2021  
Gauhati University

Questions Responses 6



14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?

6 responses

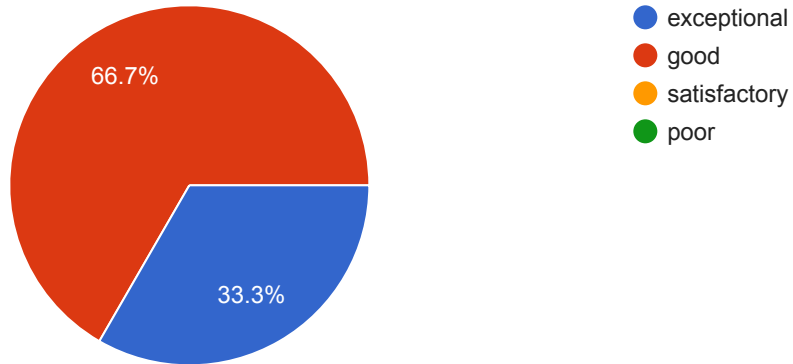






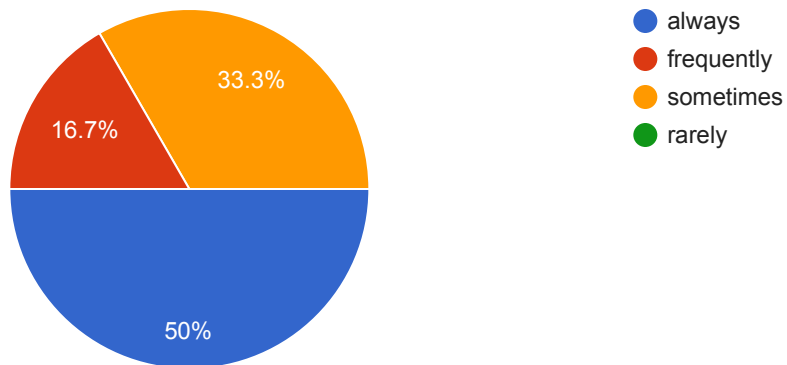
Questions Responses 6

0 responses



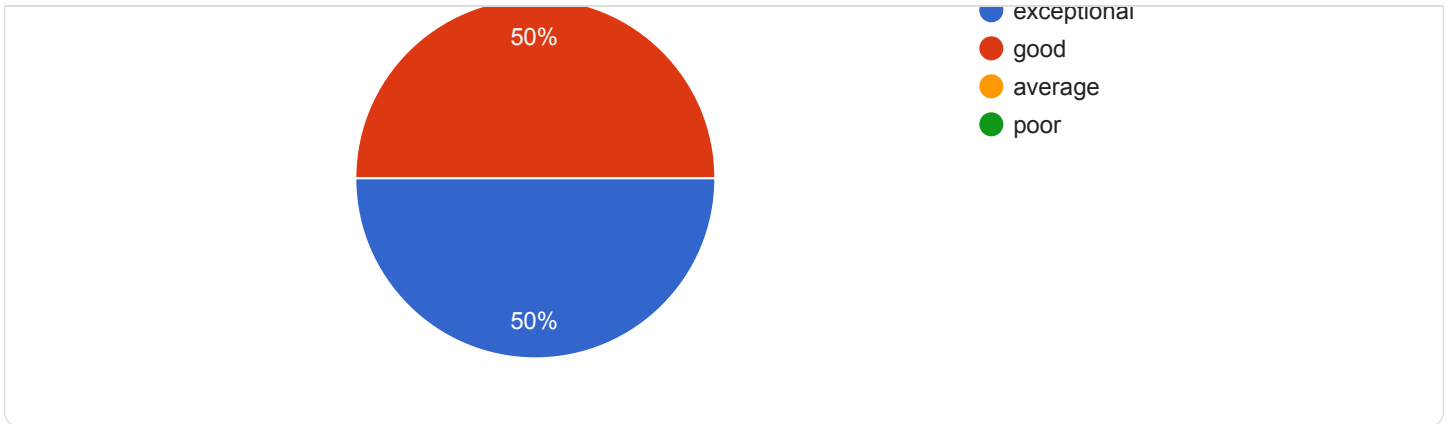
16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

6 responses

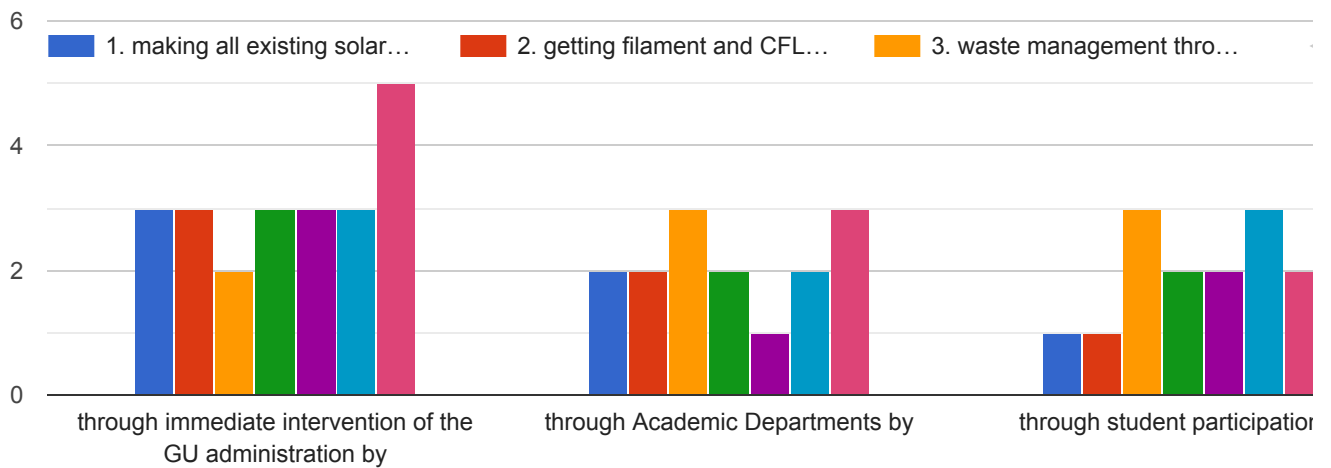




Questions Responses 6

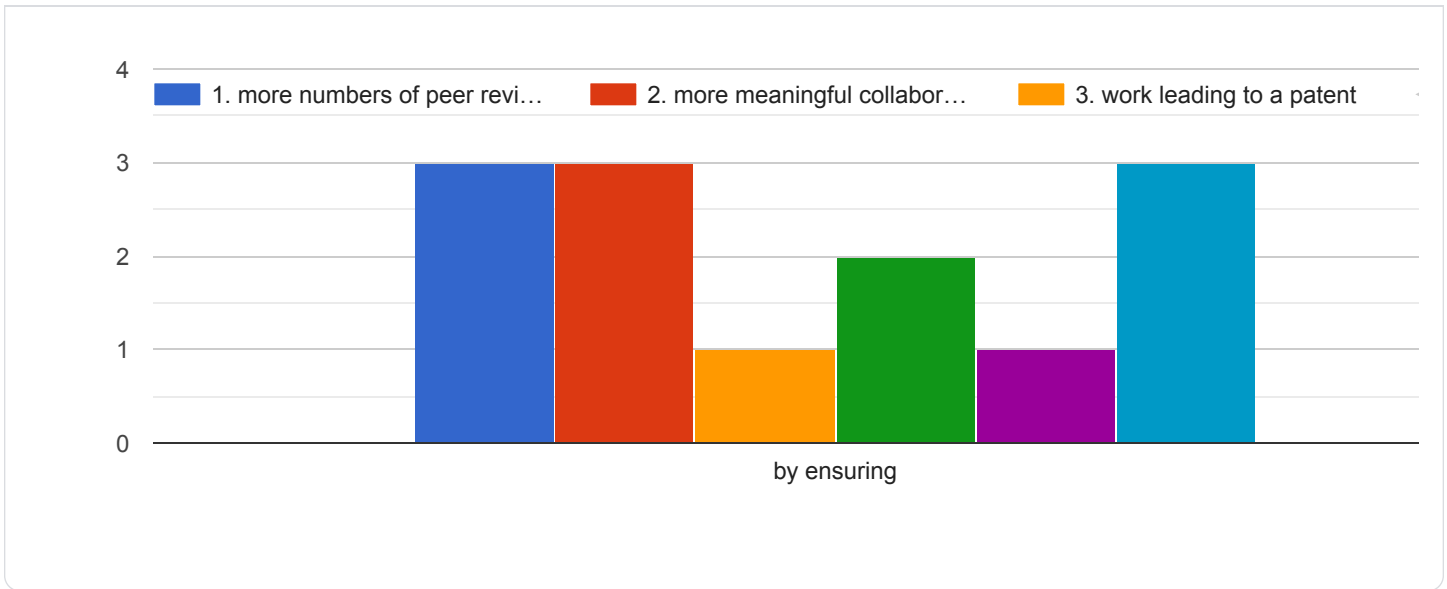


18) In order to protect the environment, in what ways can Gauhati University intervene?





Questions Responses 6



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

3 responses

Apart from evaluating only on the basis of theory and practical syllabus confined within the campus, a portion of evaluation may be emphasized on practical on field programs linked with society, environment and common peoples. This will not only reduce the gap between the university and society, but also develop social awareness among the students to be a responsible citizen. Moreover the society, environment and common peoples will gain from the university which i feel is confined only within the students now. Students can be used as a connecting link between university and society.

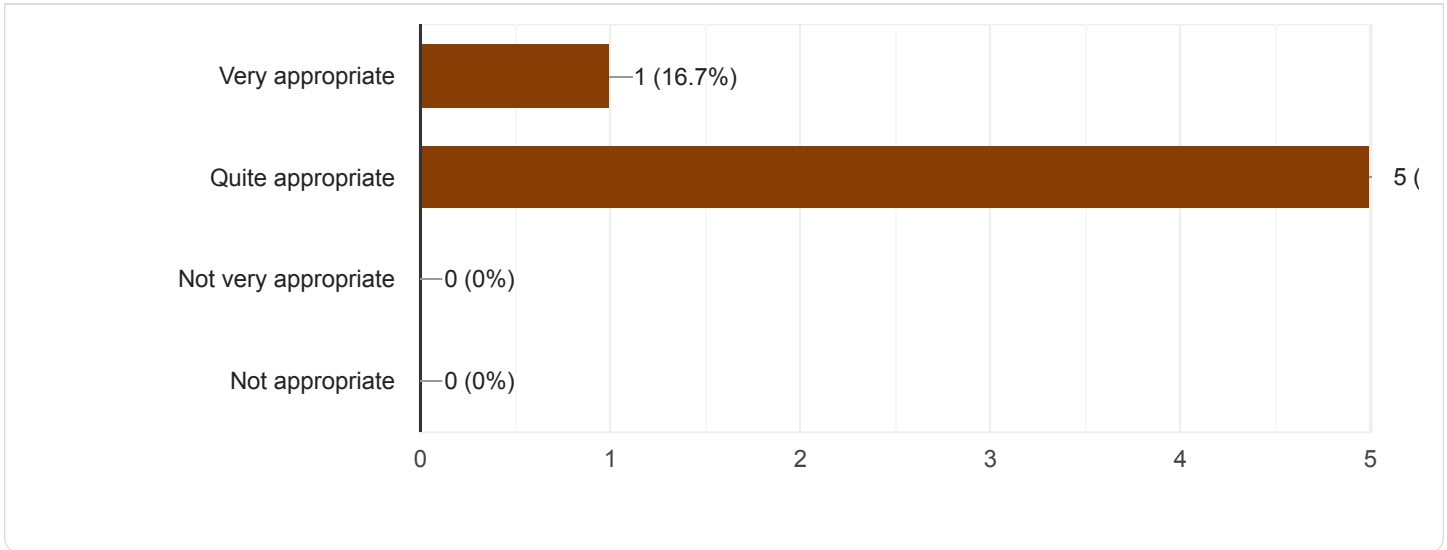
Learning process is quite good but the lab needs some efficient facilities

Group discussion on regular intervals among Masters students and Research Scholars

Students Feedback Report 2020-2021  
Gauhati University

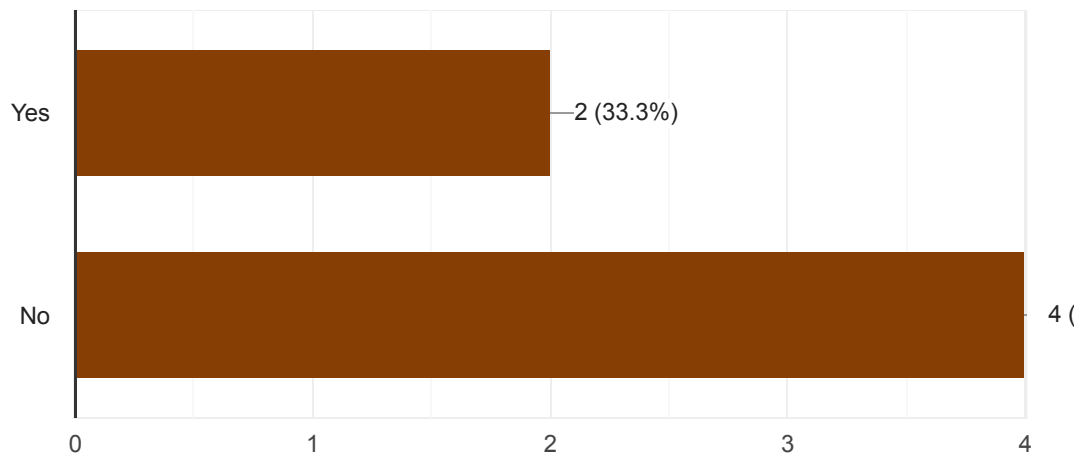


Questions Responses 6



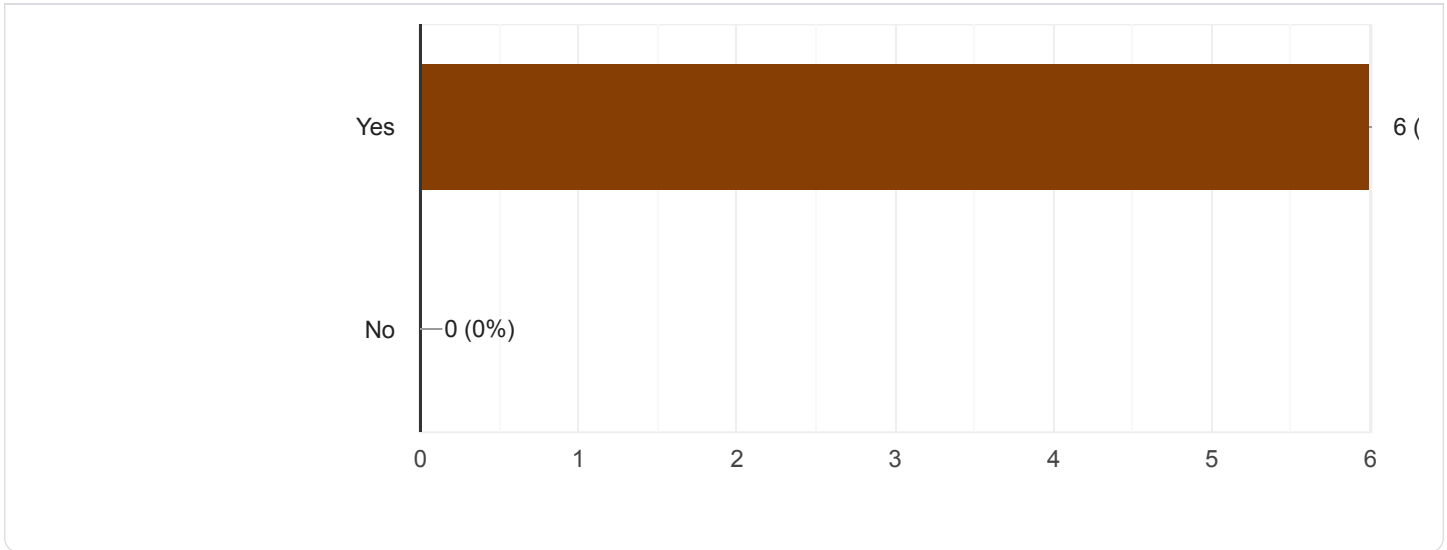
22) Are the results declared on time?

6 responses



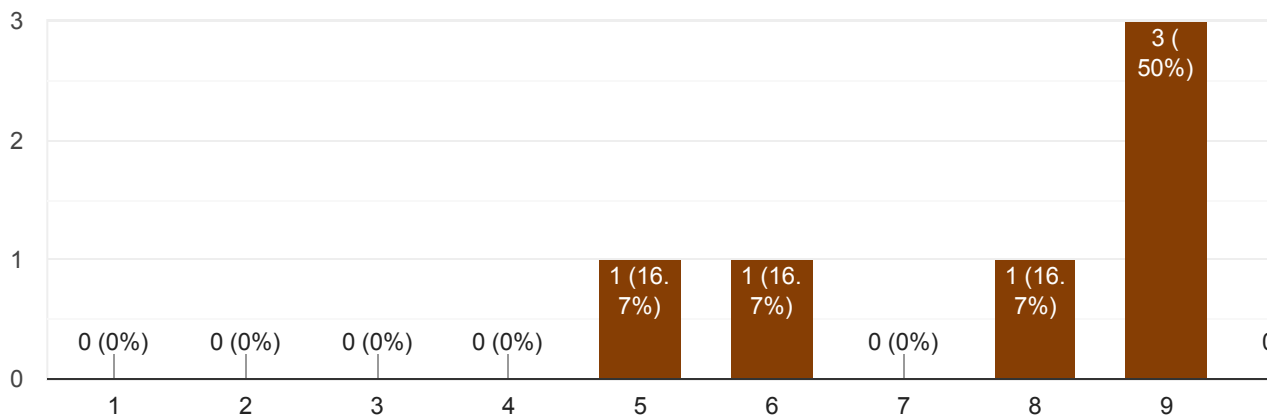


Questions Responses 6



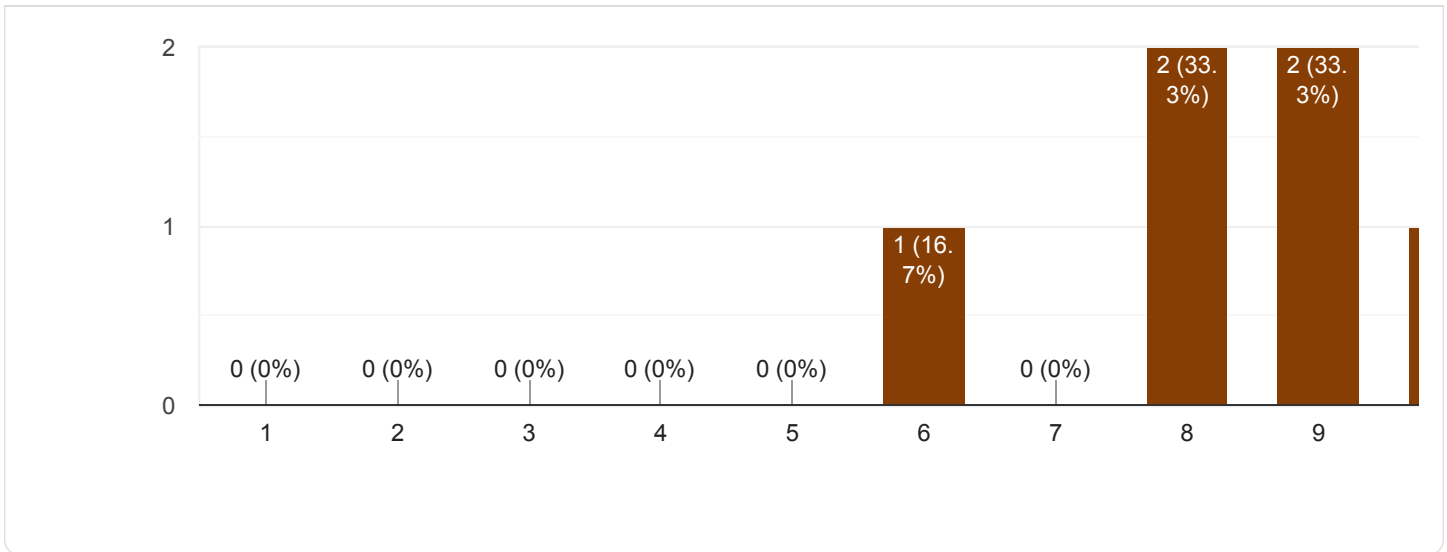
24) How would you rank your institution in terms of facilities / infrastructure available for extra - curricular activities and personality development on a scale of 10?

6 responses



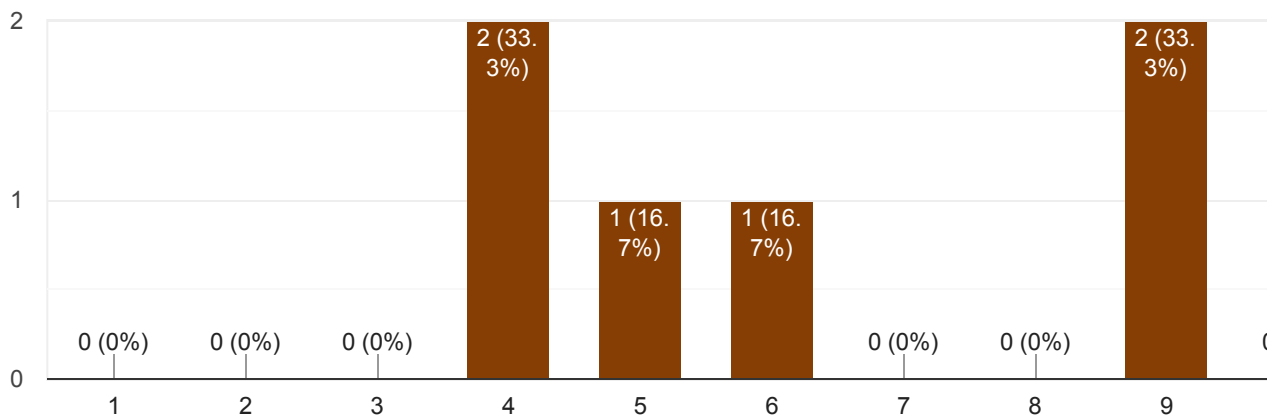


Questions Responses 6



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

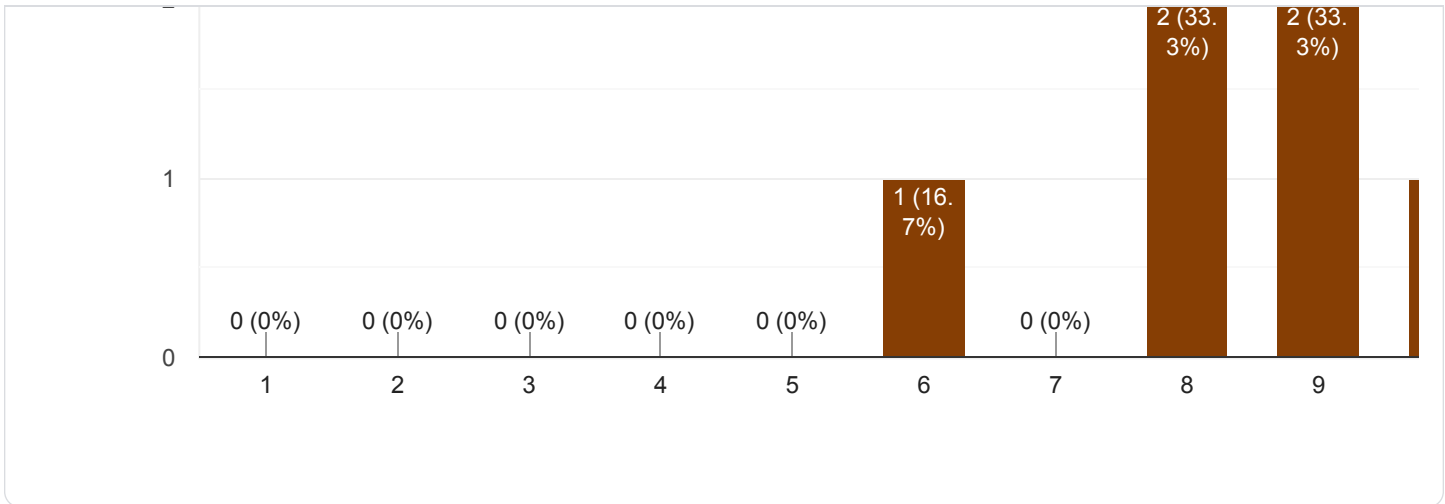
6 responses



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 6



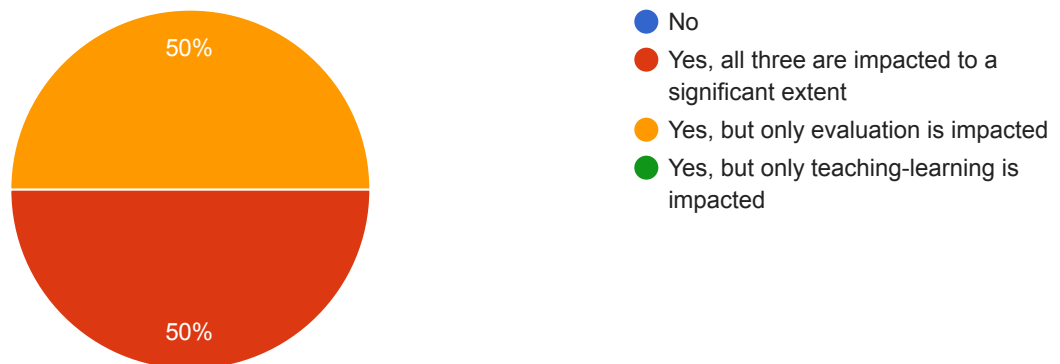
28) Your comments / feedback (both positive and negative) on the activities of the Department that you feel is important to be addressed but have not been included here:

0 responses

No responses yet for this question.

29) Do you think that the teaching, learning, and evaluation process has been impacted by the pandemic?

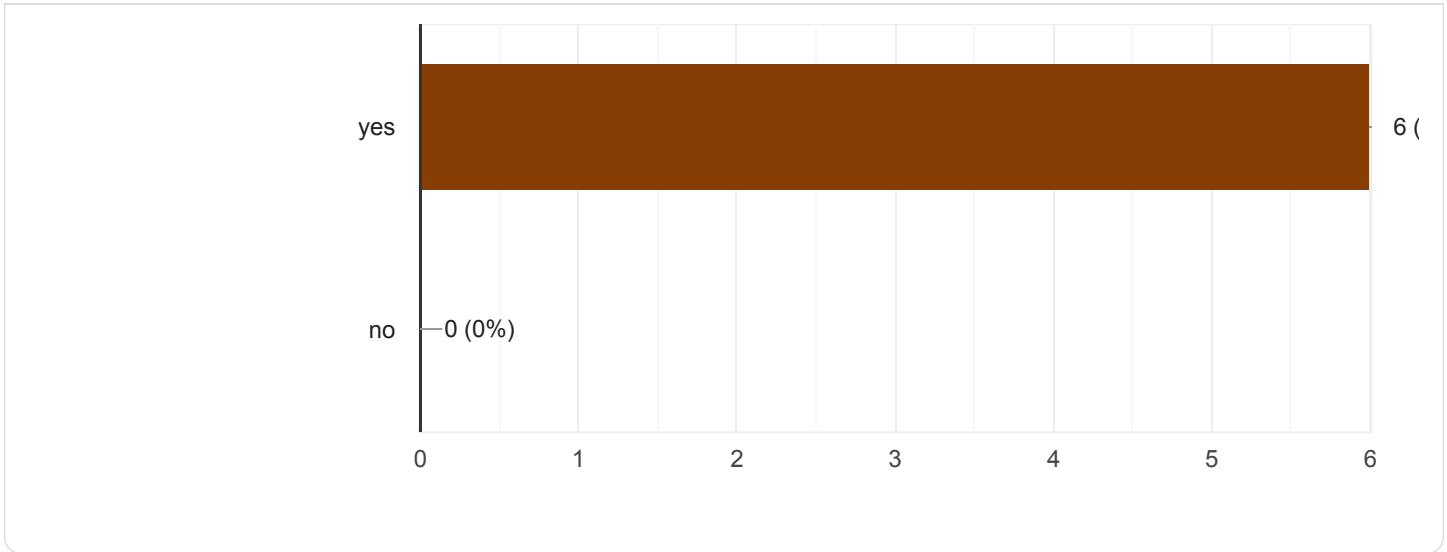
6 responses



Students Feedback Report 2020-2021  
Gauhati University





Questions Responses 6







Questions Responses 15

[Redacted Title]  

Accepting responses

Summary Question Individual

### Who has responded?

#### Email

- [Redacted]@gmail.com
- [Redacted].com
- [Redacted]mail.com
- [Redacted]
- [Redacted].com
- [Redacted]il.com
- [Redacted].l.com
- [Redacted]@gmail.com

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Gauhati University

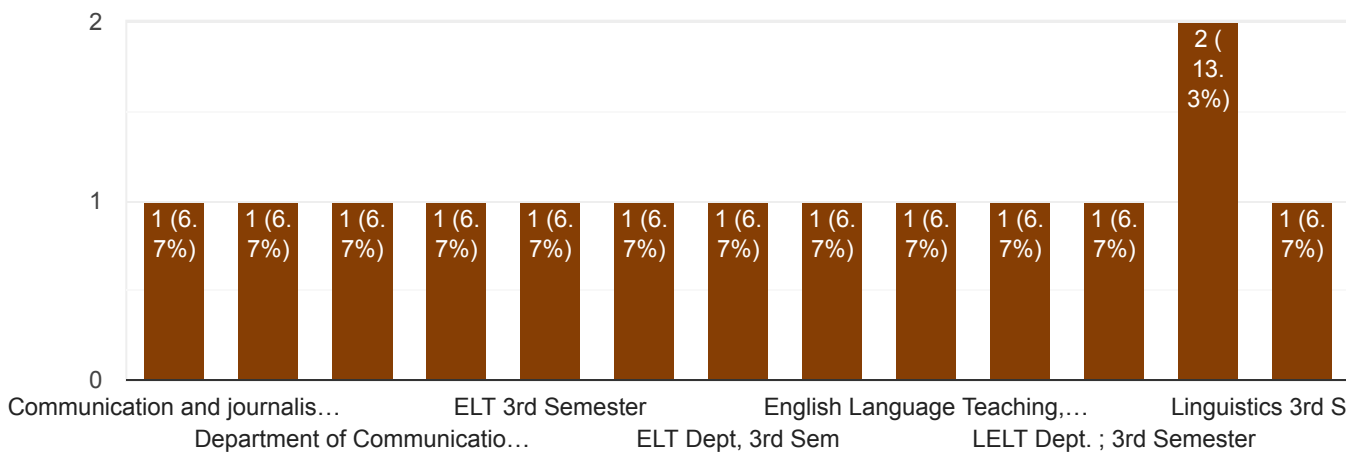


Questions Responses 15

- dekarahuldk@gmail.com
- chinteynuyashree@gmail.com
- cshreya981@gmail.com
- parthabarua30@gmail.com
- mayurideka204@gmail.com
- smaranikagogoi@gmail.com
- sarmeeborah@gmail.com

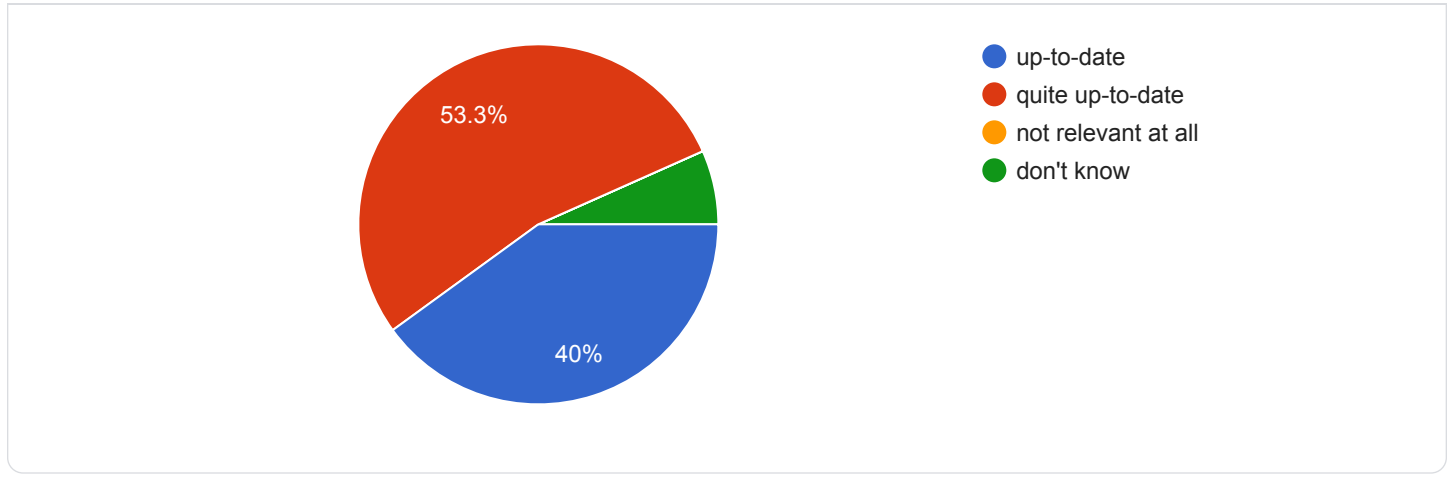
### Department & Semester

15 responses



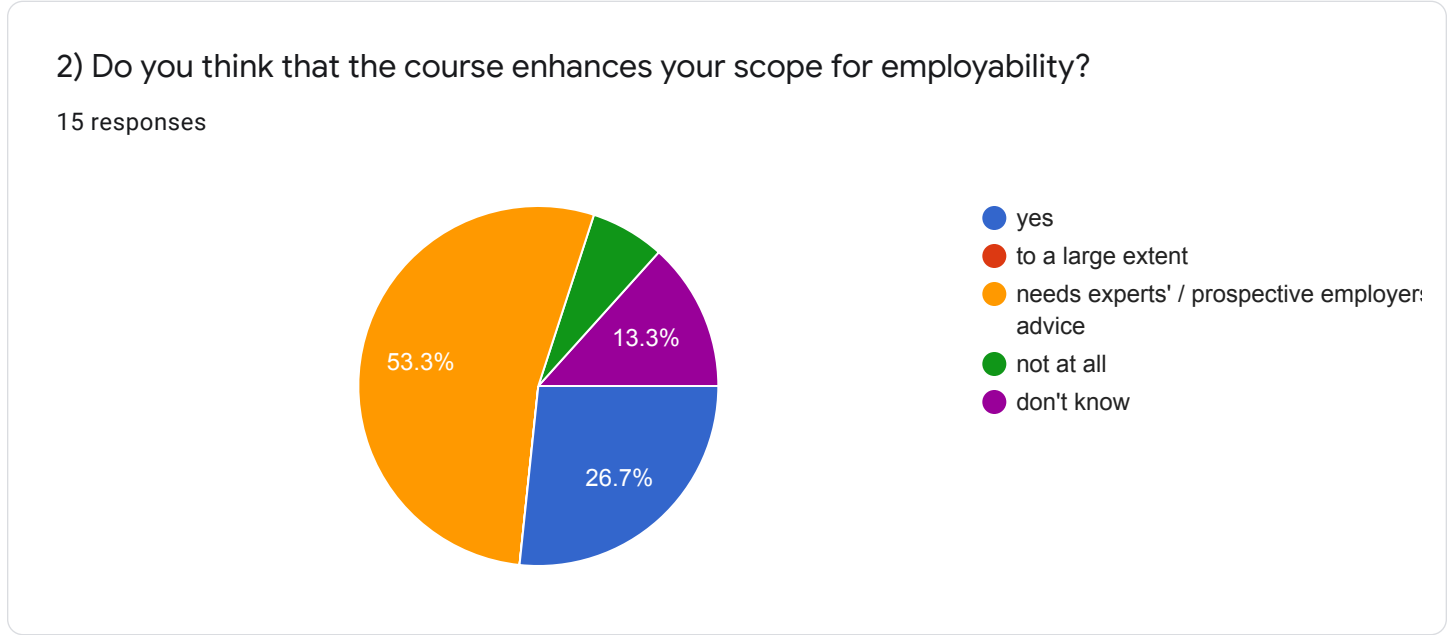


Questions Responses 15



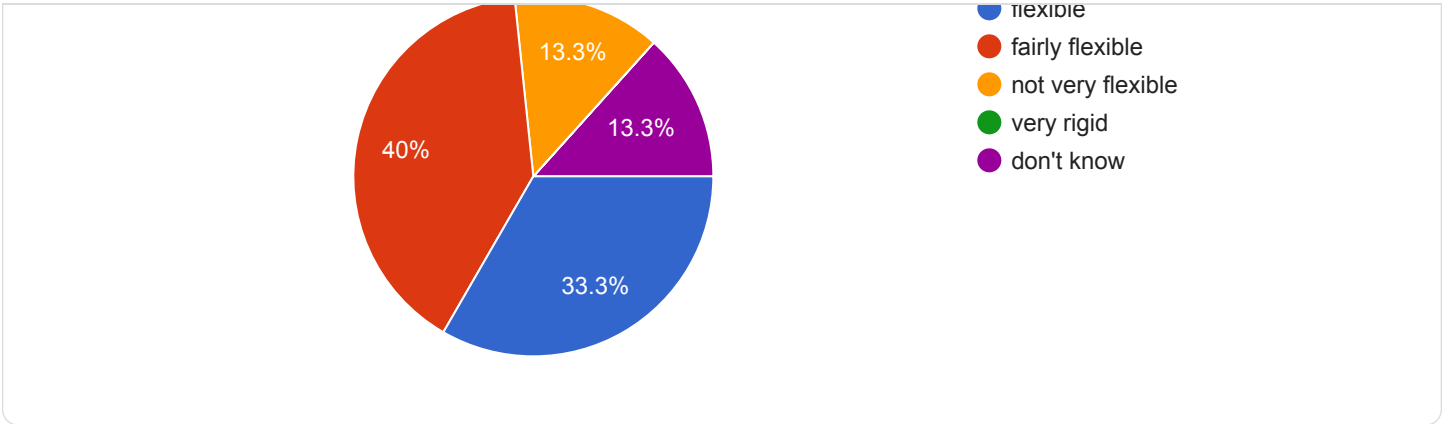
2) Do you think that the course enhances your scope for employability?

15 responses



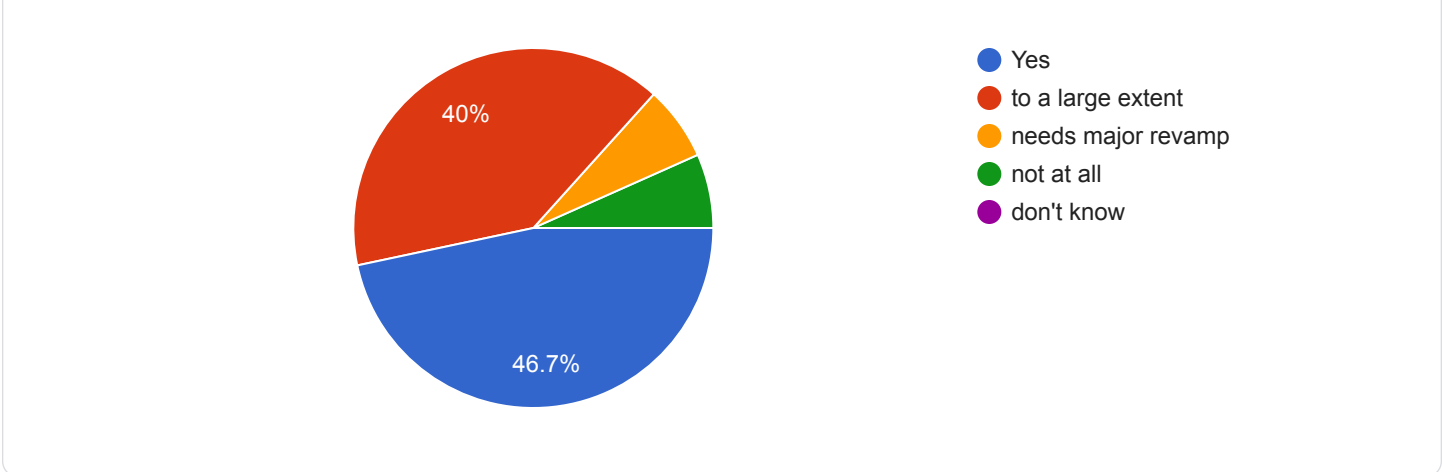


Questions Responses 15



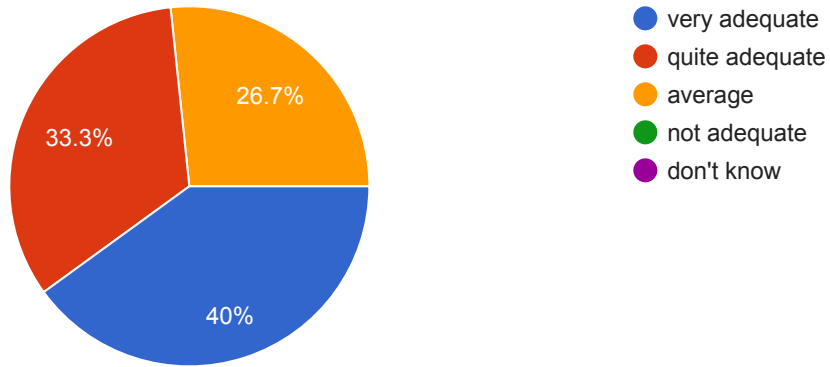
4) Does the course being undertaken by you reflect the needs and aspirations of the society?

15 responses



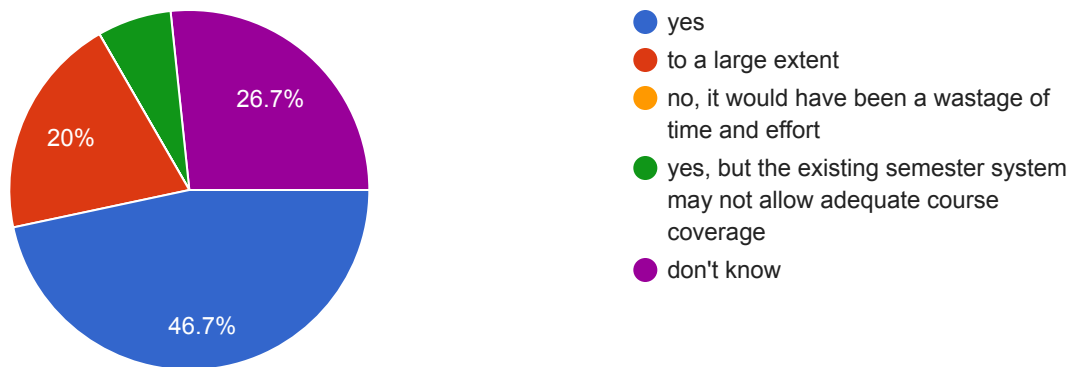


Questions Responses 15



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

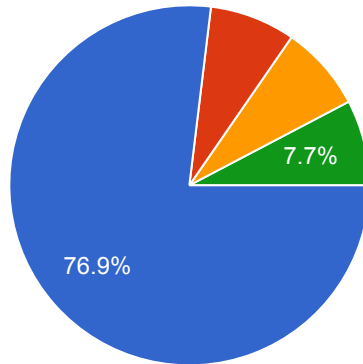
15 responses





Questions Responses 15

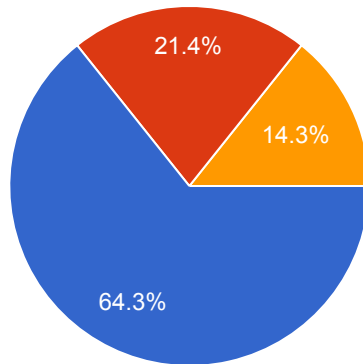
13 responses



- yes
- to a large extent
- no, it would have been a waste of time and effort
- yes, but the existing semester system may not allow adequate interaction / activities
- don't know

8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

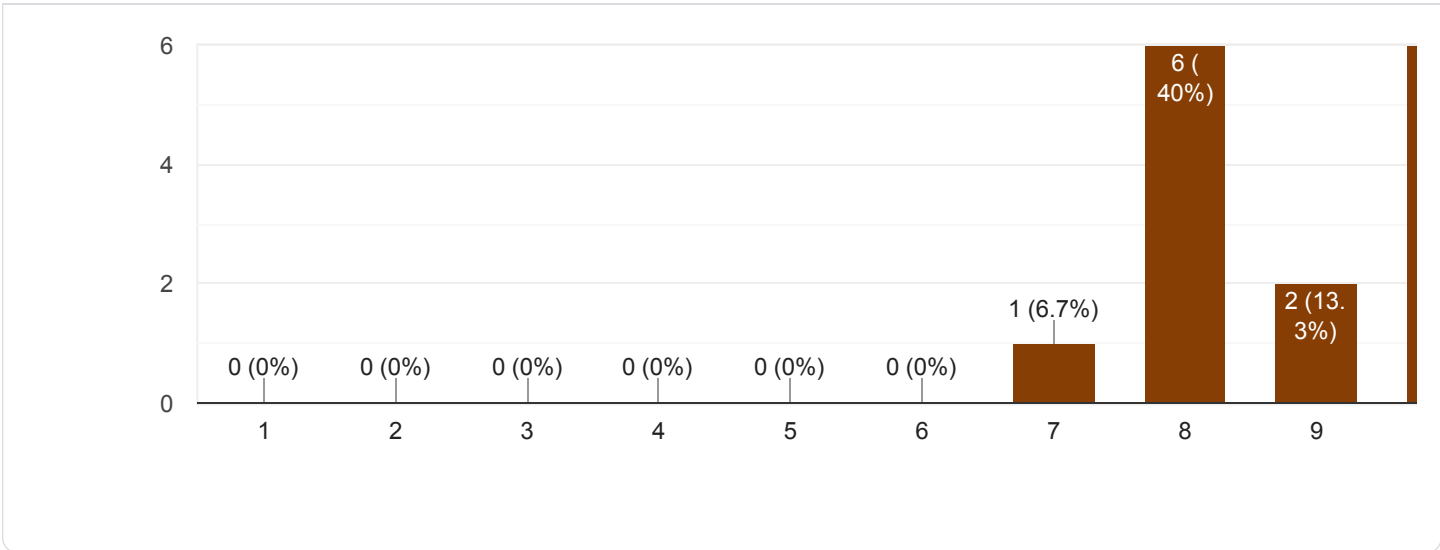
14 responses



- yes
- to a large extent
- would like to see more innovative and productive activities with a deeper social impact
- don't know

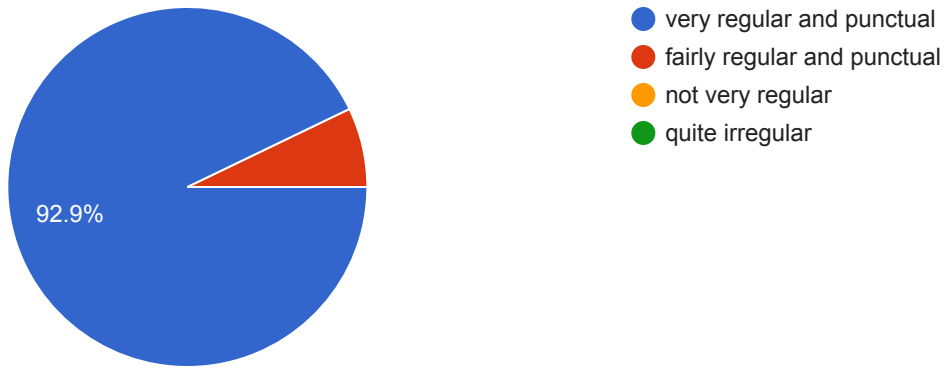


Questions Responses 15



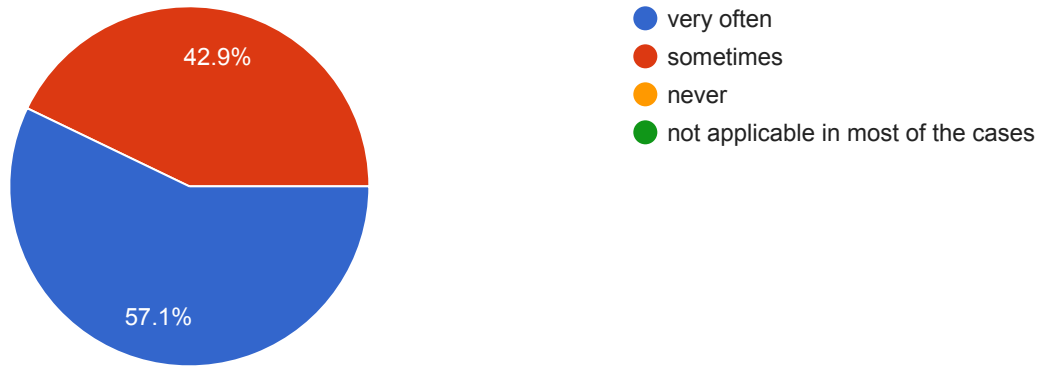
10) How regular and punctual were the teachers ?

14 responses



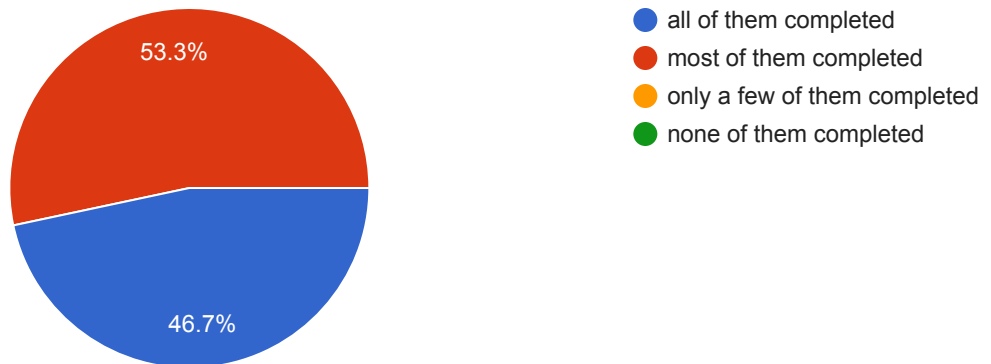


Questions Responses 15



12) Did the teachers complete the assigned course?

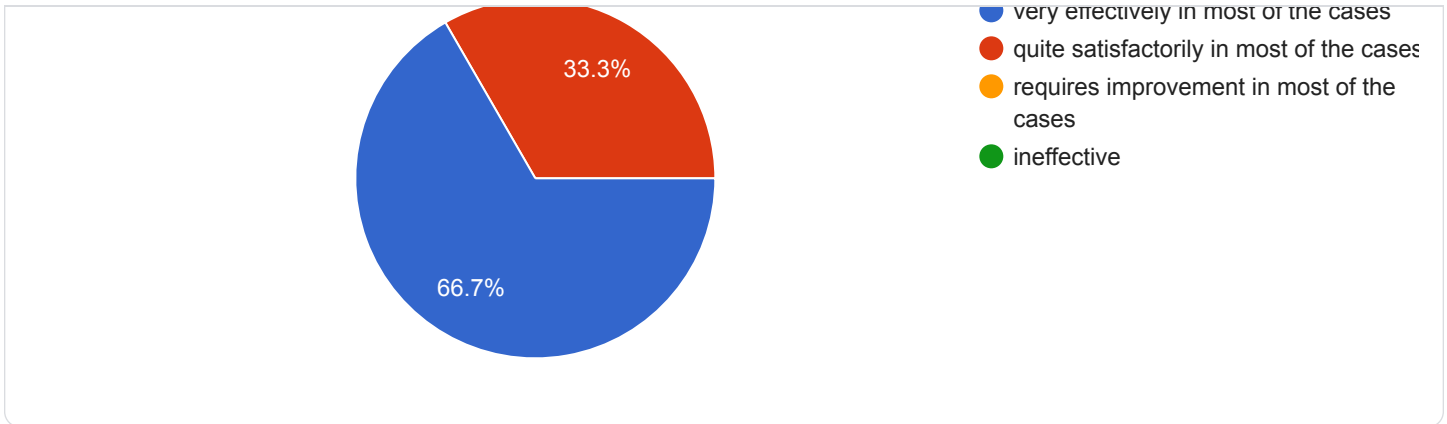
15 responses





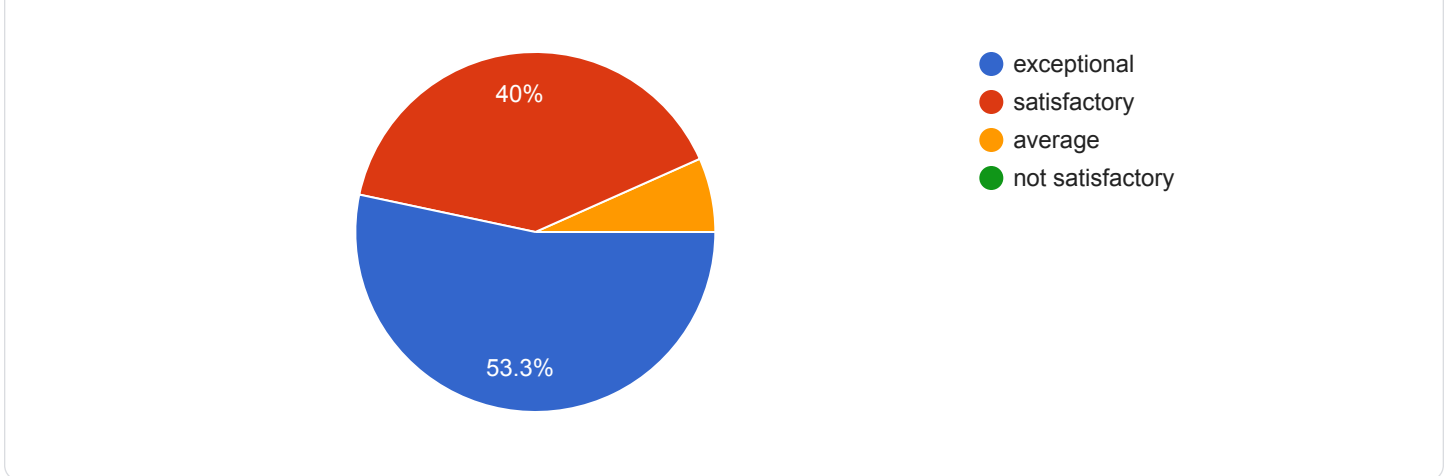


Questions Responses 15



14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?

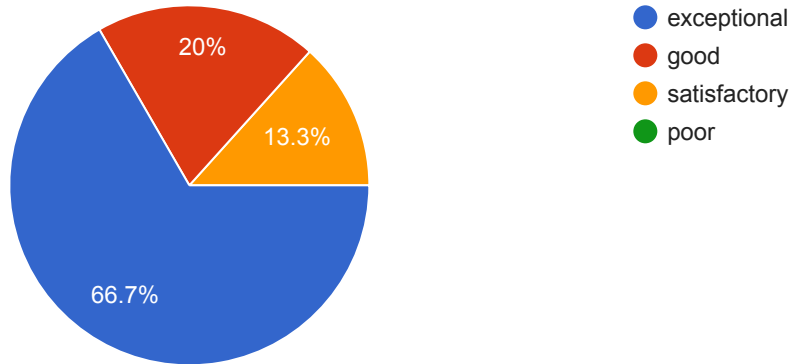
15 responses





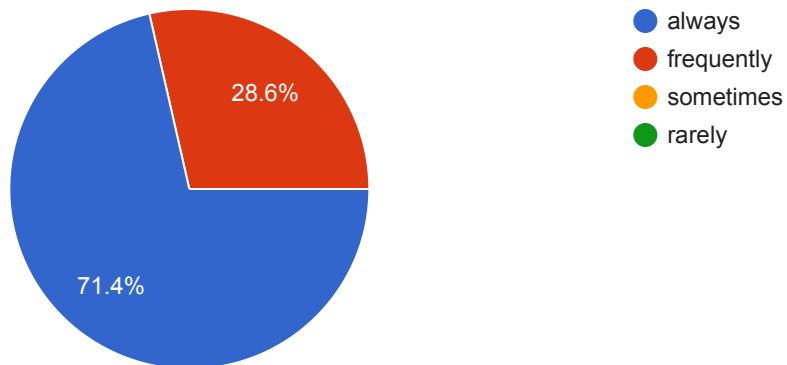
Questions Responses 15

15 responses



16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

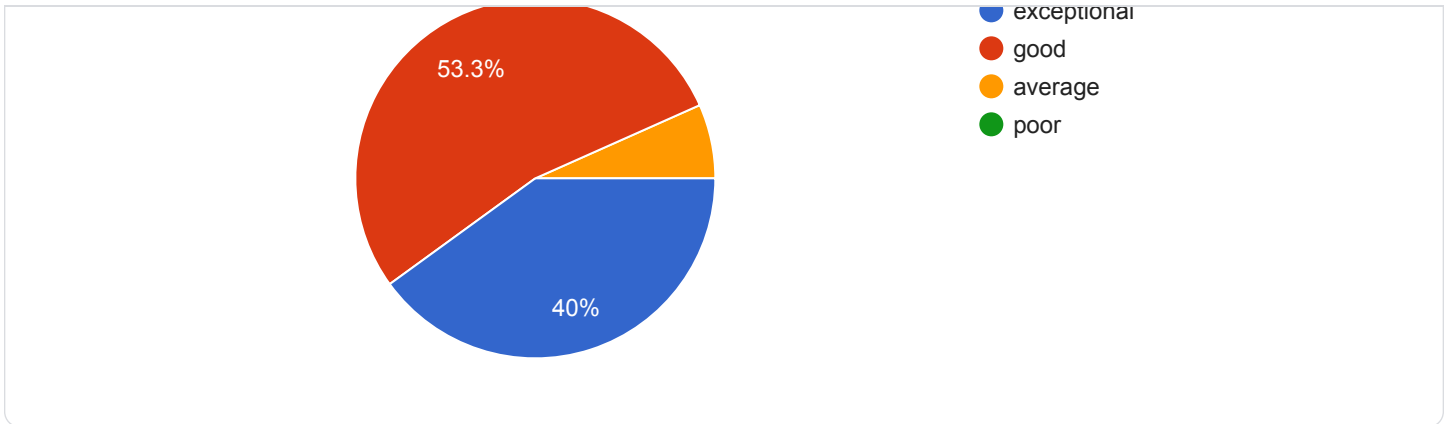
14 responses



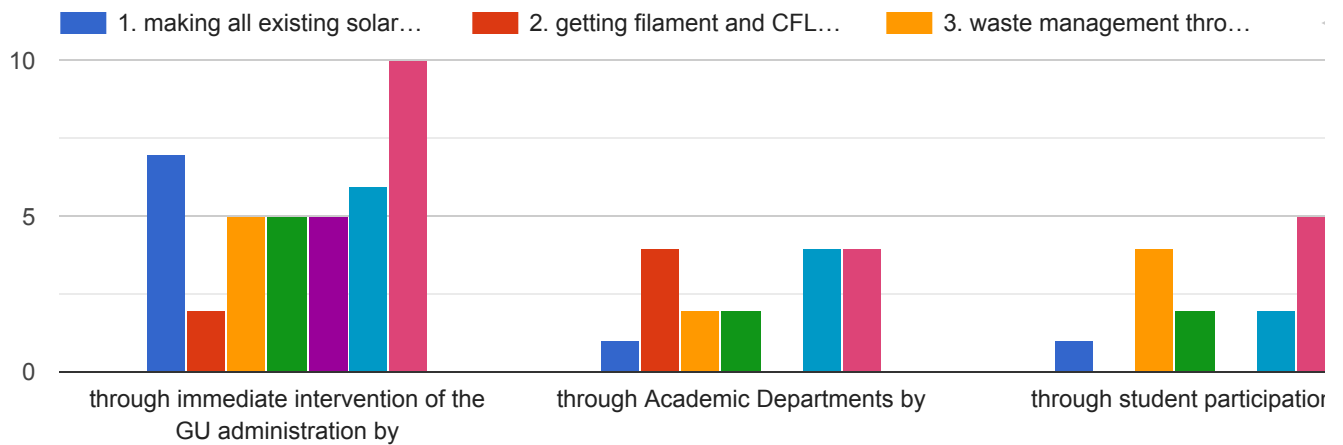
Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 15



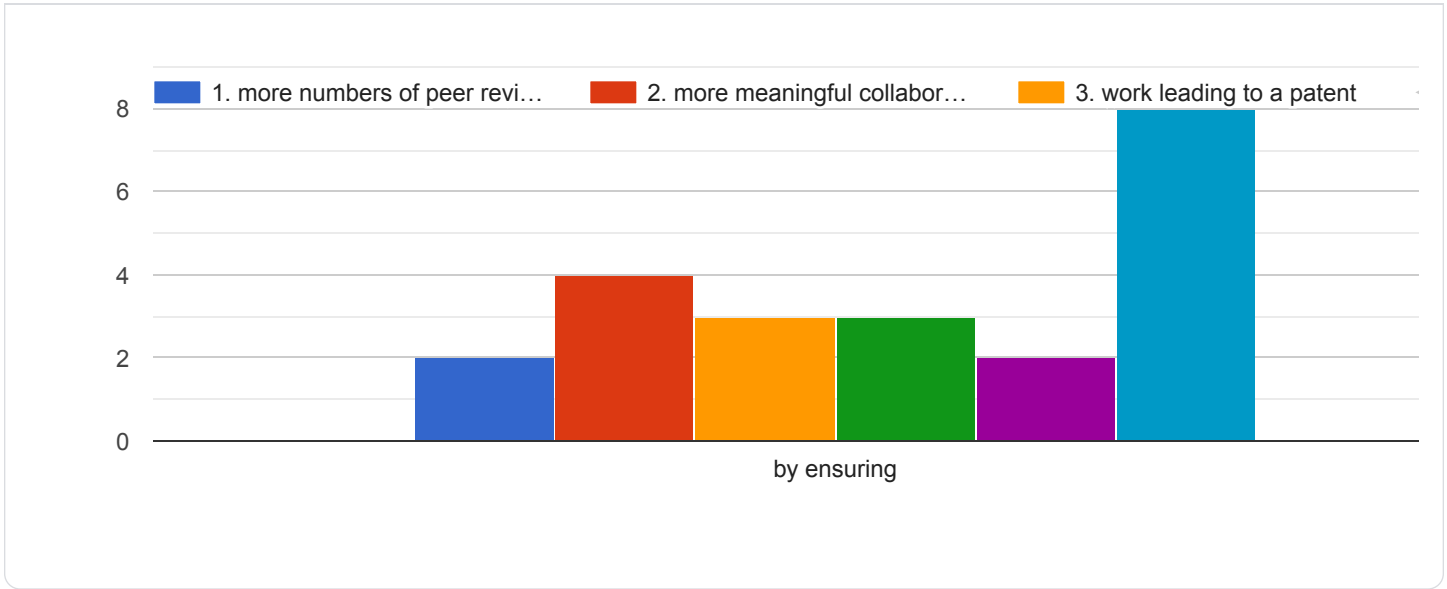
18) In order to protect the environment, in what ways can Gauhati University intervene?



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 15





Questions Responses 15

No

None

There should be extra counselling sessions where professors should guide the students in accordance to the student's high points and the type of career they should or can choose. This will help in building a good students and professors relationship, and will boost the placement cell in future.

No. Not at all

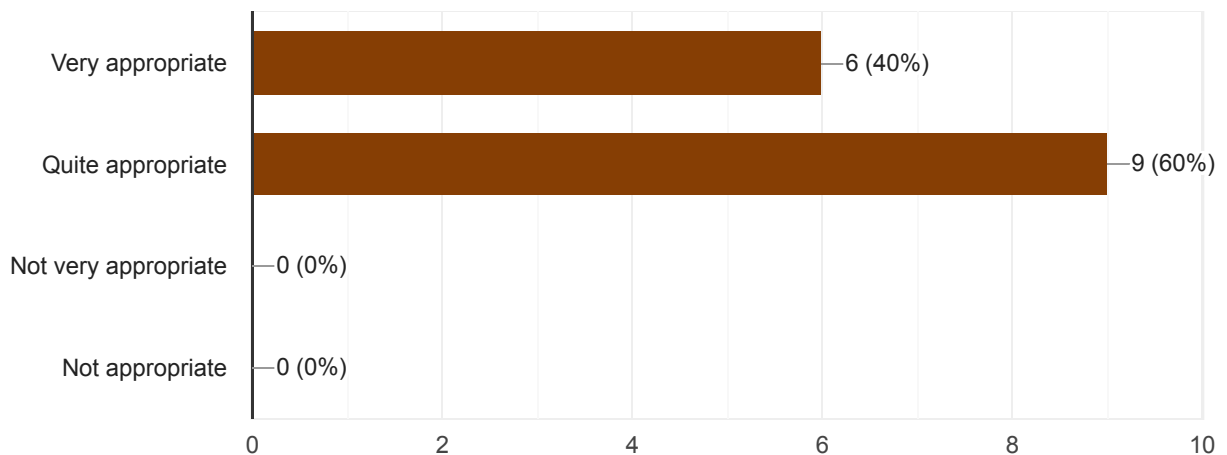
Excursion, smart class, audiolingualism

More field work tasks

I can't think any innovative way. The ways that are used are enough for a more effective evaluation of the learning process.

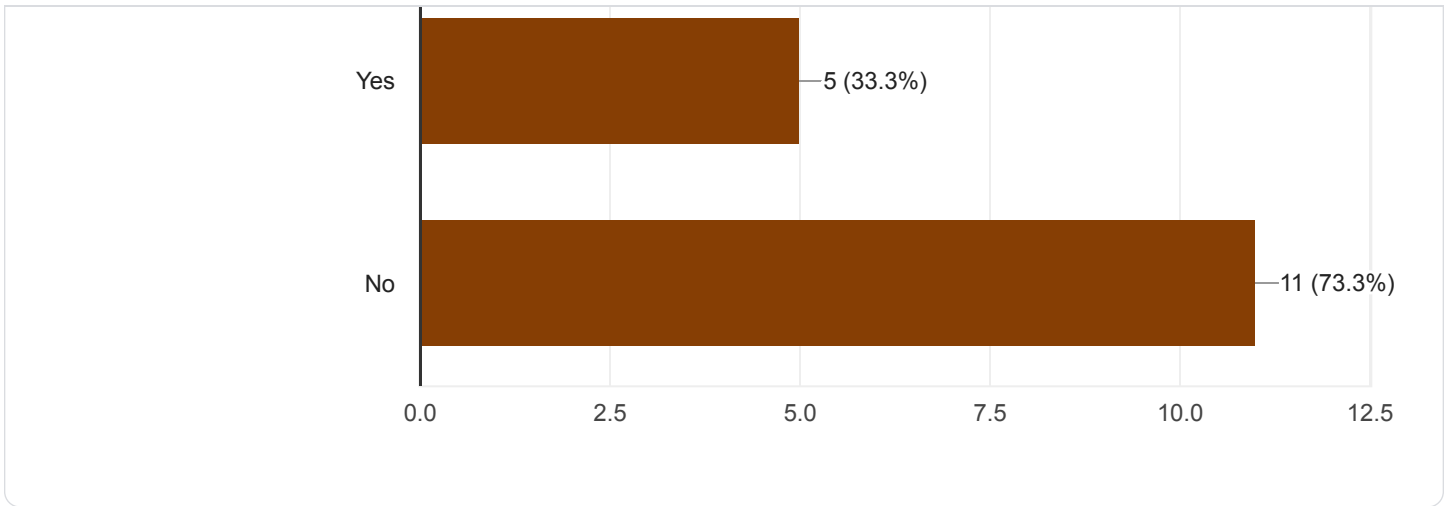
21) What is your opinion on the quality of the questions asked to evaluate your learning?

15 responses



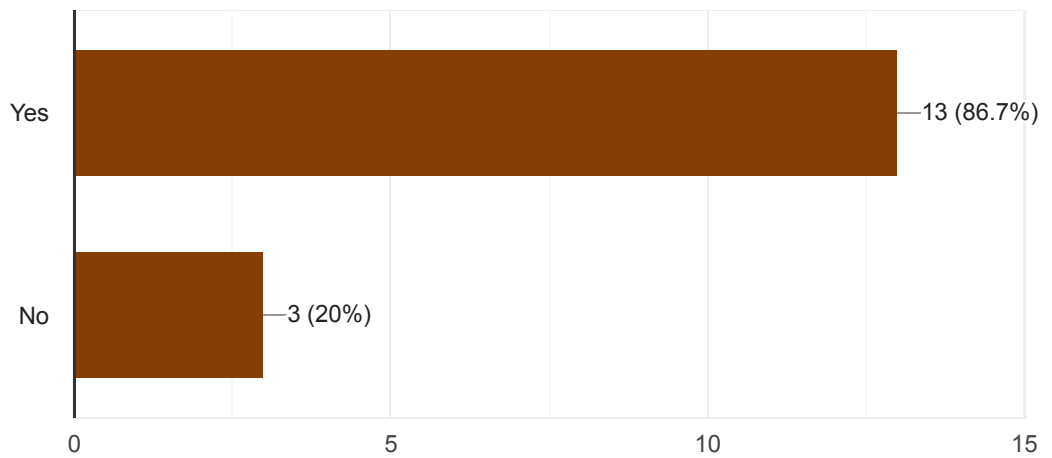


Questions Responses 15



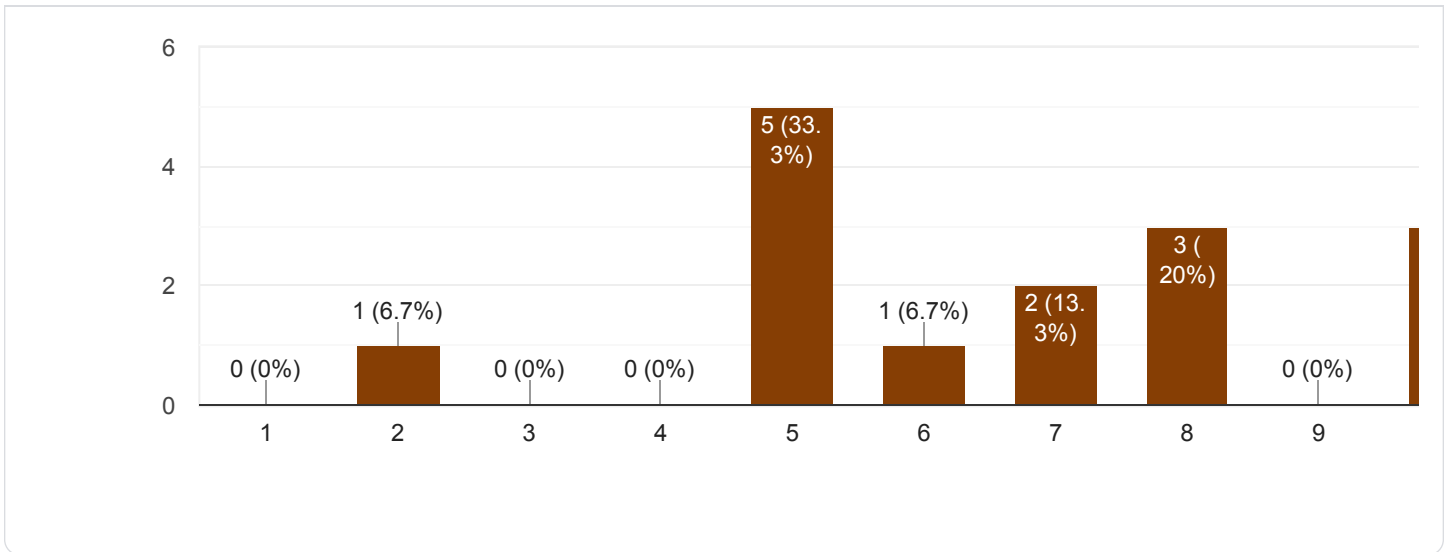
23) Do you think that the programme you are pursuing is going to help you in the career that you would like to choose?

15 responses



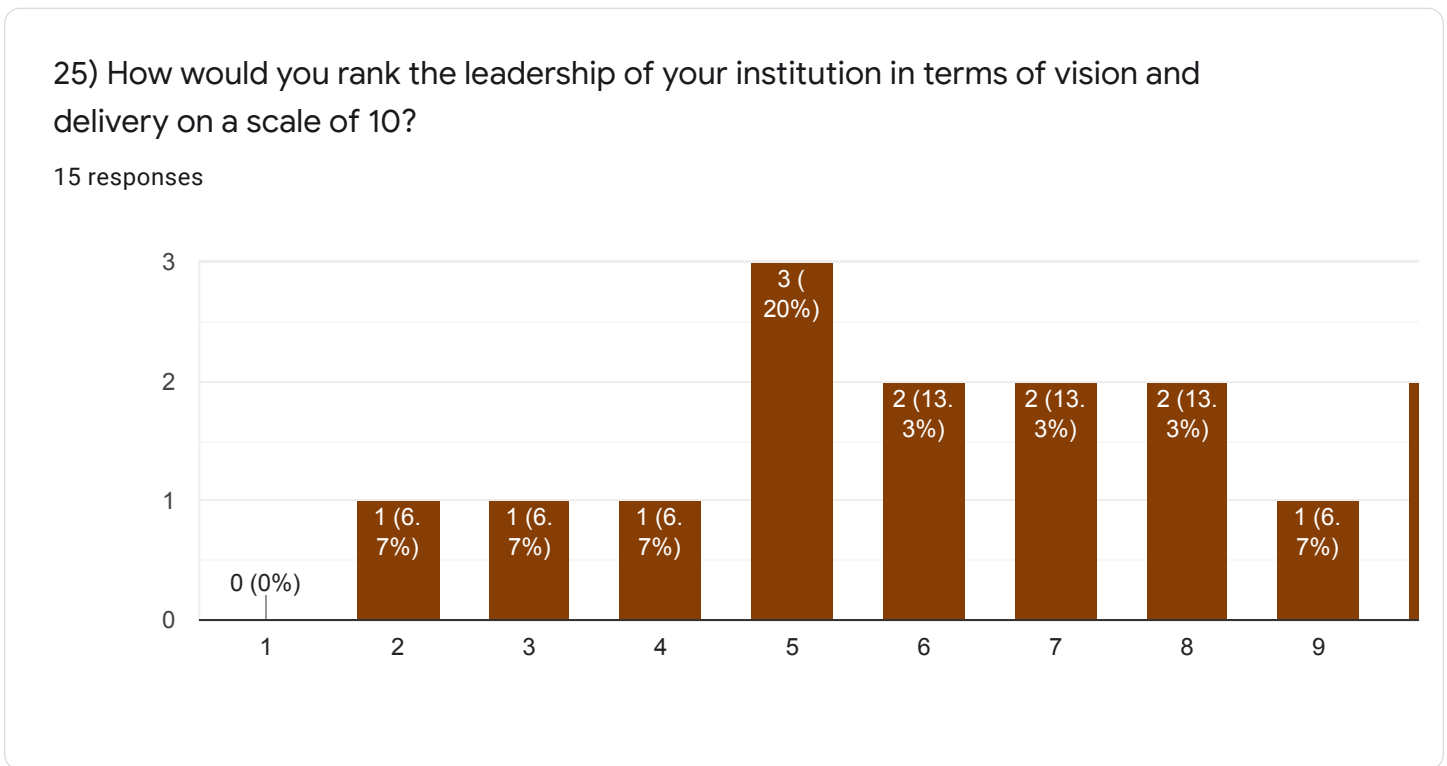


Questions Responses 15



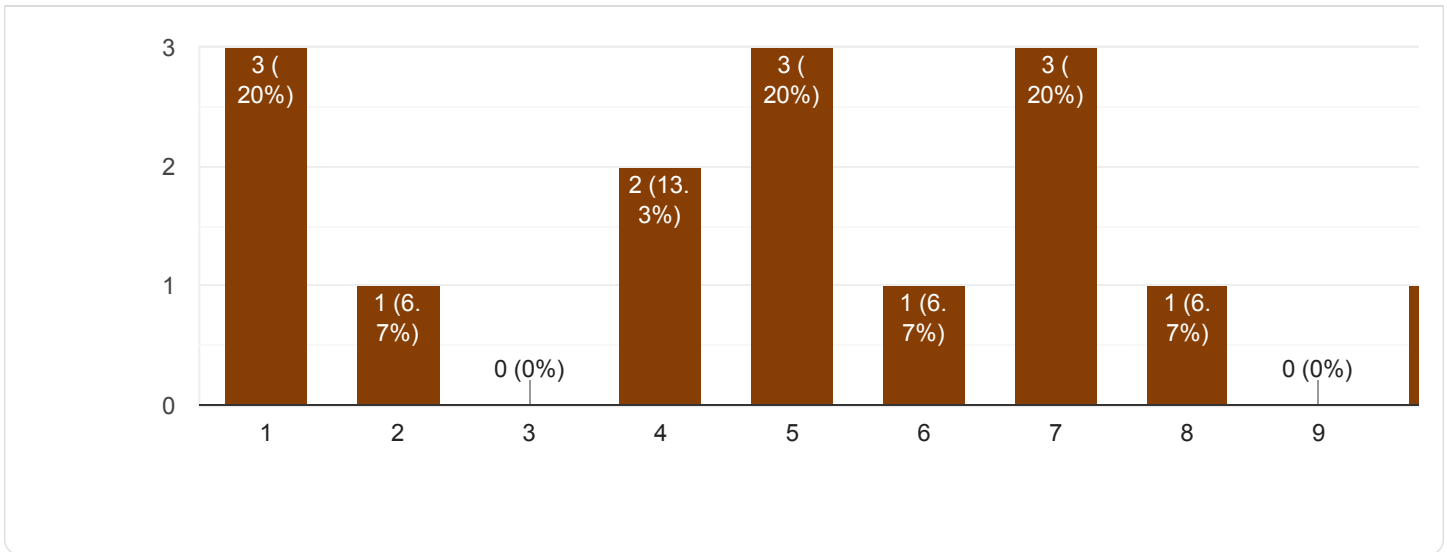
25) How would you rank the leadership of your institution in terms of vision and delivery on a scale of 10?

15 responses



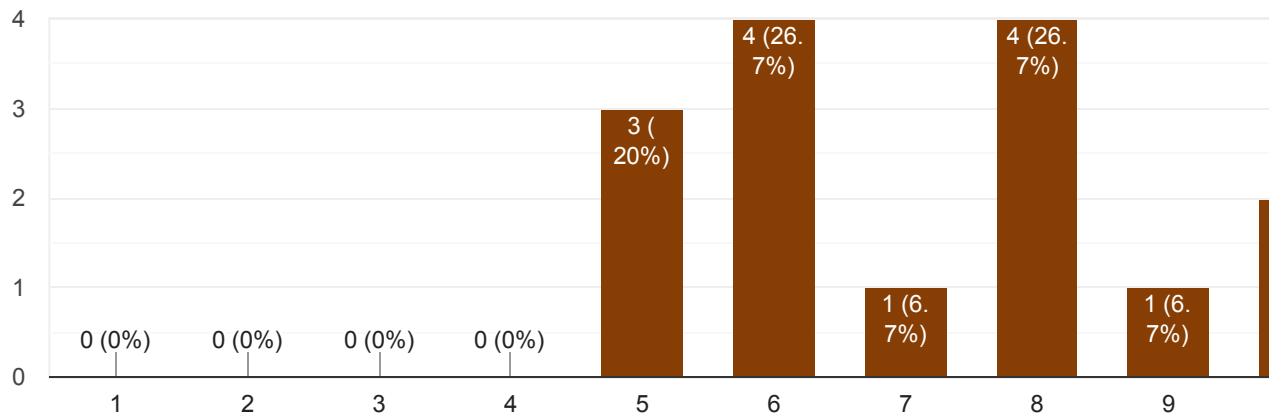


Questions Responses 15



27) Overall, how would you rank your institution on a scale of 10?

15 responses







Questions Responses 15

The poor response of the University officials/malfunctioning of university website

We need a proper signboard for the department

Should improve in the sector of placements.

It's quite simple in study factor, should start the practical practice of the course

The department I'm into caters to most of our needs. The faculty members are very coordinating and there is a sense of belongingness in our dept.

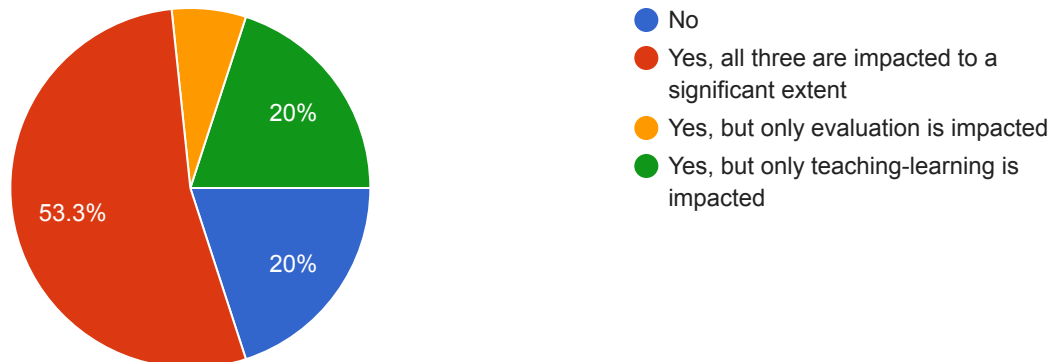
I am fine with our department.

If career counseling on the fields we have chosen is delivered to us, it would be even better. So as we can know our options in the chosen field.

I am satisfied with all the activities of our department.

29) Do you think that the teaching, learning, and evaluation process has been impacted by the pandemic?

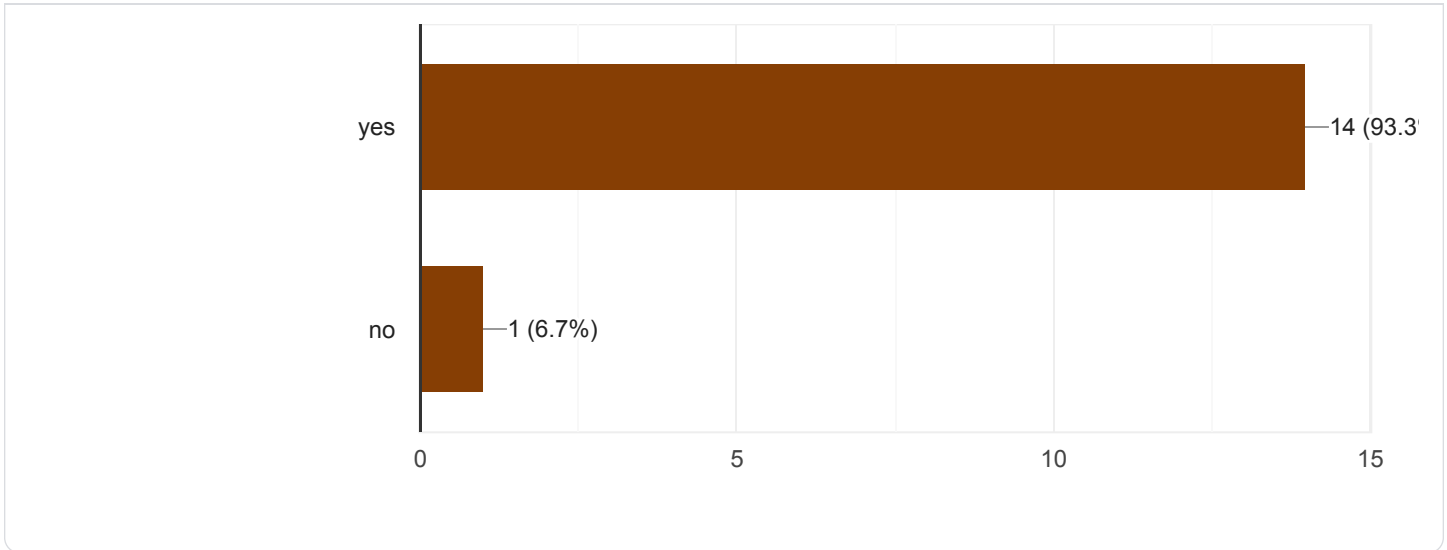
15 responses



Students Feedback Report 2020-2021  
Gauhati University



Questions Responses 15





# GU\_StudentSatisfactionSurvey2122

963 responses

## Students Feedback Report-2021-22

[Publish analytics](#)



## Department & Semester

963 responses

Botany

Instrumentation andUSIC

Mathematics, Passed MBA

Applied SciencesM.Ed

PHYSICS

Library and Information ScienceAgriculture

and 12th

Zoology

Department of Zoology

Research Scholar

Law

Commerce, 4th semBALLB

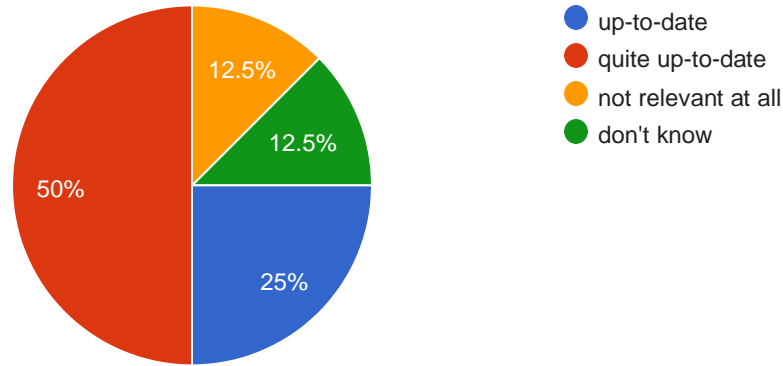
Zoology ( Passed out in 2022)



1) How up-to-date are the course contents in comparison to similar programmes / courses from other institutions?

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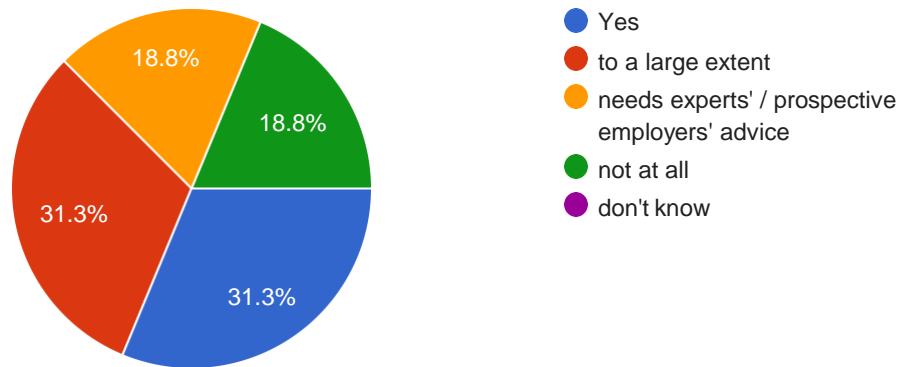
963 responses



2) Do you think that the course enhances your scope for employability?

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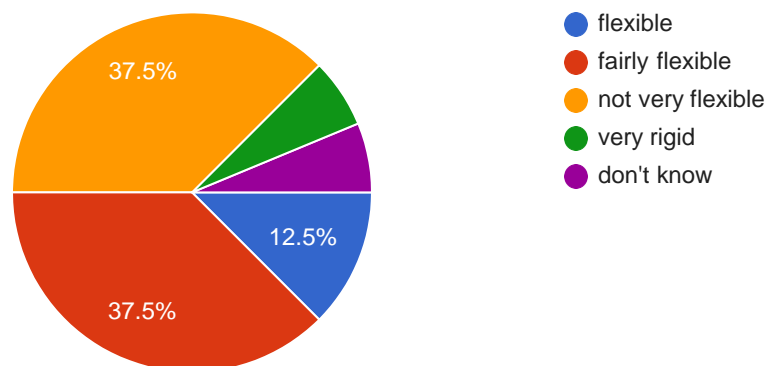
963 responses



3) How flexible is your course in terms of optional / elective courses / "papers"?

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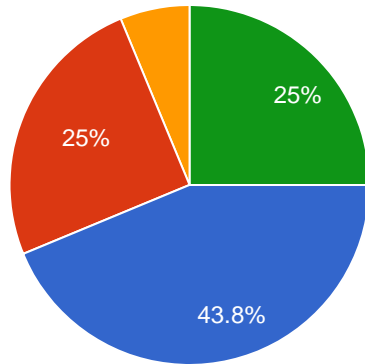
963 responses



4) Does the course being undertaken by you reflect the needs and aspirations of the society?



963 responses

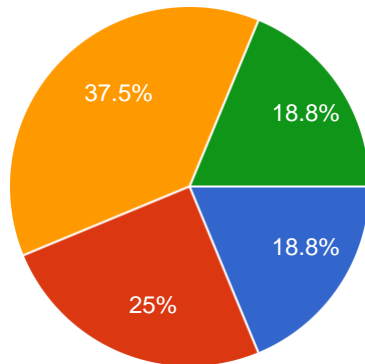


- Yes
- to a large extent
- needs major revamp
- not at all
- don't know

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



963 responses

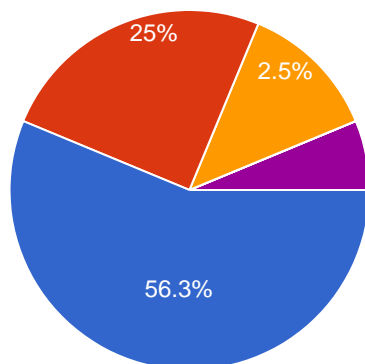


- very adequate
- quite adequate
- average
- not adequate
- don't know

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



963 responses



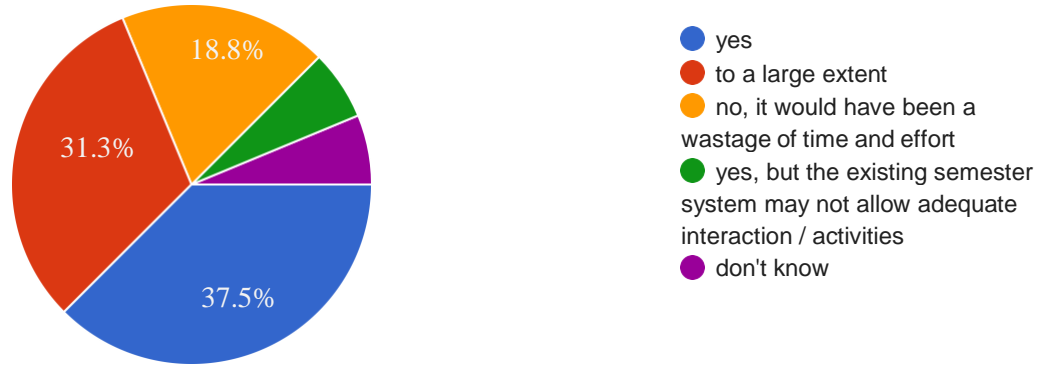
- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate course coverage
- don't know



7) Do you think that the acceptance of the course / programme would have been much better, if there were a strong alumni intervention in terms of training & placement activities of the Department?

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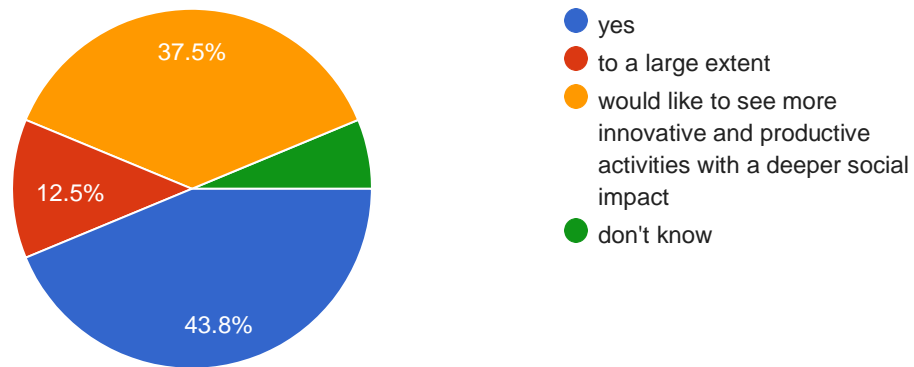
963 responses



8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

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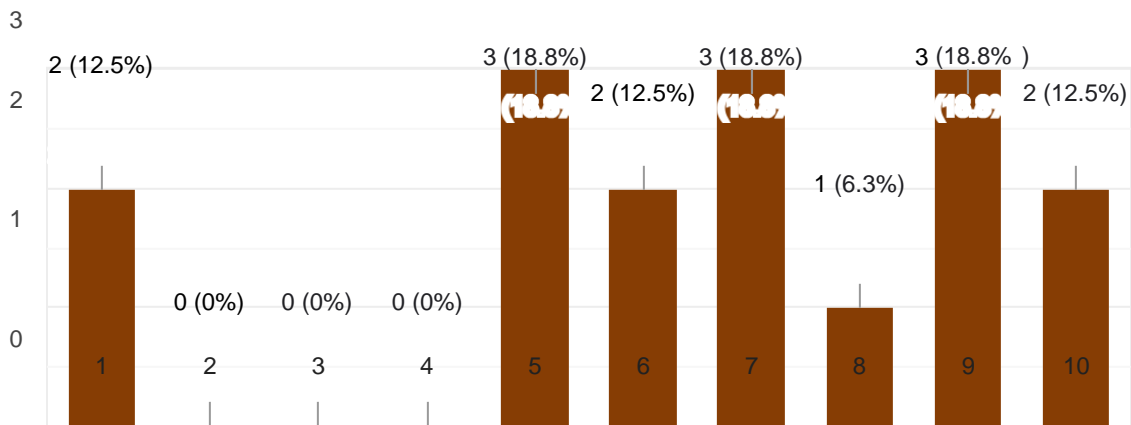
963 responses



9) In terms of sense of safety, responsiveness, and comfort level of the social or interpersonal relationship in the Department, how would you rank it?

 Copy

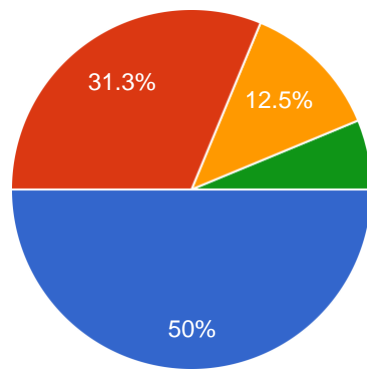
963 responses







10) How regular and punctual were the teachers ?

 Copy

963 responses

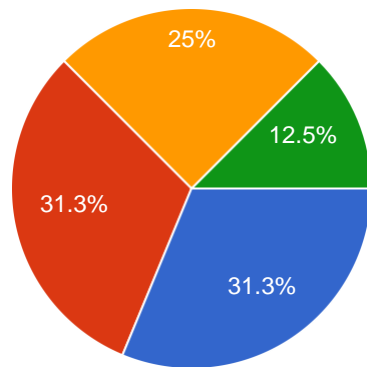






-  very regular and punctual
-  fairly regular and punctual
-  not very regular
-  quite irregular

11) If the teachers were on long leave or miss classes, did they conduct extra classes to compensate for the lost hours?

 Copy

963 responses

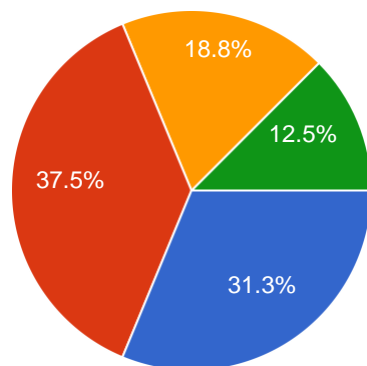






-  very often
-  sometimes
-  never
-  not applicable in most of the cases

12) Did the teachers complete the assigned course?

 Copy

963 responses



-  all of them completed
-  most of them completed
-  only a few of them completed
-  none of them completed

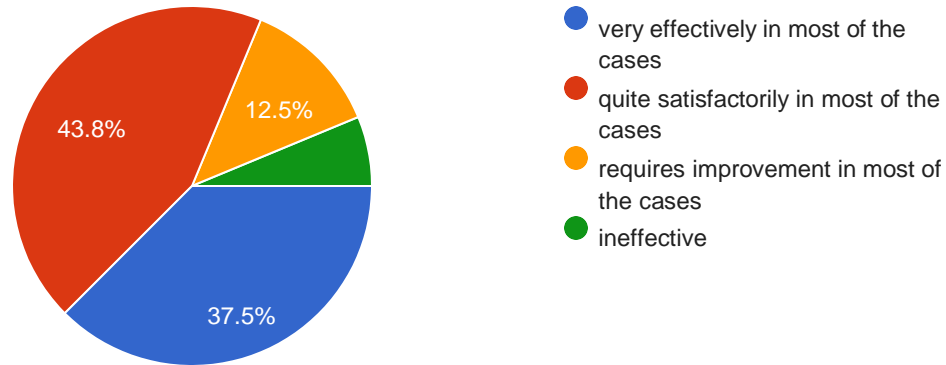




13) Could the teachers communicate well with you while delivering the courses?



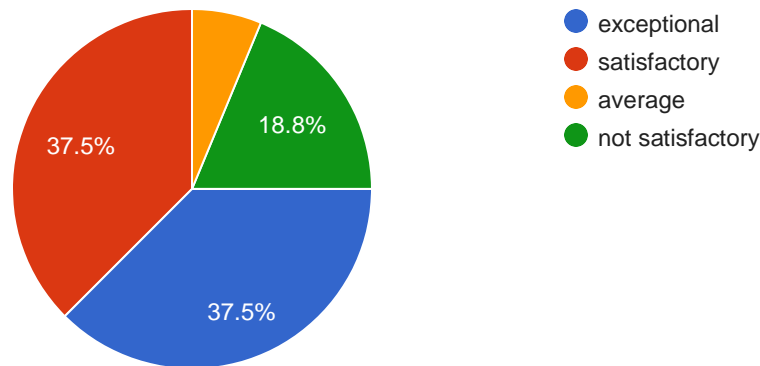
963 responses



14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?



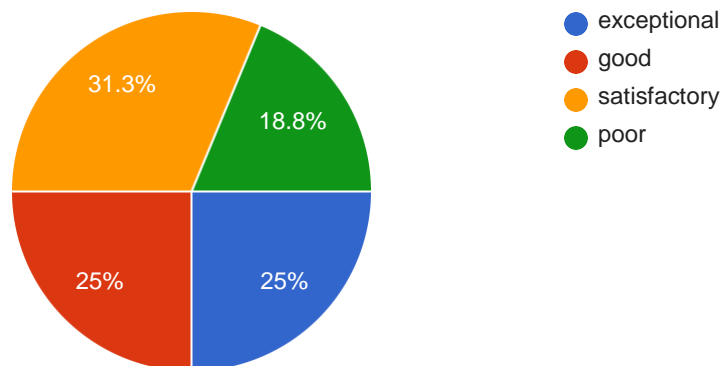
963 responses



15) How good were the teachers as mentors inside and outside the classrooms in motivating you to open up and discuss both academic and non-academic queries and problems?



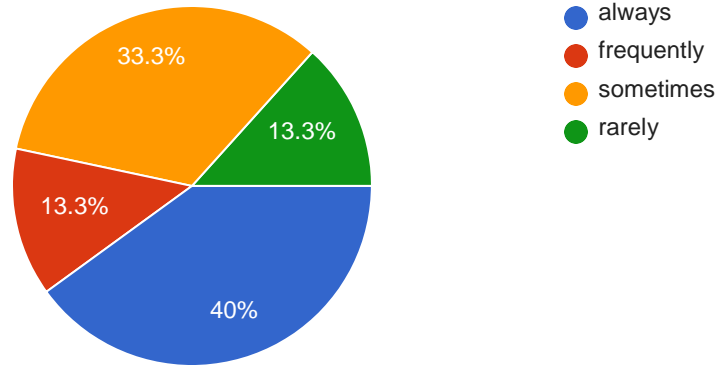
963 responses



16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

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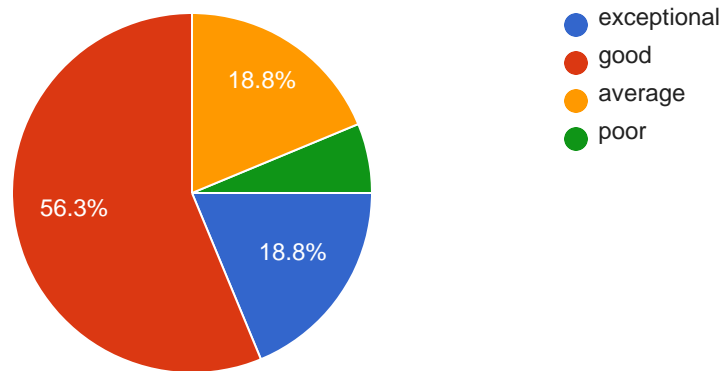
963 responses



17) How would you evaluate the teachers in general?

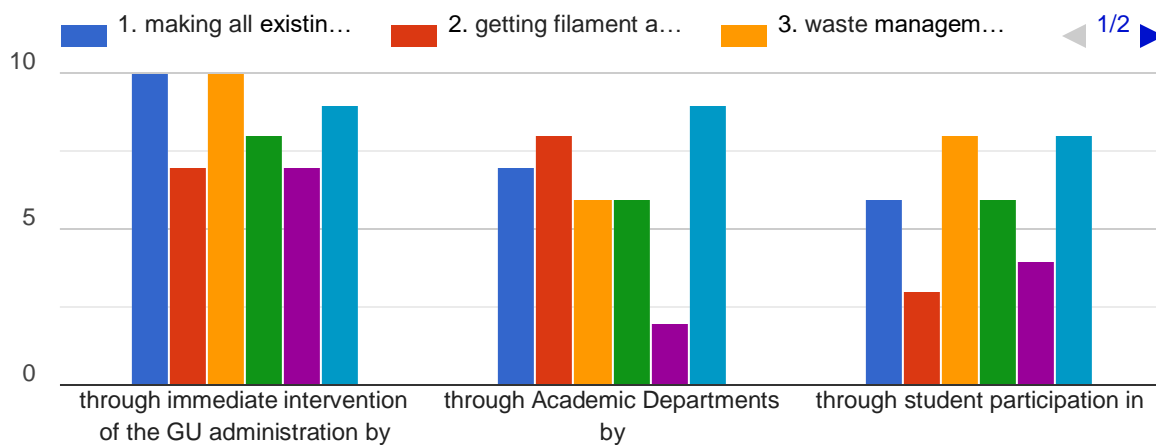
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963 responses



18) In order to protect the environment, in what ways can Gauhati University intervene?

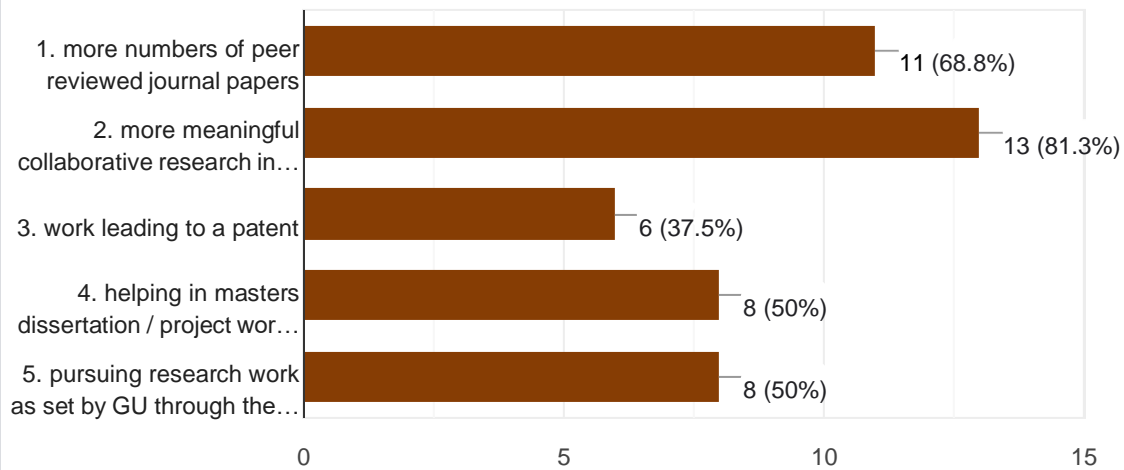
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19) If the institution decides to assist in your/ your group's / teachers' research work in the form of a fellowship/scholarship, how do you think you / your group / teachers can pay back?



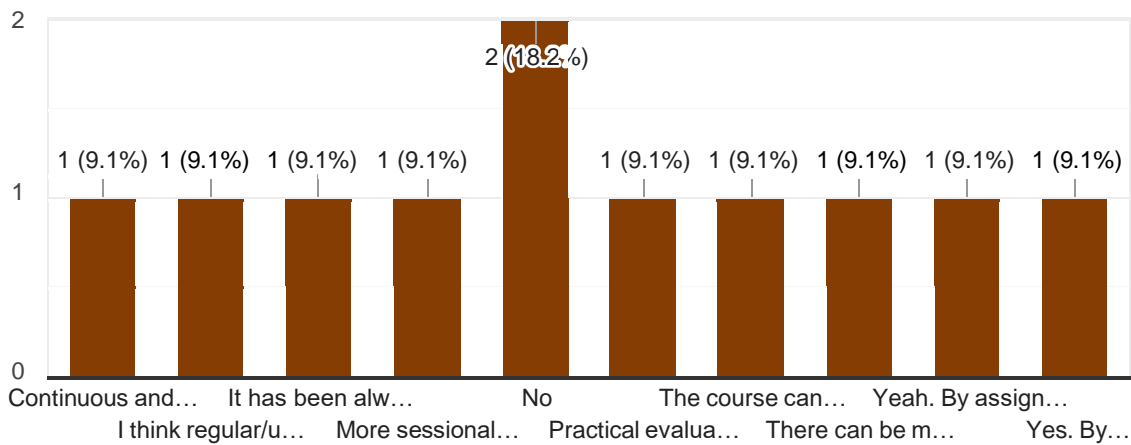
963 responses



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



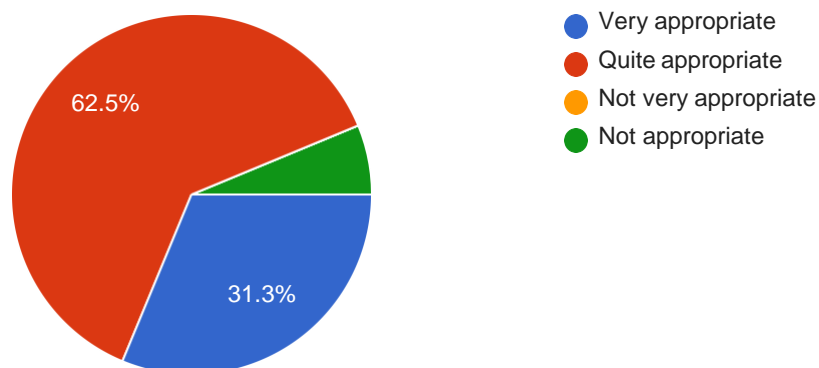
963 responses



21) What is your opinion on the quality of the questions asked to evaluate your learning?



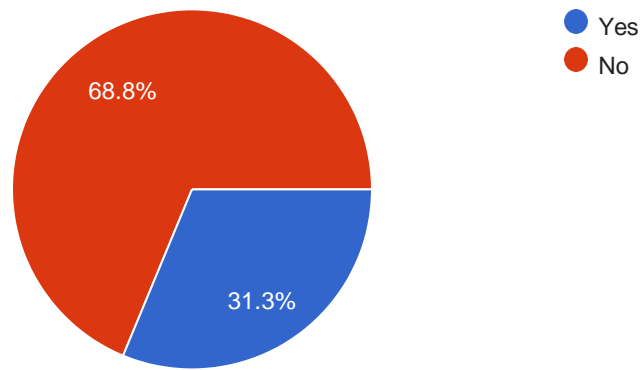
963 responses



22) Are the results declared on time?

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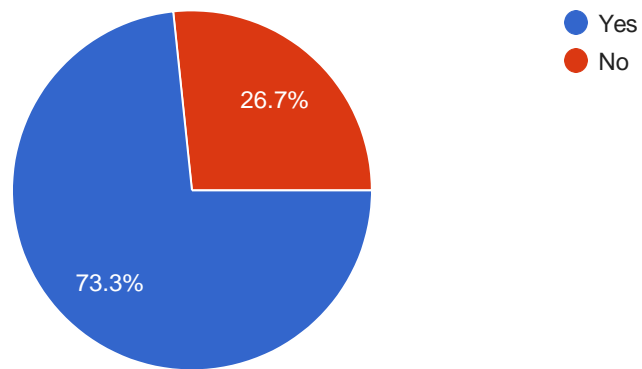
963 responses



23) Do you think that the programme you are pursuing is going to help you in the career that you would like to choose?

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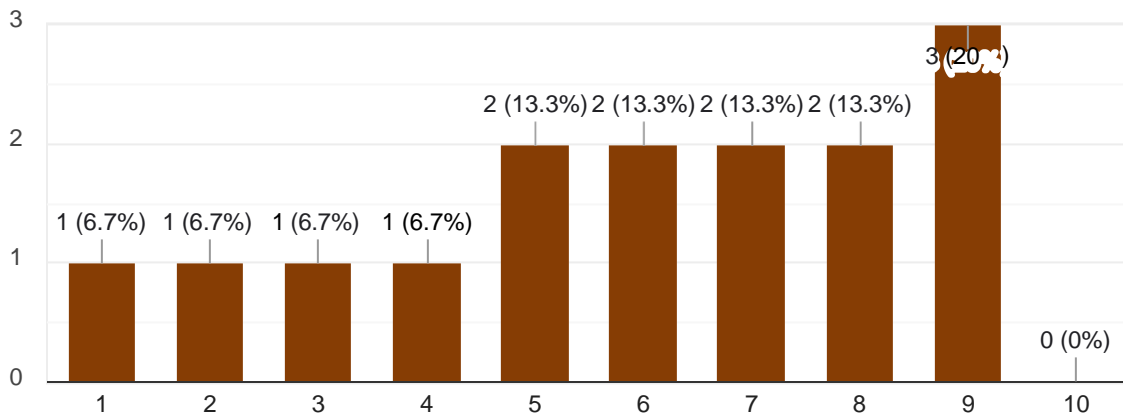
963 responses



24) How would you rank your institution in terms of facilities / infrastructure available for extra - curricular activities and personality development on a scale of 10?

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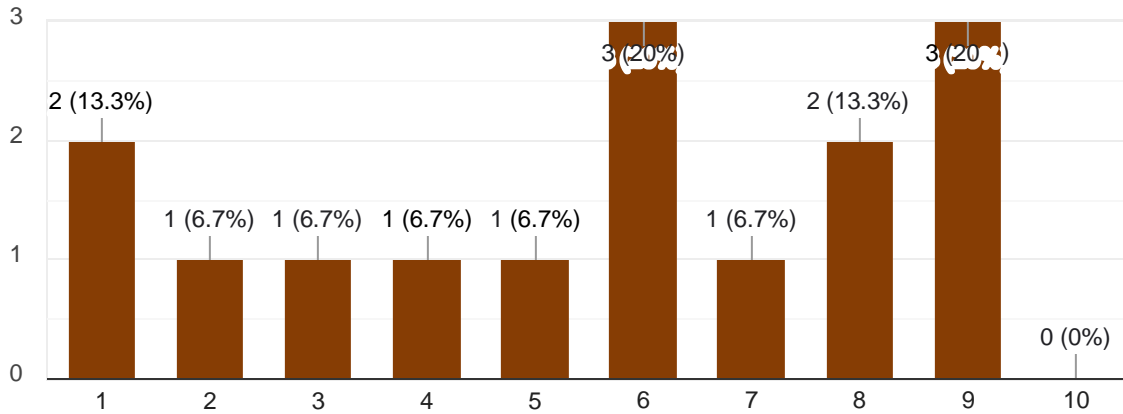
963 responses



25) How would you rank the leadership of your institution in terms of vision and delivery on a scale of 10?

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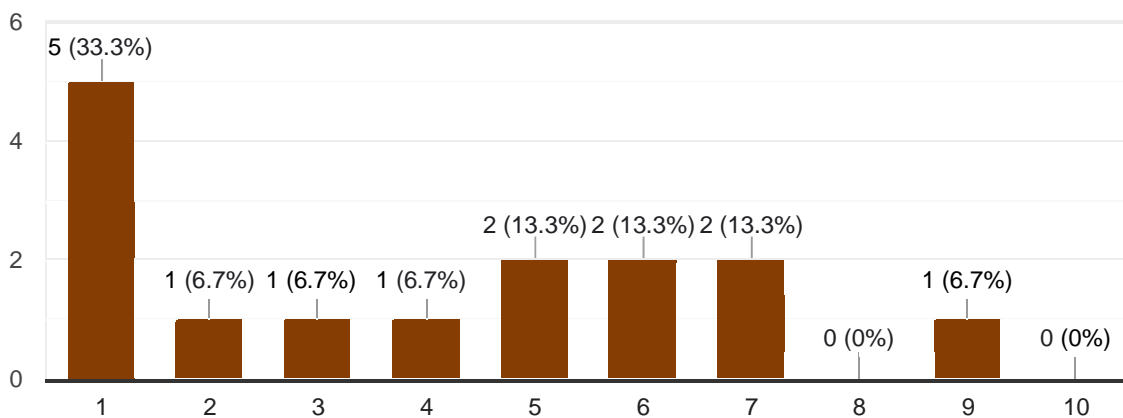
963 responses



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

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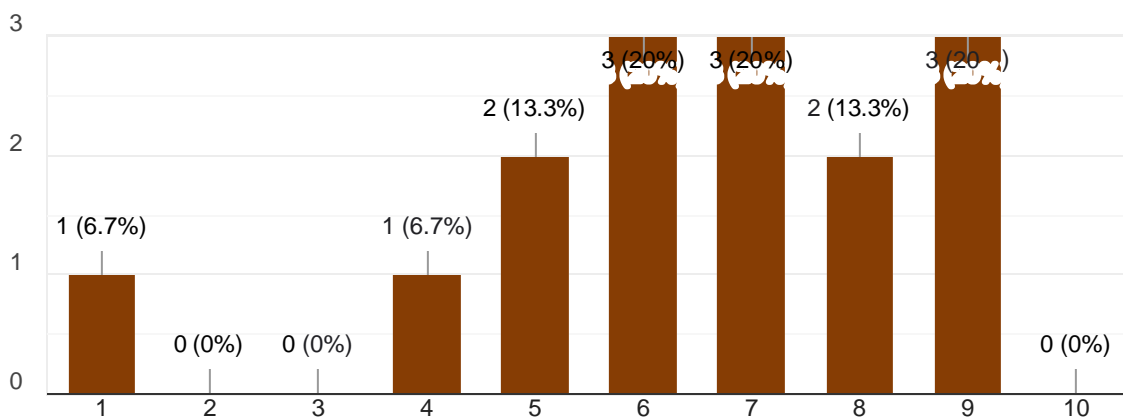
963 responses



27) Overall, how would you rank your institution on a scale of 10?

 Copy

963 responses



28) Your comments / feedback (both positive and negative) on the activities of the Department that you feel is important to be addressed but have not been included here:

660 responses

No

No Comments

Firstly, all the research scholars, particularly of science field must be provided with hostel facilities so as to encourage the better quality research. I believe strongly that without proper accommodation and peace of mind, no one can devote their 100% focus in such kind of hectic experimental research.

So my suggestion is to provide hostels to all of the scholars ASAP for quality research environment. 2ndly, more funds should be released for infrastructure and equipment for advanced research in the university.

I am from the Department of Physics. And the environment in the department is quite good and always motivates us to work.

Needs rapid change in Teaching Faculty and Administration of the University for bringing the University updated with present day technology and teaching. And also to compete with top universities of India.

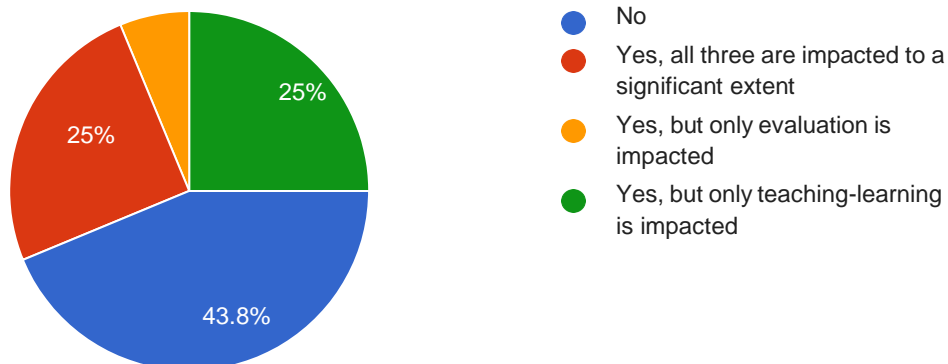
The course curriculum (M.Com) should be more practical than theoretical. It requires industry training and also include internship in the course curriculum.

Gauhati University is the worst University

29) Do you think that the teaching, learning, and evaluation process has been impacted by unacademic events/activities in the campus?

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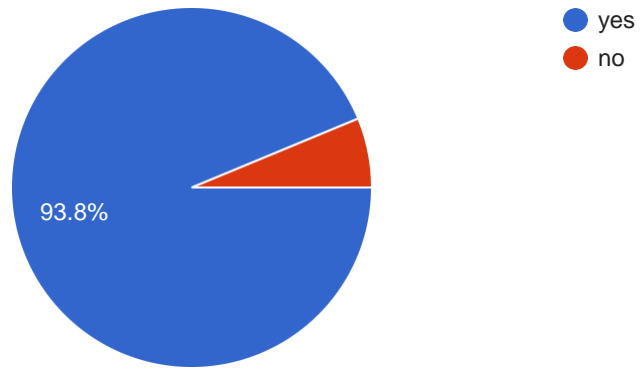
963 responses



30) Given an opportunity, would you like to contribute to the development of Gauhati University in any possible way?

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963 responses



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Google Forms







# GU\_Feedback\_Alumni

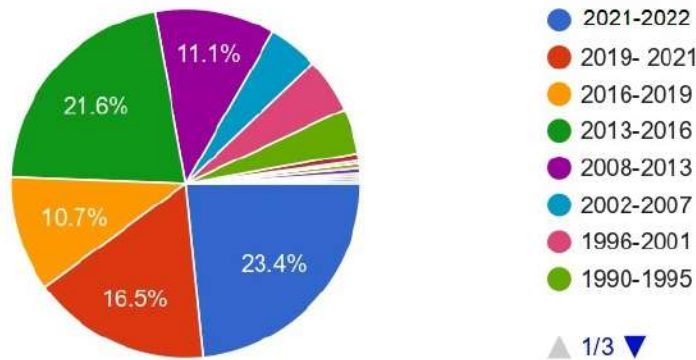
565 responses

[Publish analytics](#)

To which period do you belong as an alumni of this University?

[Copy](#)

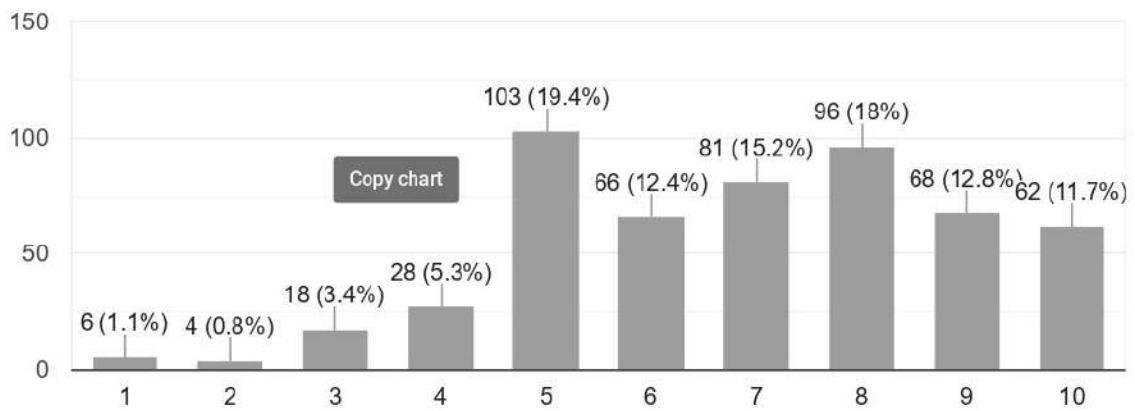
431 responses



How would you like to compare Gauhati University, in terms of infrastructure, with other institutions of similar attributes?

[Copy](#)

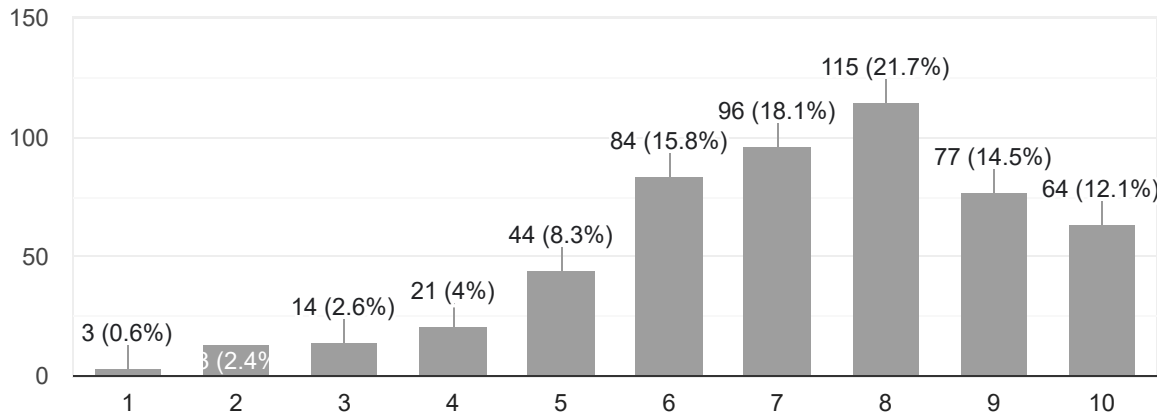
532 responses



How would you like to compare GU in terms of course curriculum with other institutions of similar attributes?



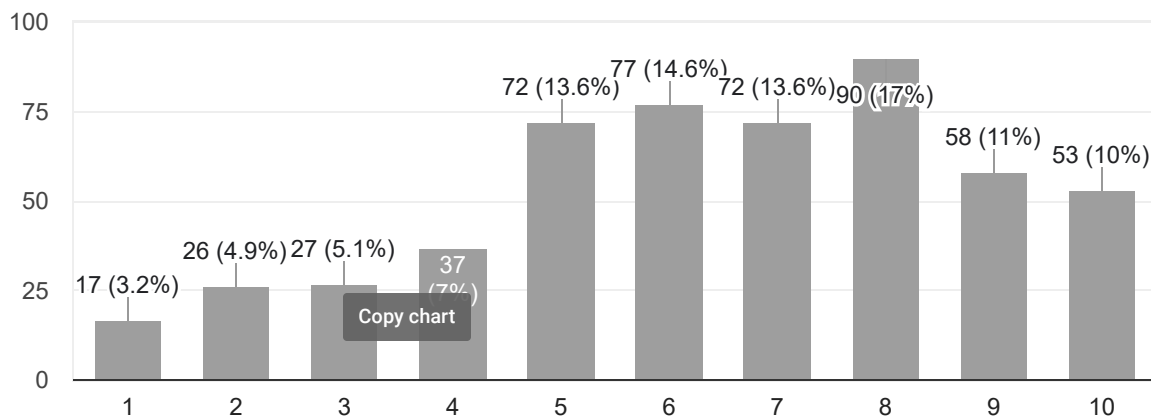
531 responses



How would you like to compare GU, in terms of employability of the students, with other institutions of similar attributes?



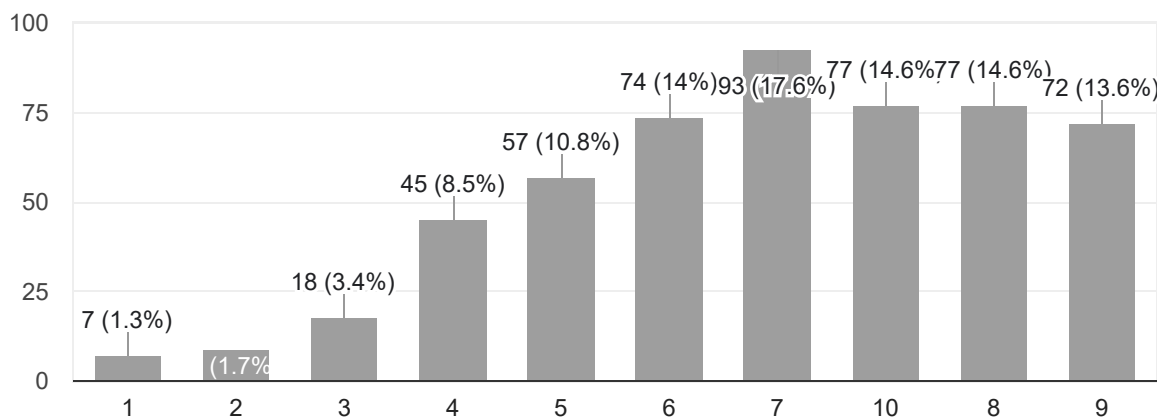
529 responses



How would you like to compare GU, in terms of social outreach, with other institutions of similar attributes?



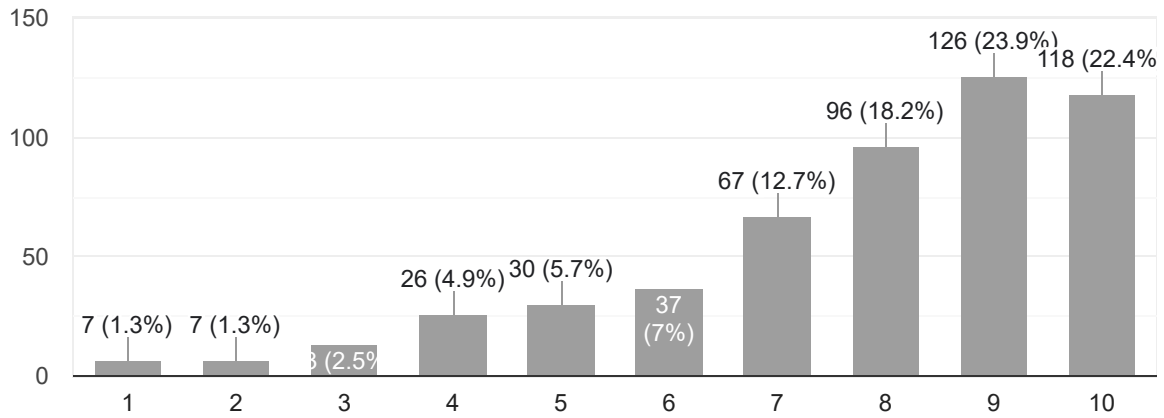
529 responses



How would you like to compare GU, in terms of student-teacher relationship, with other institutions of similar attributes?



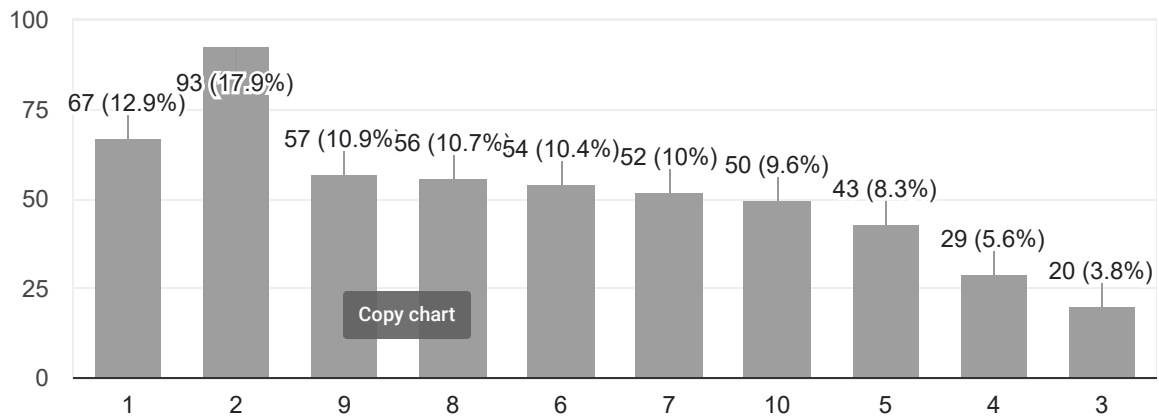
527 responses



How would you like to compare GU, in terms of industry-academia collaboration, with other institutions of similar attributes?



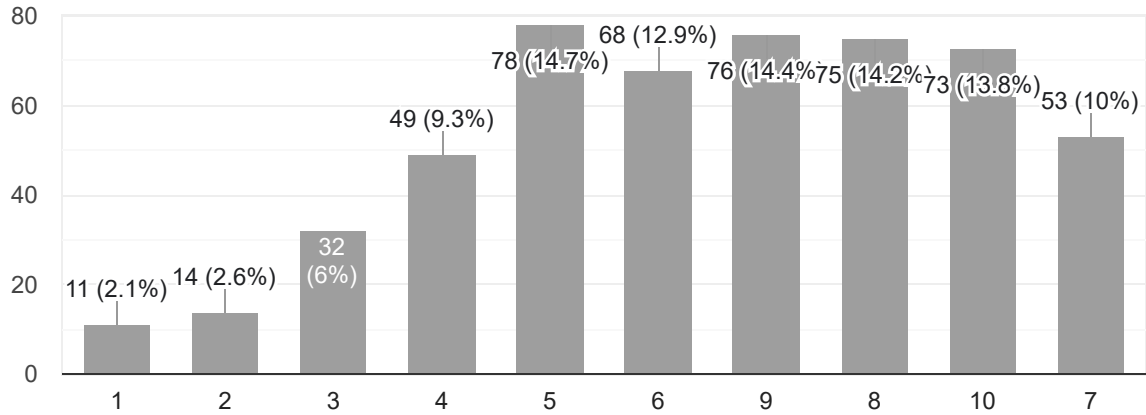
521 responses



How would you like to compare GU, in terms of research environment as well as throughput and faculty development, with other institutions of similar attributes?



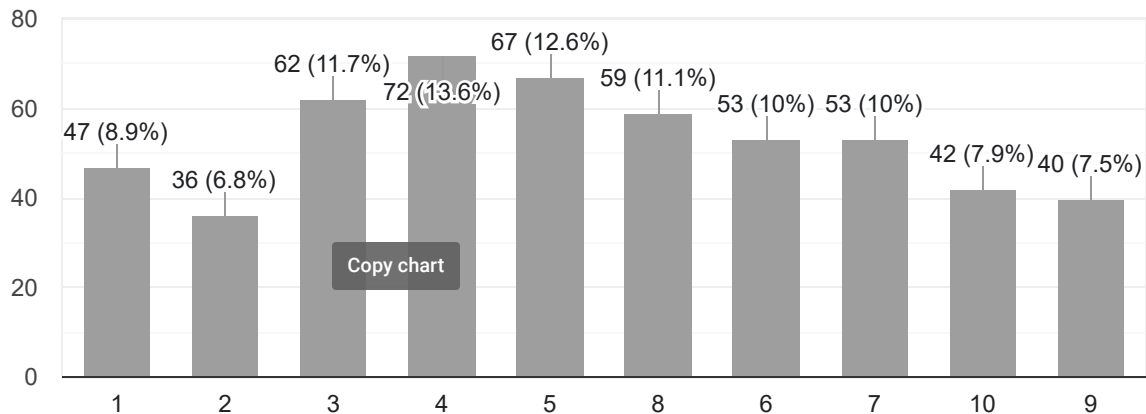
529 responses



How would you like to compare GU, in terms of administrative functioning, with other institutions of similar attributes?



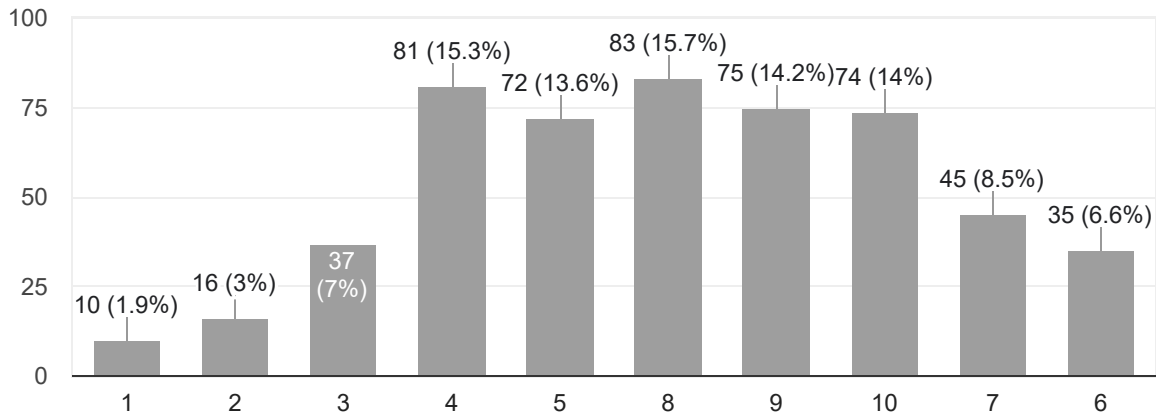
531 responses



How would you like to compare GU, in terms of leadership, with other institutions of similar attributes?



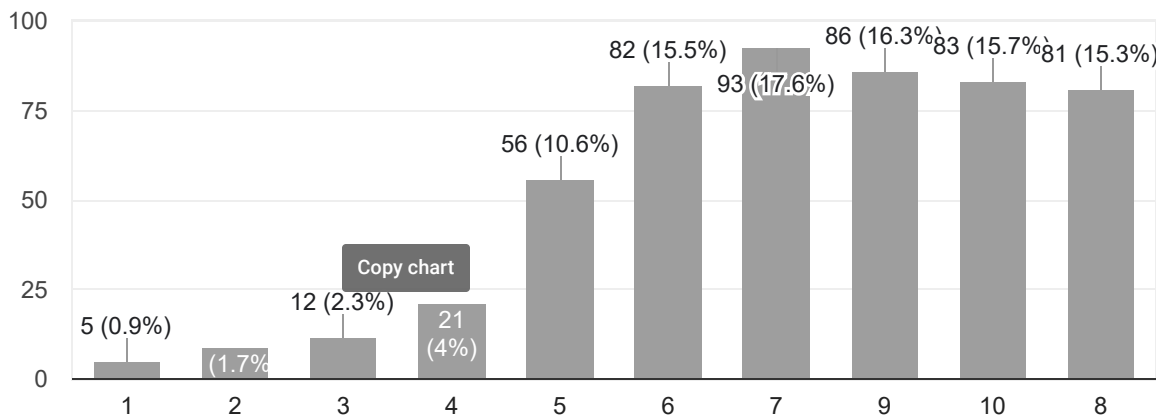
528 responses



In comparison to other academic institutions, you have come across how would you rank Gauhati University in terms of teaching-learning attributes, in a scale of 10?



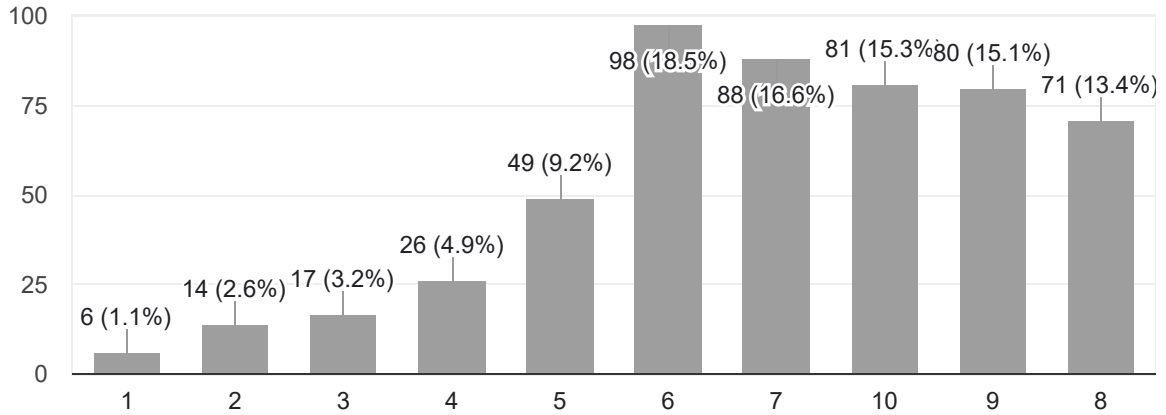
528 responses



In comparison to other academic institutions you have come across, how would you rank GU in terms of its facilities for students' progress in extra-curricular activities, in a scale of 10?



530 responses



Copy chart



# How would you like to contribute your bit in the development of the Gauhati University?

229 responses

Academically

Yes

Improve administration

.

Sure


Fair work on behalf of students academic development

Regarding to modern and advance world today we are still lacking behind comparing to others universities. Try to open various subjects and departments for better development and facilitate facilities for upcoming generation.

Through research activities and other creative activities

At first I want to say that Gauhati University has the popular university of Assam.

Please make proper websites, updation of Department websites are necessary. Transportation within the campus is difficult.

Tried many a times. Research  ment is not upto the mark. The research scholars have to suffer a lot in terms of fellowship and other research facilities.

Administrative functioning is the most notorious disease that is galloping Gauhati University day by day. People in the administrative building are lazy, disrespectful, non cooperative.

Not just a single person but if this google form is circulated in a widespread manner G.U will face the worst of remarks it may get.

But time will change. All those useless, unworthy people in the Administrative Building will have to face consequences.

Before contributing my bit for the university, I would like to request my alma mater and the concerned people to evolve their course curriculum, education, train professors in order to mould a student in such a manner that they don't stay jobless and rot in their homes inspite of the degrees the university has granted them. The degrees have zero value if it cannot help the student get engaged into proper jobs. Education in India has become a ornamental thing, It doesn't serve the student, the courses don't focus on equipping the students with proper skills to get absorbed by institutions. The degrees offered by the universities has become a paper you can very well do without.

I am going to suggest about hanging result on due time. friendly behavior employees with students.



I would like to enroll in PhD in the dept. Of Botany of GU and carry out more and more researches in various aspects of Plant sciences and in this way I would like to serve and contribute to the dept. and university as well.

The university should develop entrepreneurship ideas in class well as research level. In campus bording facilities should be improvised especially for girl students.

By actively engaging in the programmes and activities organised by the university .

In research

My publishing good research paper

.

Excellent

Working for societal services

Course structure need to improve

Developing a strong career counseling cell

In every possible way

Curricular approach

Administration should look in [Copy chart](#) ties and their relationship with others

In informal academic relationship with learners.

I think like other institutes and universities Gauhati University also need to focus on placements. As i know, most of the students facing problem after their post graduation. Gauhati University need to add a paper on personality development in every stream which can help students to build their personality and it will help them in future.

The curriculum needs to be upgraded keeping in mind with the current trend and modes of employment.

In Everyway possible.

More filed visit and interaction require

Improving internship facilities

The official work of the University of Guwahati is very slow. Some employees don't even care about students.They send students back multiple times for the same task .So official work should be speeded up.





I will promote my department of sanskrit in the mass

I want to provide books to the departmental library as much as possible for the welfare of the future students

Trying my best in helping in every activity of my department.

More professors should be recruited for better learning experience

I will be able to contribute by donating as well as by providing inputs based on my calibre.

Provided with decent employability opportunities, I would like to contribute to G. U. through research and community collaborative initiatives

By making the infrastructure more updated

Whatever department want.

It's Fantastic, and very fruitful

Contributing in research

As an alumni I would like to contribute my bit forwarding different Activities in fields of academia.

The duration between Result announcement and examination is too long. It should be declared within 45 days of the examination time.

Copy chart

Academically.

We have to use more digital equipment in all humanities departments.

Placement in every department is necessary.

Discuss skills that I have developed

I will physically labour as possible as to development of GU.

Develop Instrument Facility for science research departments

GU needs to excel in all spheres- academics, research and extension.

By becoming something whom my juniors could look up to.

If provided an opportunity I would like to contribute my bit.

Enhancing our reading skills



Research,academics,serving the society

Any help as per capacity

N.A.

Proper employability of student's

In any way possible as a teacher and researcher.

As an employee or rather as an Assistant Professor

In the development of gauhati University I will try my best

I would like to enrich practical areas for the students so that they could be able to do in practically.

Strengthening organizational structure

Please stop teachers politics over scholars especially Psychology Dept.

My contribution will be making the university more proud and making the people know more about the ethics and value of my very own university. Wherever i go learning from the University will always shine.

Help makena placement cell

As I am from media sector so [Copy chart](#) like myself available for exposure of the institution in different way which will help people know about it.

Accademic and research activities

As an alumni I feel our university is doing good but it would be better if there is more vibrant environment of employability, smart infrastructure for each department, more collaborative works etc. I personally feel it will be nice if there is online accessibility of our library books. Because our library is our treasure but some very rare but important books are left in horrible condition like dusty, without name tag on the cover page etc.

Academic contribution

NA

The administrative workers should be upgraded. Too slow in every works.

Doing research

No idea



Not an individual contribution but i suggest to make a parking place near each of the department. Seat capacities of some departments be increased.

Gauhati University must develop in technical issues

yes

Invite sometime a guest faculty from other.

As capability of my limited knowledge I would like to contribute in the development of the Gauhati University

Anyway in academic achievement.

- (a) Research & extension,
- (b) Continuation of teaching in affiliateed college (my work place) under Gauhati University,
- (c) Would like to monitor and mentoring in cultural activities of students.

I would be glad to be a part of Gauhati University Alumni and would definitely like to contribute through research and other social activities

I want to add courses beneficial for students which may help them direct appointments, placements

Through intelectual interection.

In every ways

Copy chart

Students academic development

By contributing through my research work

Anything .

The university community should be more proactive regarding the changing scenario of education globally for which we can contribute through various ways.You must connect at personal level to each and every alumni and get the feedbacks through which university can attain the desired position.

By taking honorary classes.

In academic and social aspects, I can contribute as per my capacity.

I would like to help the current batches on reporting and translations.

Though Research



The authority should look after the fees hike of the entrance forms as comparing to other universities Gauhati University fees is too high. As maximum students come from economically weaker sections.

By my academic urge and extra curricular activities.

Collaborative Research

You can't Reach out less.

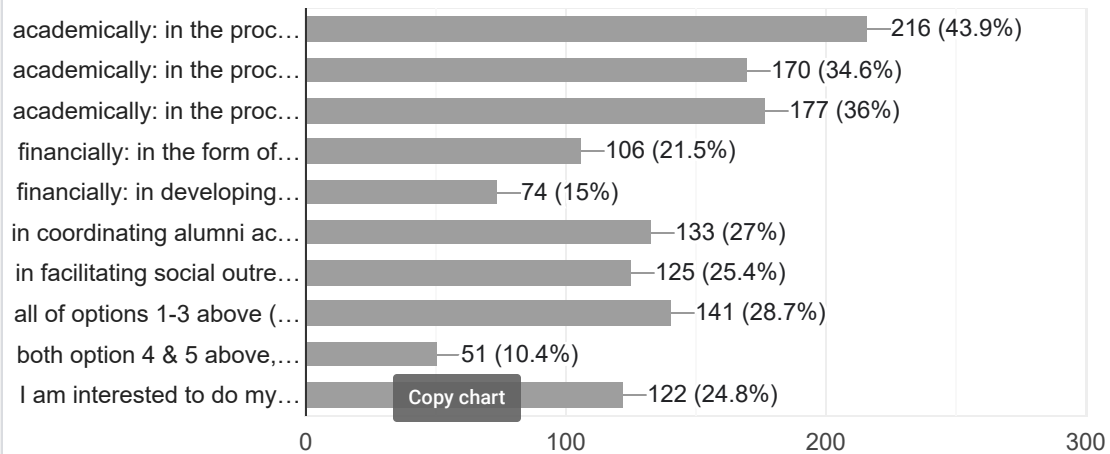
Through academic support and innovative ideas.

122 more responses are hidden

In response to the question above regarding the contribution you would like to make towards the development of GU, how would you like to summarize your response?

 Copy

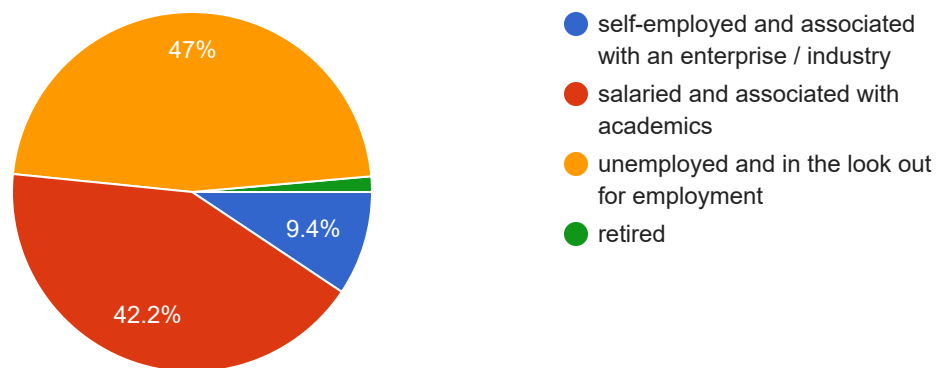
492 responses



Are you...

 Copy

502 responses



Please share your experience, memories (photographs, audio-videos etc.), or any other information that you believe would help the GU Alumni Association make its documentation more meaningful?

45 responses

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# Google Forms

Copy chart



Copy chart





# GU\_Feedback\_Employer

3 responses [Sample Interim Response - Final feedback Collected in July 2021](#)

## Name & Affiliation (Optional)

3 responses

Abhishek Thakur - Ernst & Young

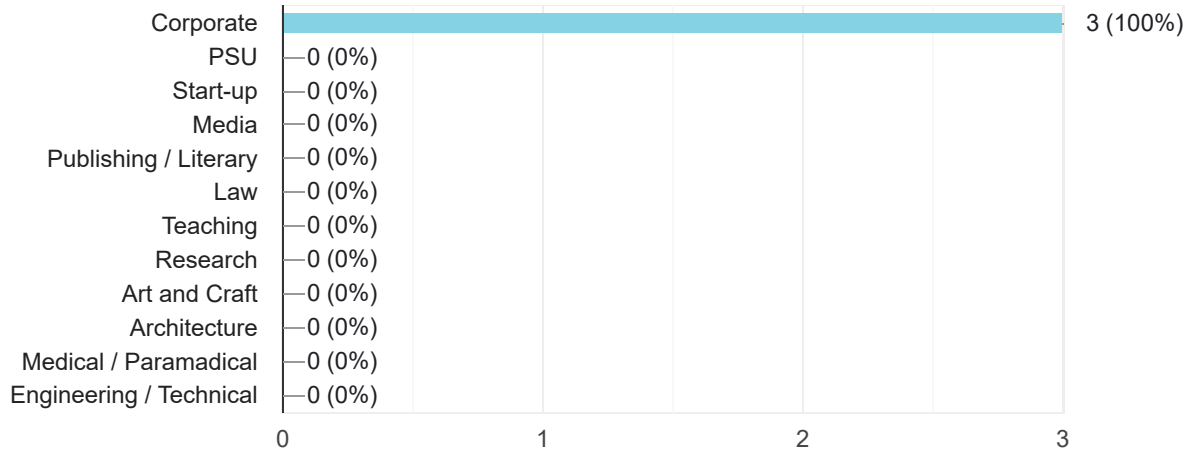
HIRAK JYOTI KALITA

Jyotipom Das

## 1) Type of the institution you are affiliated to

Copy

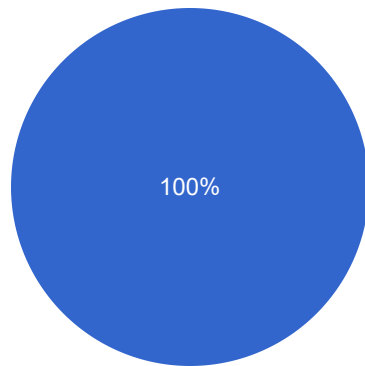
3 responses



2) How well were the students interviewed by your institute, in general, able to communicate orally?

 Copy

3 responses

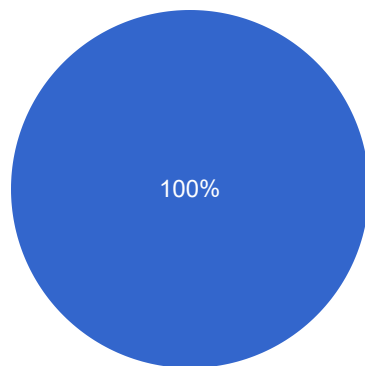


- Always effective
- Sometimes effective
- Just satisfactorily
- Generally ineffective
- Very poor communication

3) How well were the students interviewed by your institute, in general, able to communicate through writing?

 Copy

3 responses

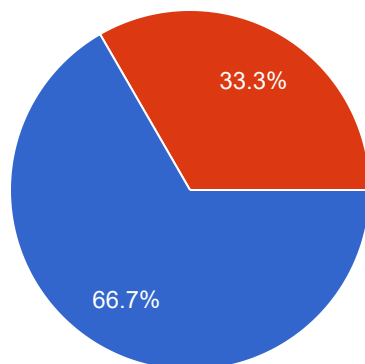


- Always effective
- Sometimes effective
- Just satisfactorily
- Generally ineffective
- Very poor communication

4) How well were the students interviewed by your institute, in general, able to demonstrate his/her soft-skills?

 Copy

3 responses



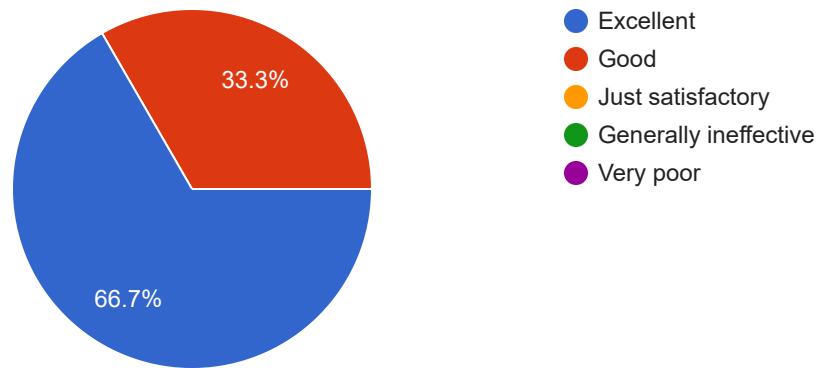
- Excellent
- Good
- Just satisfactory
- Generally ineffective
- Very poor



5) How well were the students interviewed by your institute, in general, able to demonstrate his/her hard-skills?

 Copy

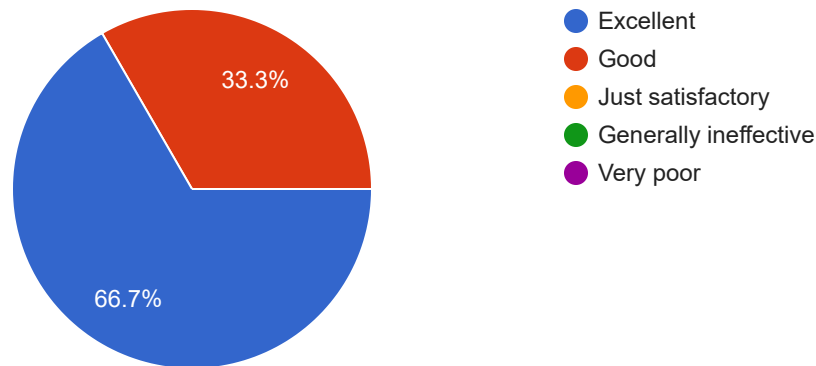
3 responses



6) How well were the students interviewed by your institute, in general, able to demonstrate domain / technical knowledge base?

 Copy

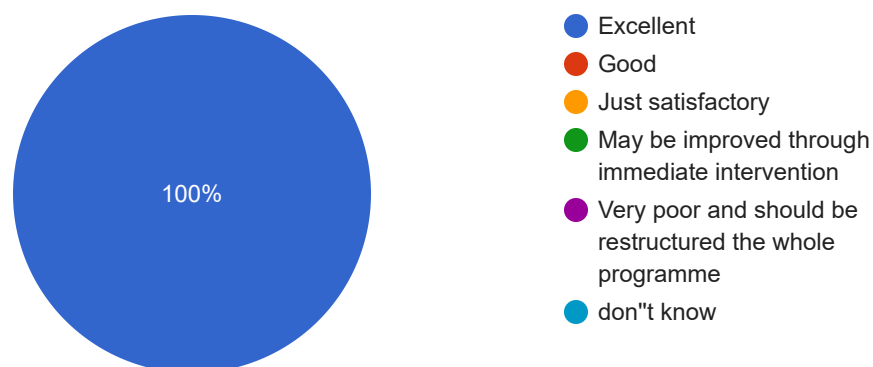
3 responses



7) On the basis of your assessment on the students interviewed by your institute, in general, what is your judgement on the course/programme curriculum she/he had gone through, in terms of employability of the passing-out student?

 Copy

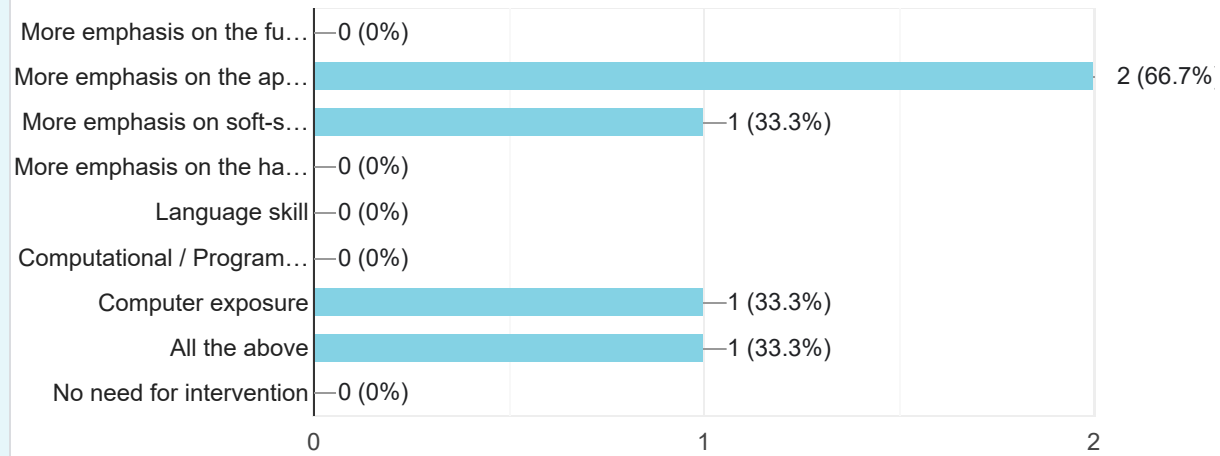
3 responses



8) On the basis of your assessment on the students interviewed by your institute, in general, what is your take on the type of intervention needed, in order to enhance the employability of the passing-out student?

 Copy

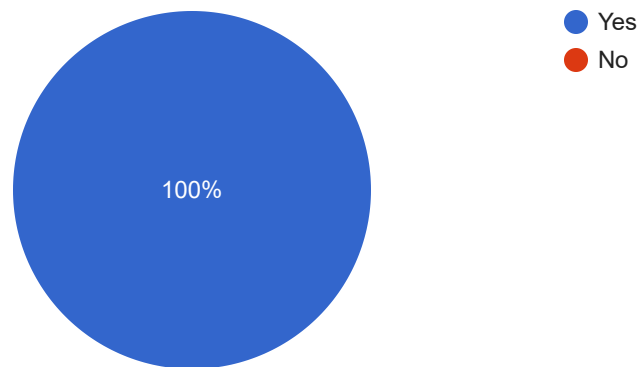
3 responses



9) Would your institute/company like to explore possibilities for getting associated with GU in promoting internship / training / student exchange / field visit opportunities for students?

 Copy

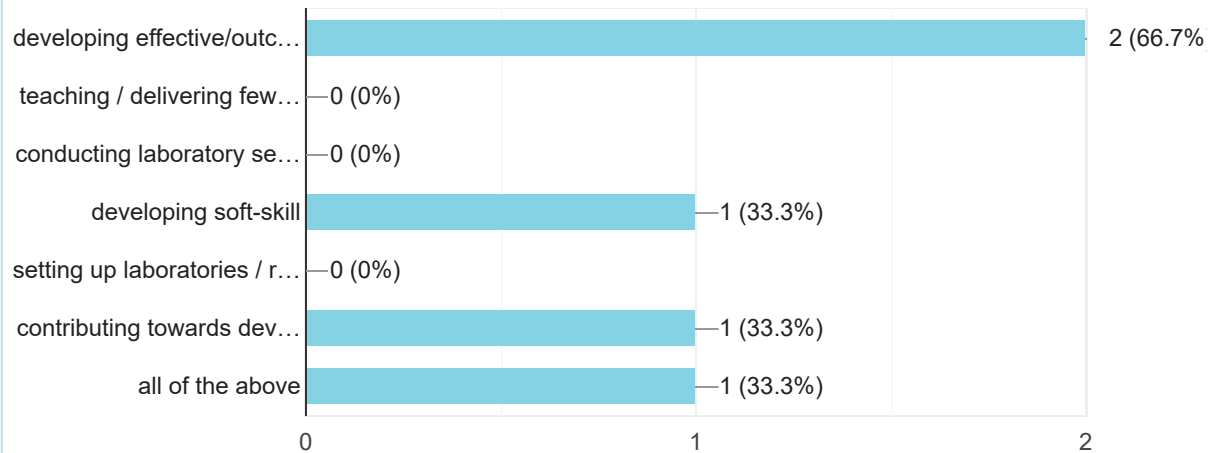
3 responses



10) Would you or your institute/company like to explore possibilities for getting associated with GU to enhance the employability of the student through?



3 responses



11) Give three observations / suggestions to improve the overall teaching-learning environment/experience in the institution.

2 responses

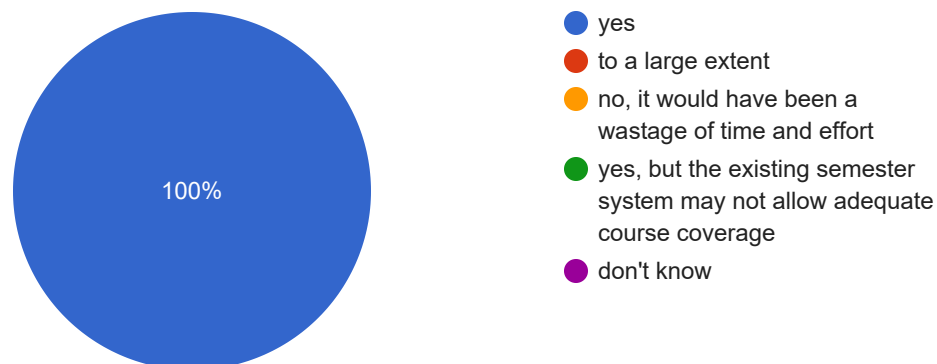
More Practical,Analytical Base learnings

Practical based studies, case study and real life market scenario

12) Do you think that the delivery of the course / programme would have been much better, had there been a strong industry-academia collaboration?



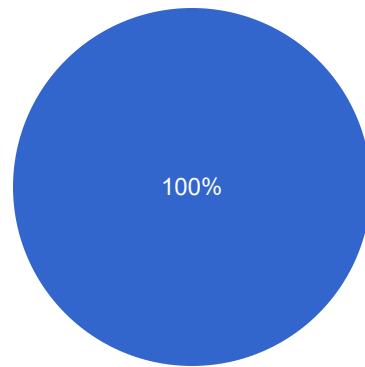
3 responses



13) Do you think that the acceptance of the course / programme would have been much better, if there were a strong alumni intervention in terms of training & placement activities of the Department / Institution?



3 responses

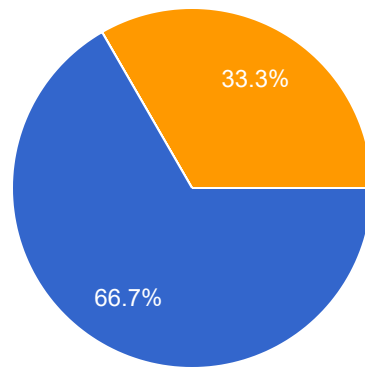


- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate interaction / activities
- don't know

14) Do the research activities carried out in GU motivate you or your institute to opt for an association / collaboration?



3 responses

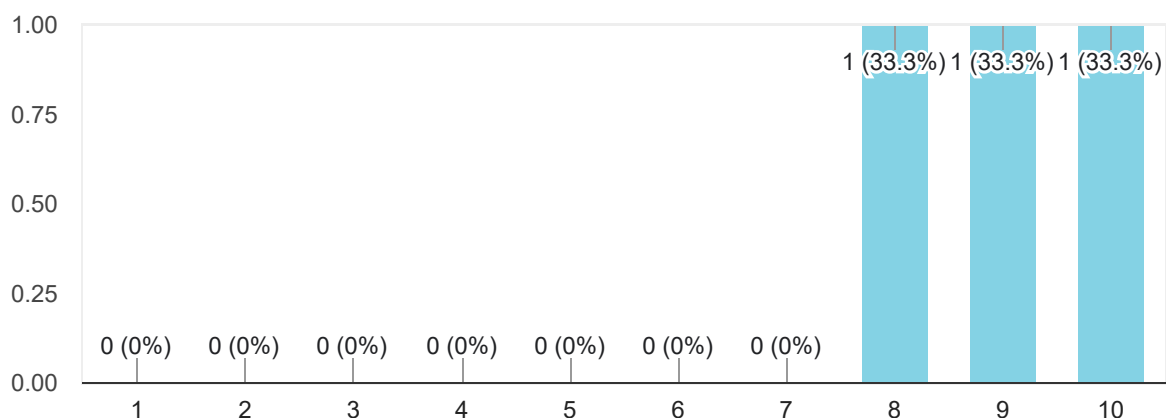


- yes
- to a large extent
- would like to see more innovative and productive activities with a deeper social/ industrial
- impact
- don't know

15) How would you rank GU in terms of course structure / delivery / manpower / infrastructure / research throughput available for meaningful engagement in terms of training / placement / research collaboration / academic exchange programmes, on a scale of 10?



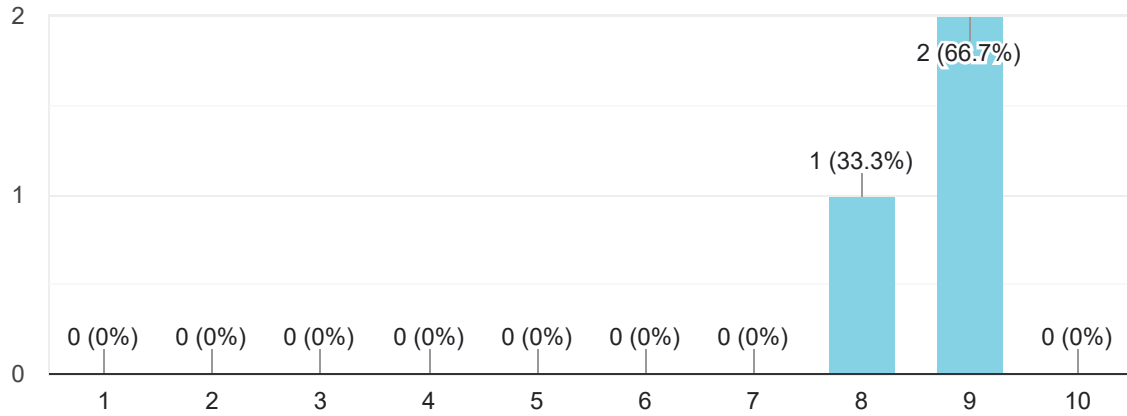
3 responses



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



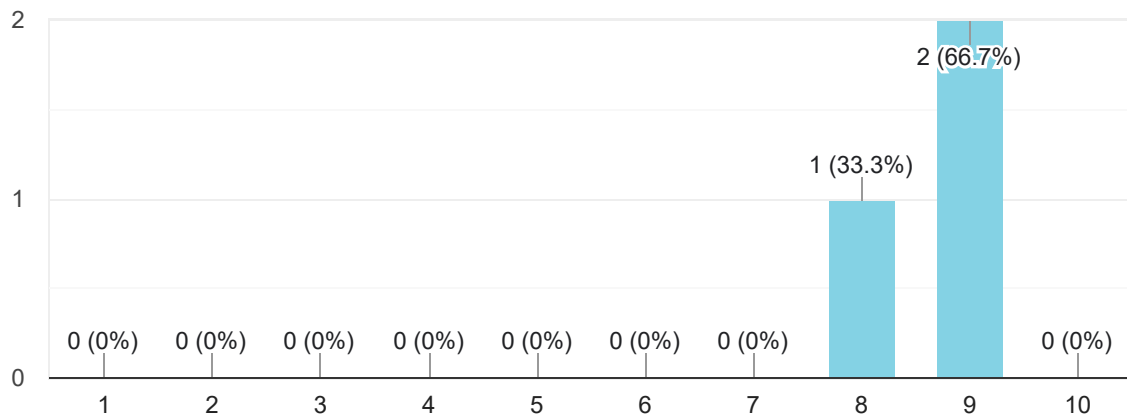
3 responses



17) Overall, how would you rank Gauhati University as a destination of employable pool of human resource, on a scale of 10?



3 responses



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Google Forms



Final response was collected in July 2021, and this sample was collected in Jan 2021



Assessment\_Employee\_0121



Responses 10



Summary

Accepting responses



Who has responded?

Question

Individual

Email

[Redacted]@gauhati.ac.in

[Redacted]@gauhati.ac.in

[Redacted]@yahoo.co.in

[Redacted]@gmail.com

[Redacted]@gmail.com

[Redacted]@gmail.com

[Redacted]@gauhati.ac.in

[Redacted]@gauhati.ac.in

[Redacted]@gauhati.ac.in

[Redacted]

Waiting for 66 responses



Send email reminder



Questions Responses 10

arijitbora@gauhati.ac.in

nntnjn@yahoo.in

pom.sarma@gmail.com

ahidur.gu@gmail.com

lambiswajit@yahoo.com

dsagborn@gmail.com

sankarmoni@gmail.com





Questions Responses 10

Dr Rituparna Borah

Gauhati University

Dr. Samiul Hoque, Department of Applied Sciences, Gauhati University

Arup Jyoti Goswami

arabinda sarma

Biraj Deka

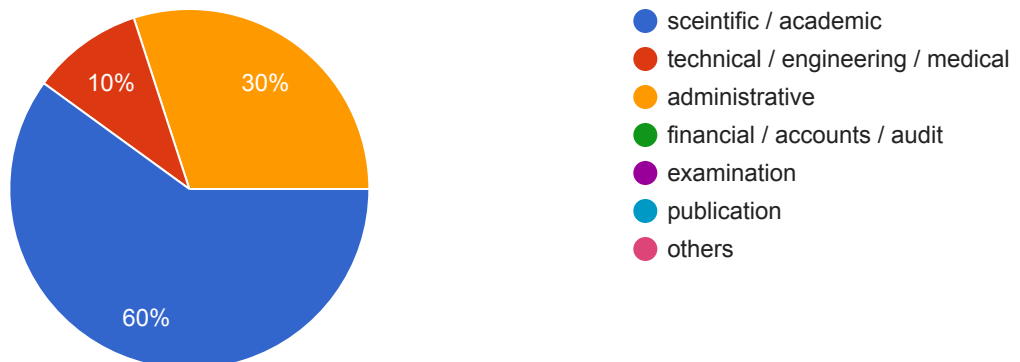
Deptt. of Instrumentation & USIC, GU

Sanjay Kumar Dutta, Deputy Director PETC

Sankar Moni Borah, Applied Sciences Dept., GU

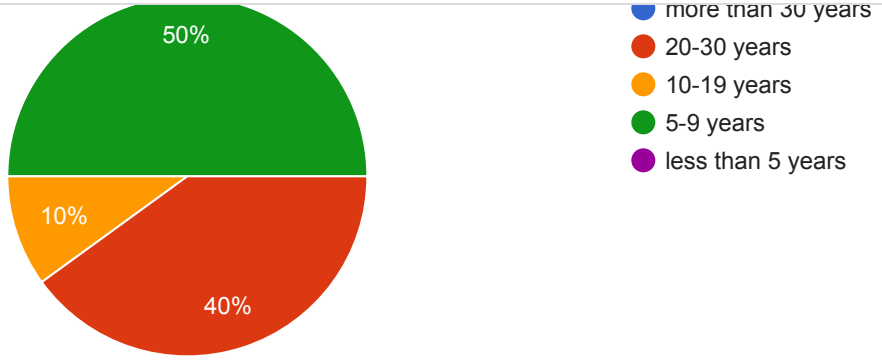
### 1) Please choose your present job profile?

10 responses



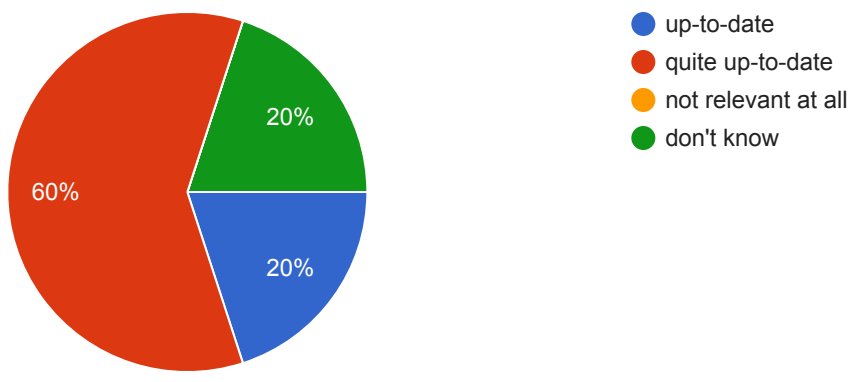


Questions Responses 10



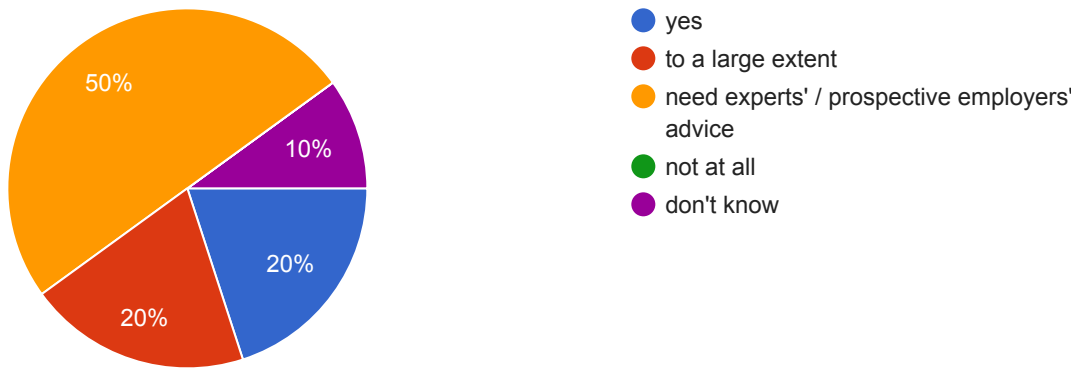
3) How up-to-date are the course contents of the undergraduate as well as post-graduate programmes in comparison to similar programmes / courses from other institutions?

10 responses



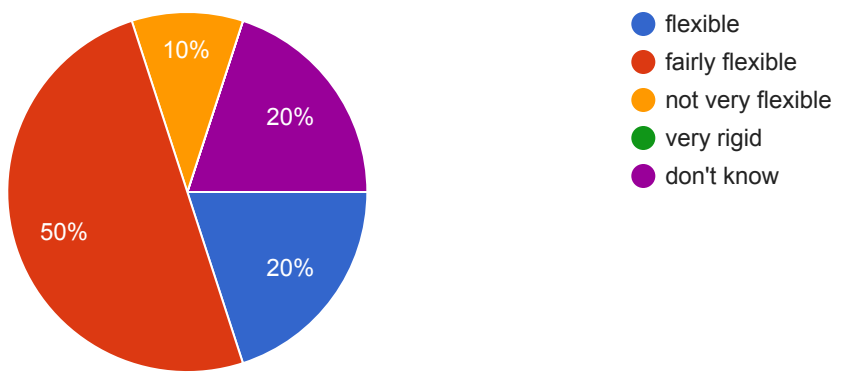


Questions Responses 10



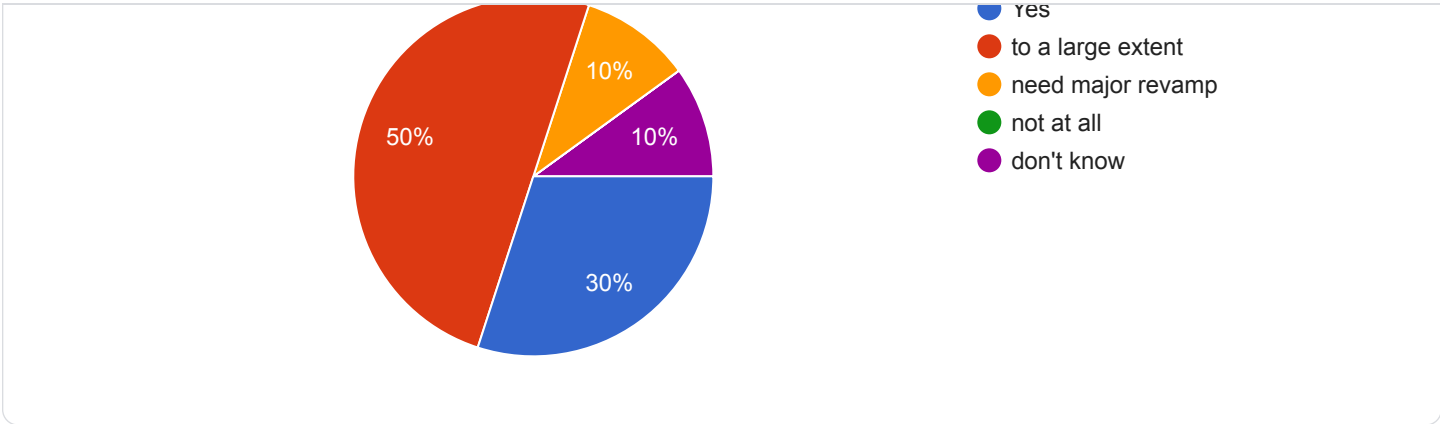
5) How flexible are the courses offered in the programmes in terms of optional / elective / CBCS courses?

10 responses



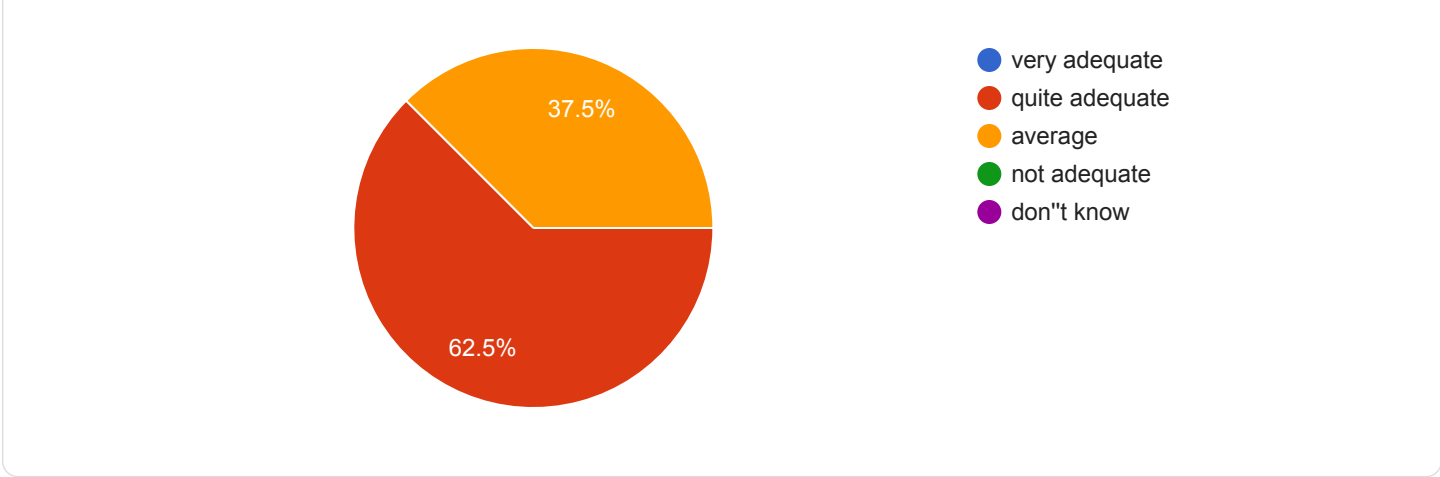


Questions Responses 10



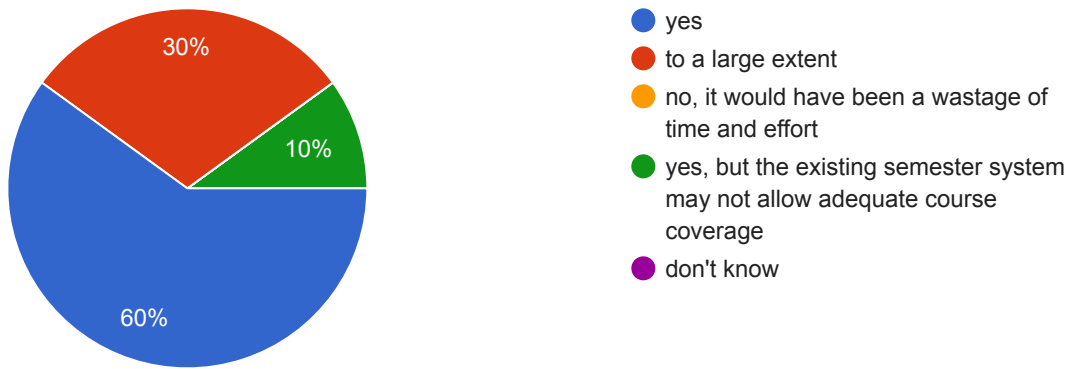
7) Do you think that the teaching-learning tools used for course delivery are adequate?

8 responses



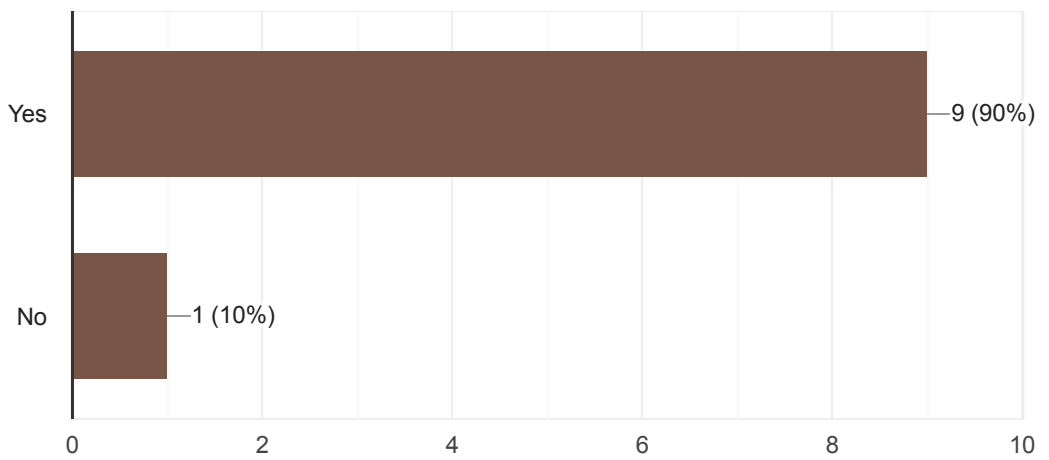


Questions Responses 10



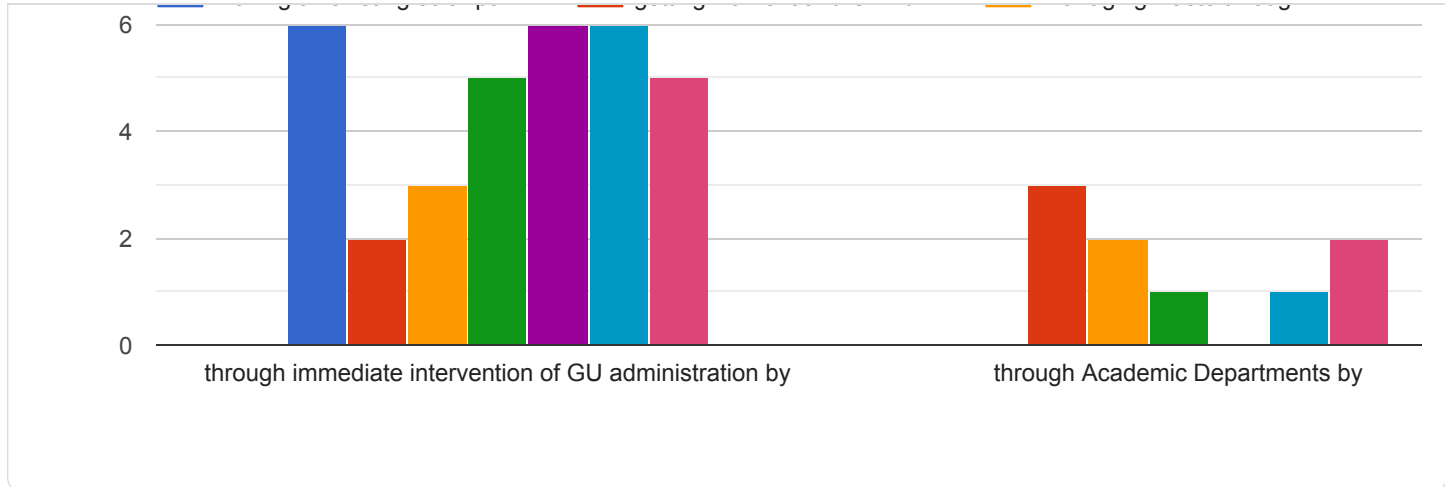
9) Are the results declared on time?

10 responses

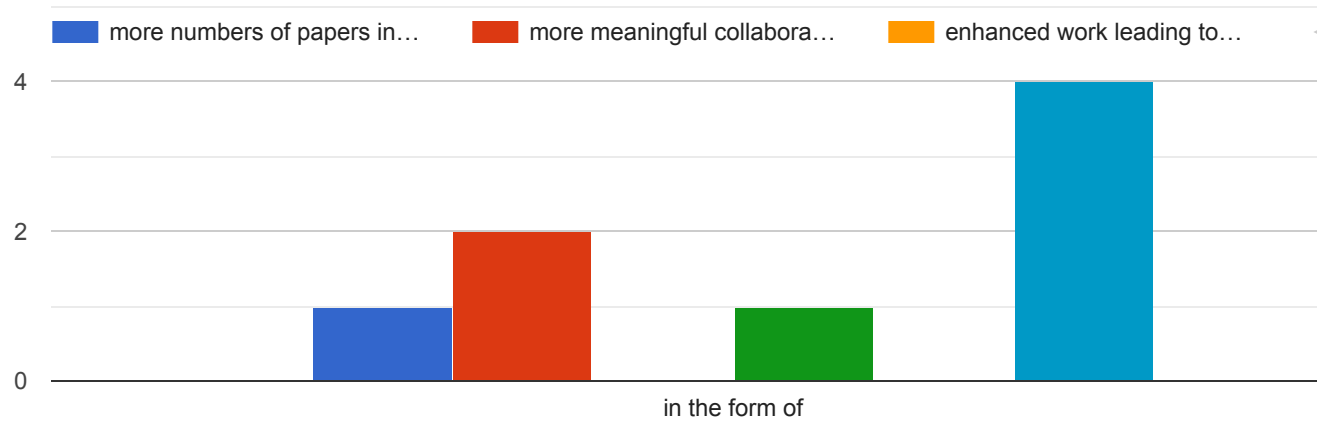




Questions Responses 10

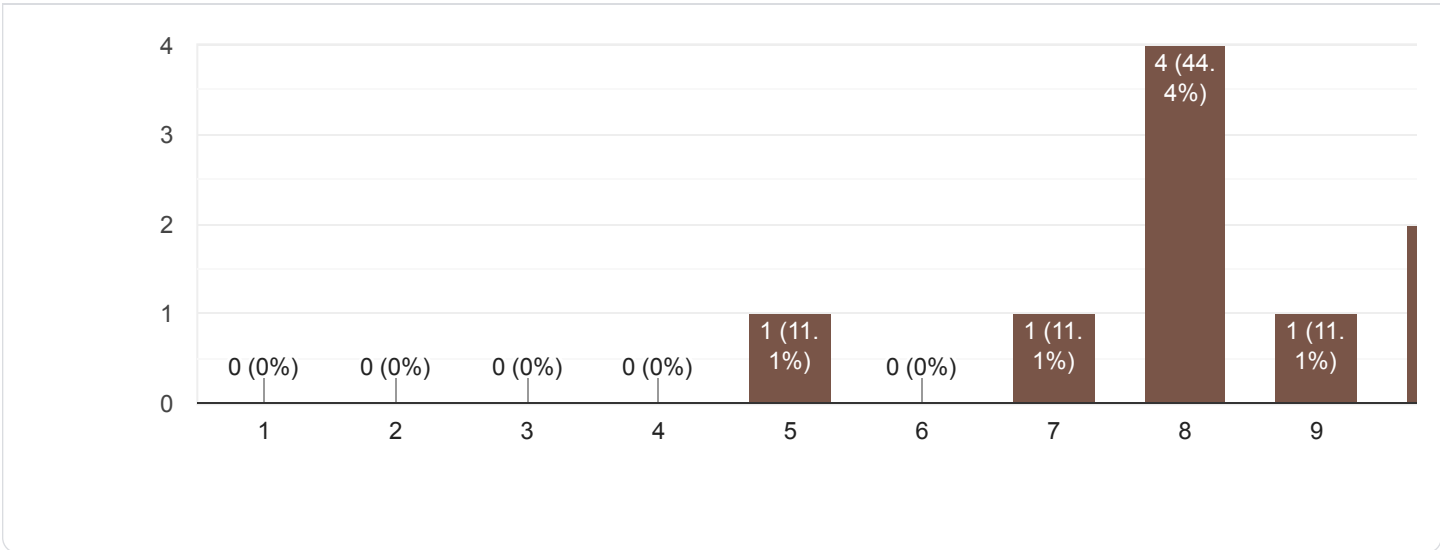


11) If the institution decides to provide assistance in your research, how do you think you can pay the institution back?



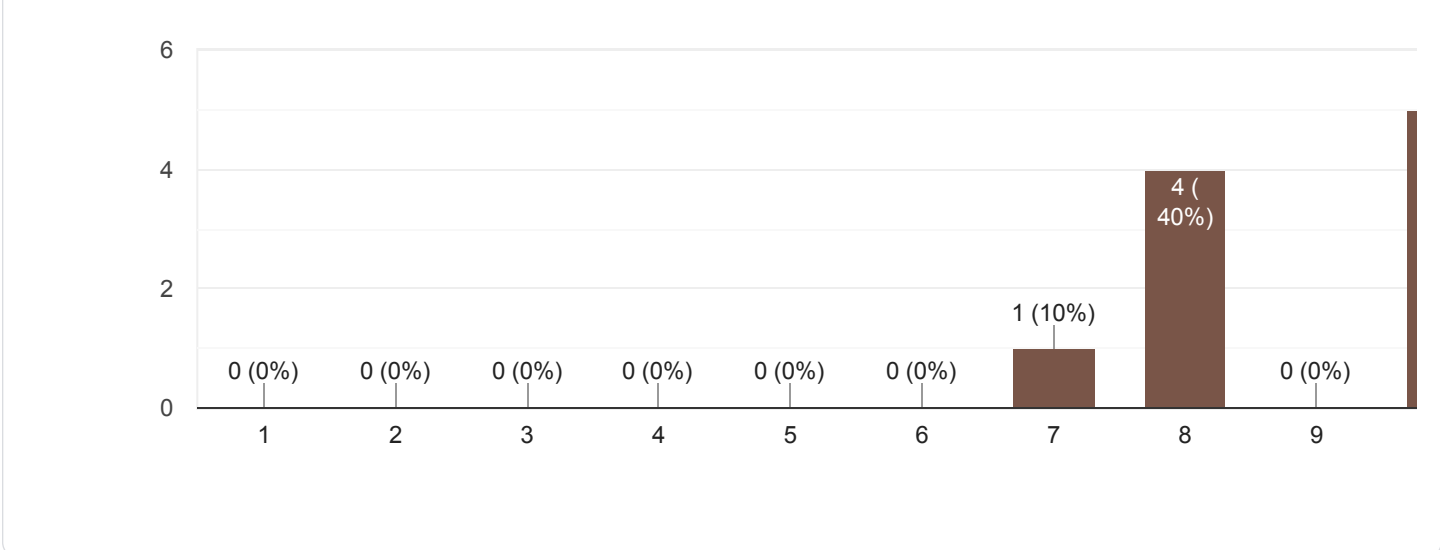


Questions Responses 10



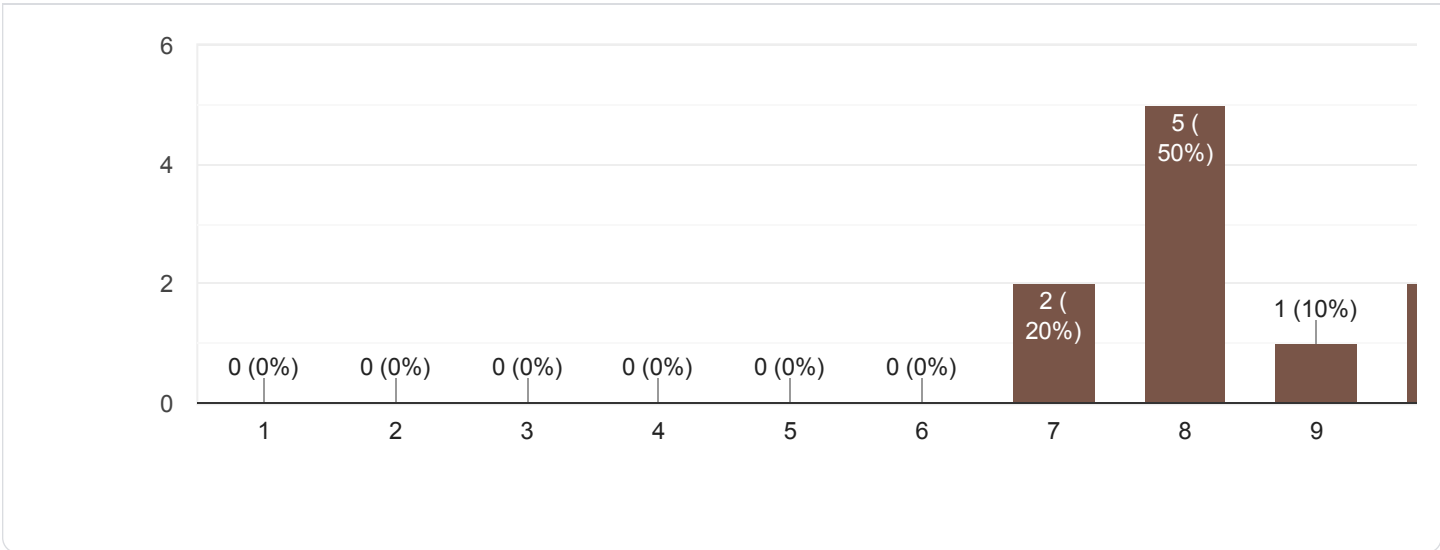
13) How would you rank the leadership of Gauhati University in terms of vision and delivery on a scale of 10?

10 responses



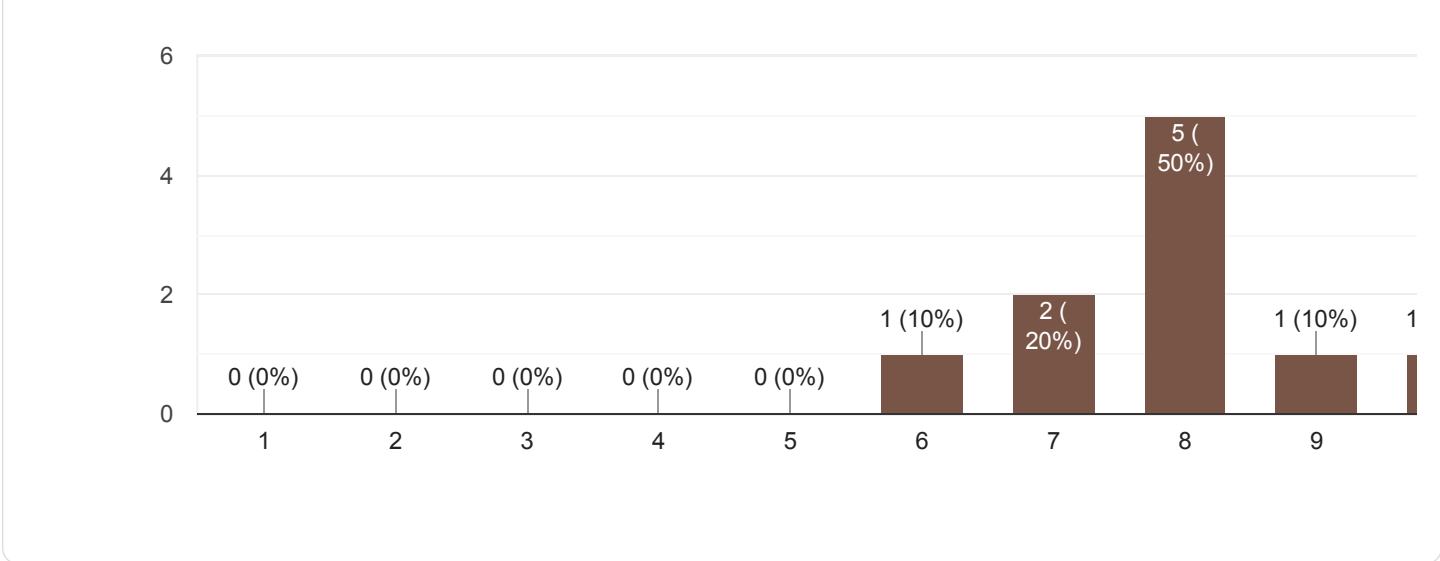


Questions Responses 10



15) 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?

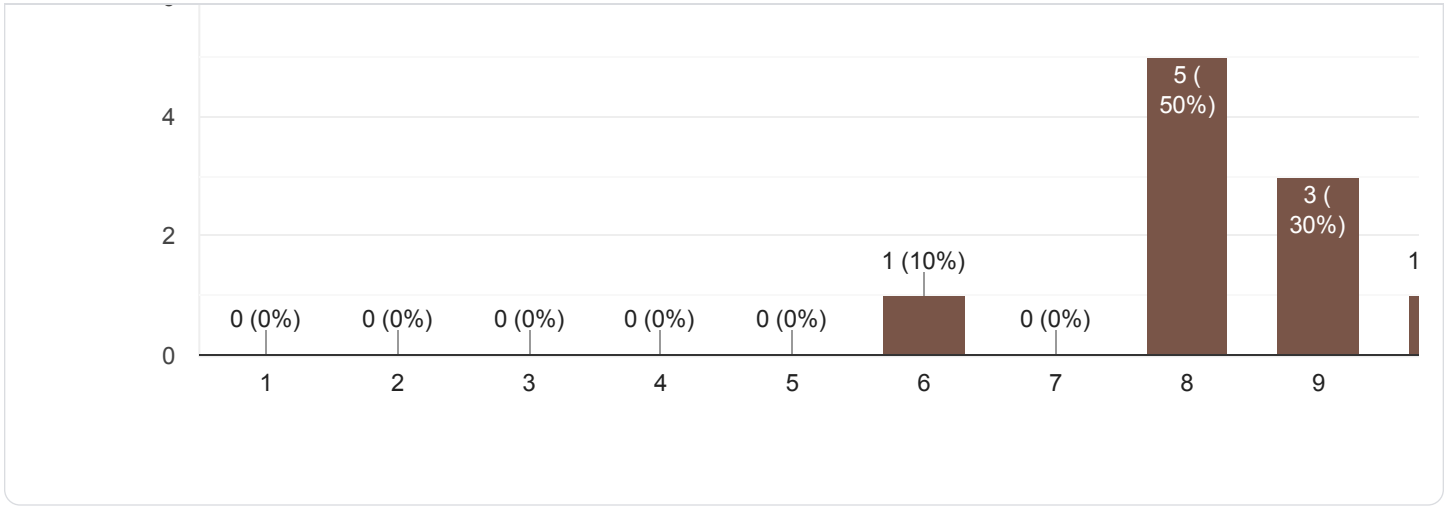
10 responses







Questions Responses 10





Questions Responses 10

Gauhati University, the oldest and renowned University in the entire North East India, carries dreams of people of Assam. We always fell proud to be a part of this University.

In my opinion, University need to make few improvements to compete with other fast growing private, central and international Universities.

1. University need to modernize its teaching pattern. It's should be more digitalized.
2. Gauhati University administrative should be more organize and transparent.
3. Library, canteen, researches laboratory should make 24hr accessible.
4. Focuses should given more on research activities of different departments. Young faculties/ researchers should encourage for research by providing them some start up grants.
5. Sports infrastructure need to improve. Few strong sport bodies should build with DSW and young sports loving faculties/officers/ employees for maintenance of those facilities and different intra and inter University sports and cultural activities.
6. University need to develop its overall infrastructure to make its campus safe, healthy and student friendly.

The University Website needs to be updated from time to time.

The university should have a closed campass. No outsider or outside vehicles should run through the campass with out proper permission. The Academic Department should grow in such a manner that



Questions   Responses   10

---

# Assessment

28 responses

## Name & Affiliation (Optional)

28 responses

B K  
Bhatta

DR  
AJOY MITRA IQAC COORDINATOR DISPUR COLLEGE GAUHATI UNIVERSITY

Madhab  
Choudhury College, Barpeta, Gauhati University

Permanent

Dr.  
D.Ch.Bhagabati

M.  
I. Khan, Dept of Biotechnology, GU

Utpal  
Sarma

Kandarpa  
Kumar Sarma

Dwipen  
Laskar

Dr.  
Bhaben Tanti, Professor, Department of Botany, Gauhati University

Krishna  
Boro, Department of Linguistics, Gauhati University

S.  
R. Nirmala, GU

Prof.  
Diganta Kumar Das

Dhruba  
Pratim Sharma, Gauhati University

Dr.  
Parismita Sarma

Sanjay  
Bhattacharjee

Dr  
Tilak Hazarika, Asstt Prof, DLIS

Archana  
Sharma, Department of Economics

Dr.  
Pranjal Saikia & Associate Professor

Sudipto  
Bezbaroa, Department of English Language Teaching, Gauhati University

Nabamita  
Deb

Dolikajyoti  
Sharma

Bikash  
Gogoi

Khamseng  
Baruah, Gauhati University

Nivedita  
Malini Barua, Department of ELT

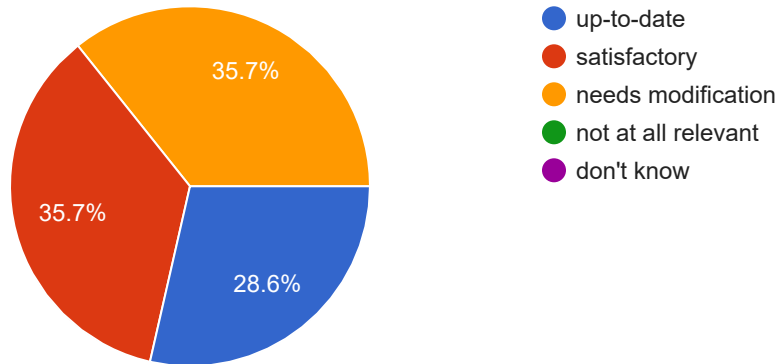
Madhuri  
Kalita

Badan  
Barman & Gauhati University

Eeshankur  
Saikia, Applied Sciences

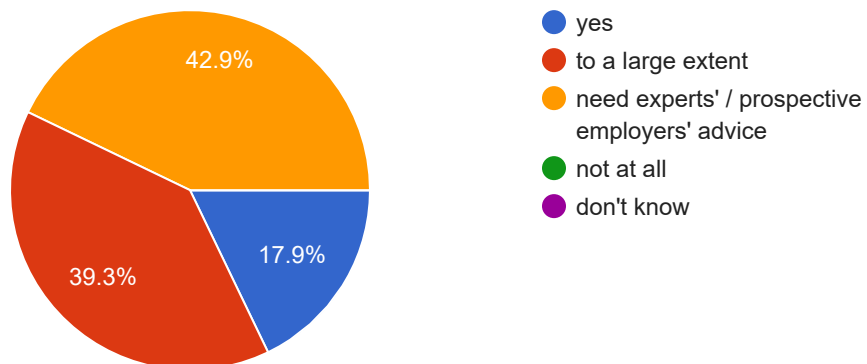
1) How up-to-date are the course contents of the undergraduate as well as the post-graduate programmes in comparison to similar programmes / courses from other institutions?

28 responses



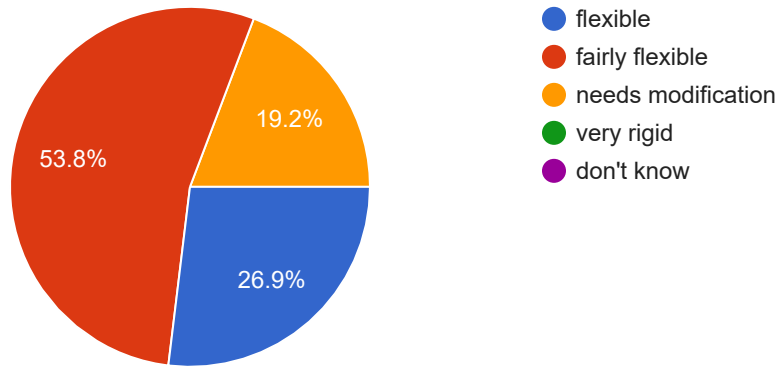
2) Do you think that the courses offered in various programmes enhance the scope for employability of the students?

28 responses



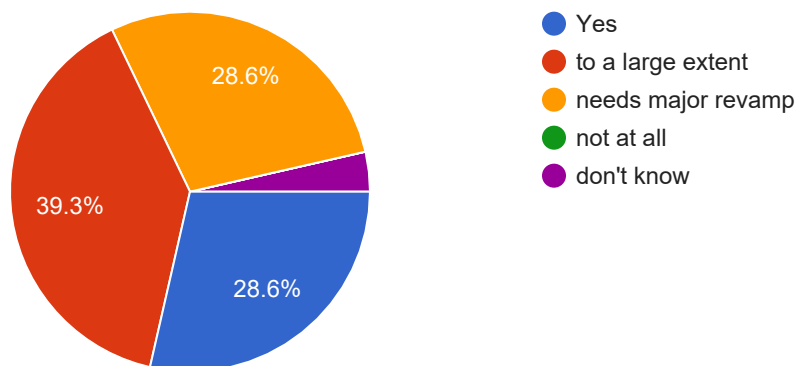
### 3) How flexible are the courses offered in the programmes in terms of optional / elective / CBCS courses?

26 responses



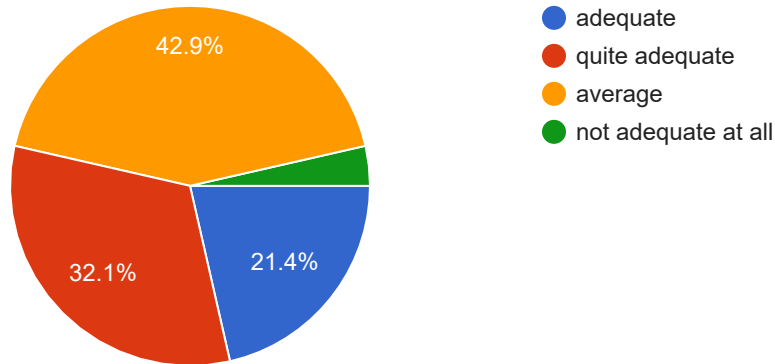
### 4) Do the courses being offered reflect the needs and aspirations of the society?

28 responses



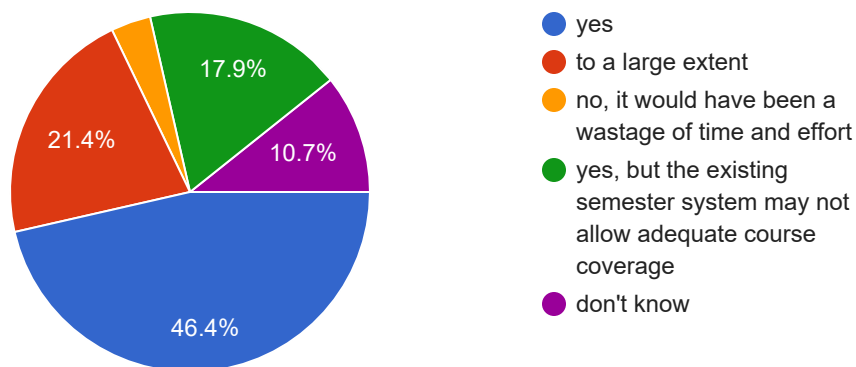
### 5) Do you consider the teaching-learning tools used for course delivery to be adequate?

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?

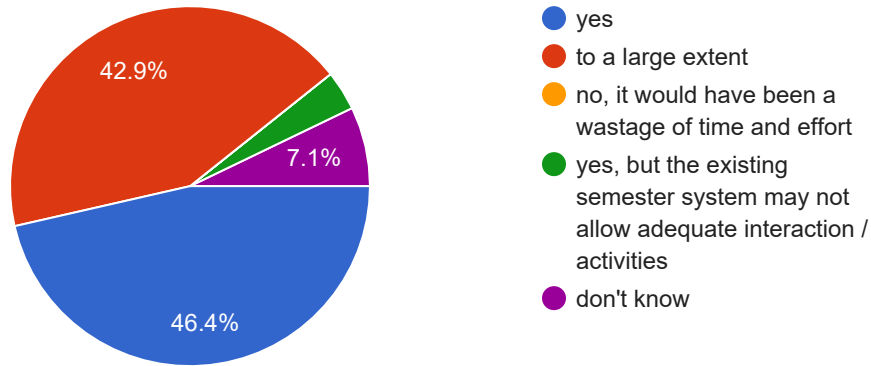
28 responses





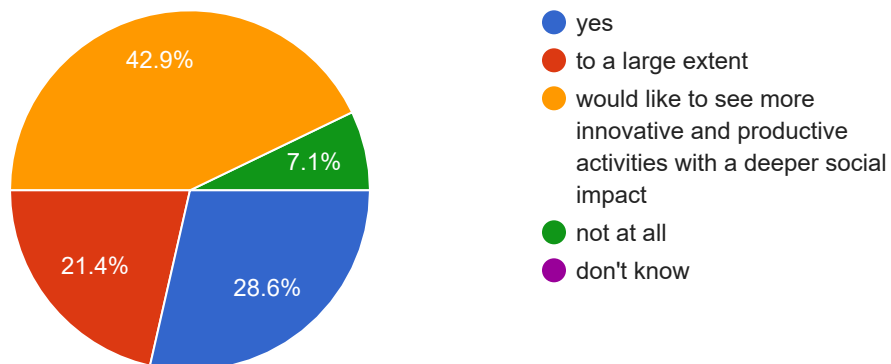
7) Do you think that the acceptance of the courses / programmes would have been much better, if there had been a strong alumni intervention in terms of training & placement activities of the College ?

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.

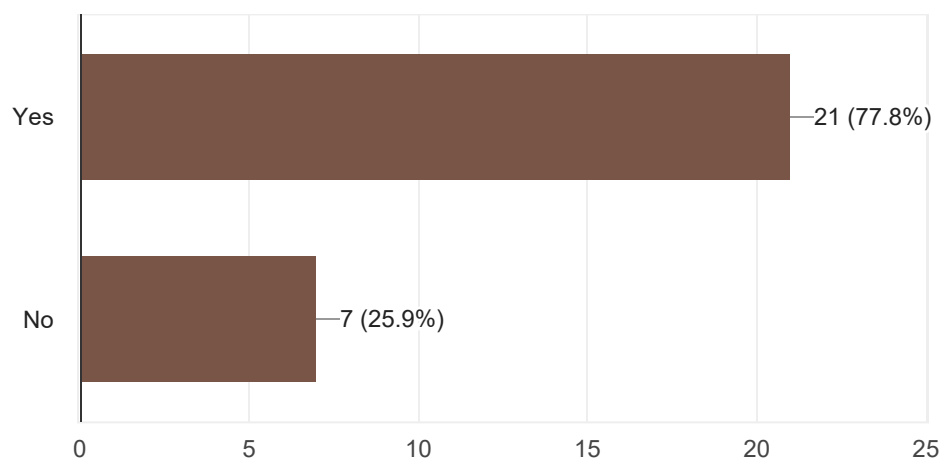
There is an urgent need to improve the quality of questions asked in the college/university examinations, as they are found to be too bookish, and seem to encourage rote learning on the part of the learners. The questions should be able to assess the critical thinking skills of the learners, and test 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.

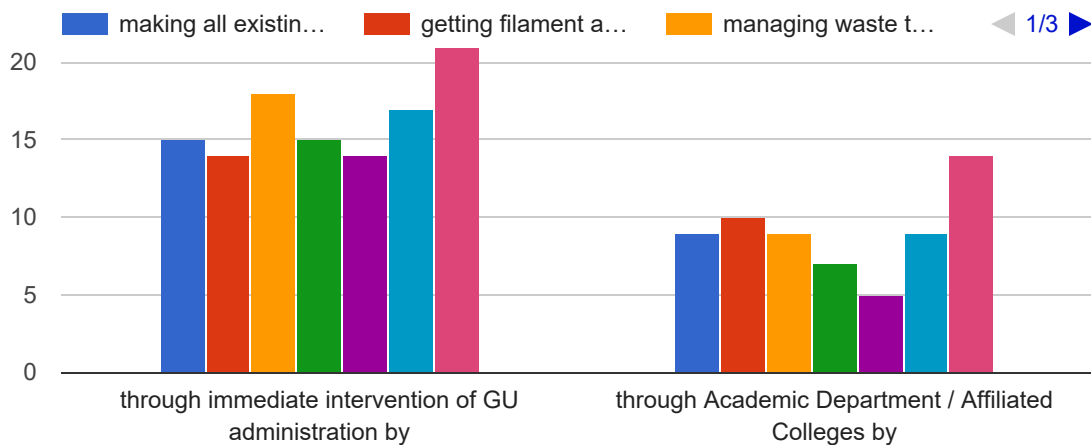
Yes, it needs major modifications. Instead of parrot-learning and spoon-feeding, we need to give the student enough space as well as time to explore things themselves

## 11) Are the results declared on time?

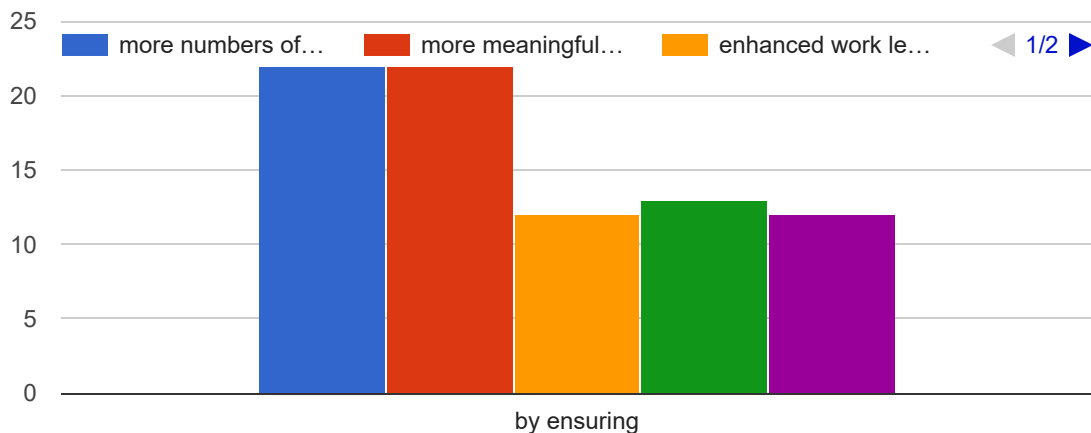
27 responses



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

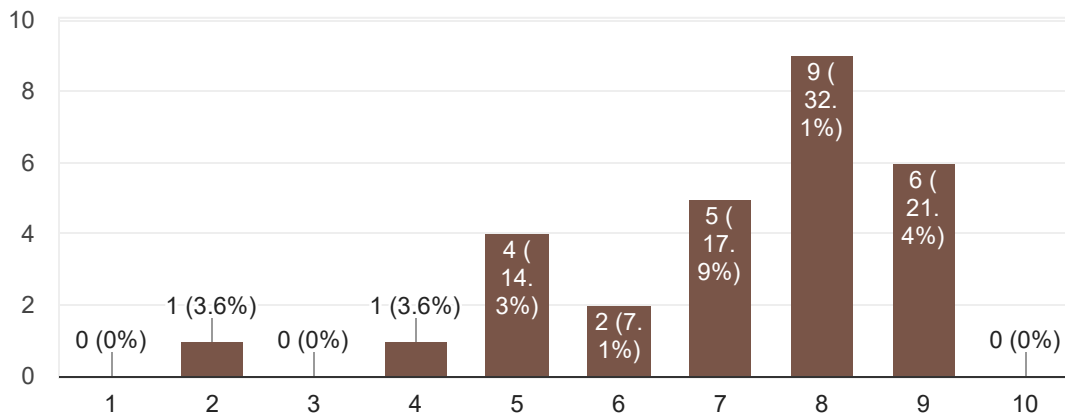


13) If the institution decides to assist you in your research work, in the form of a fellowship/scholarship, how do you think you can pay your institution back?



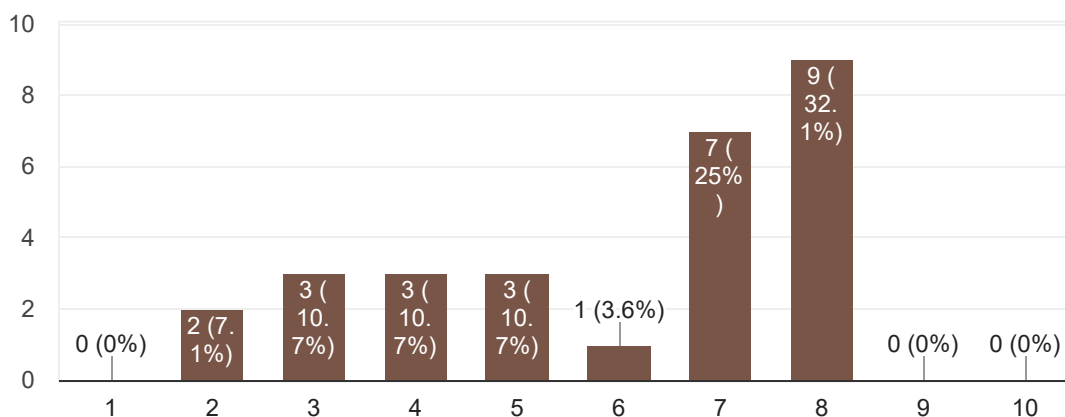
14) How would you rank the leadership of Gauhati University in terms of vision and delivery on a scale of 10?

28 responses



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

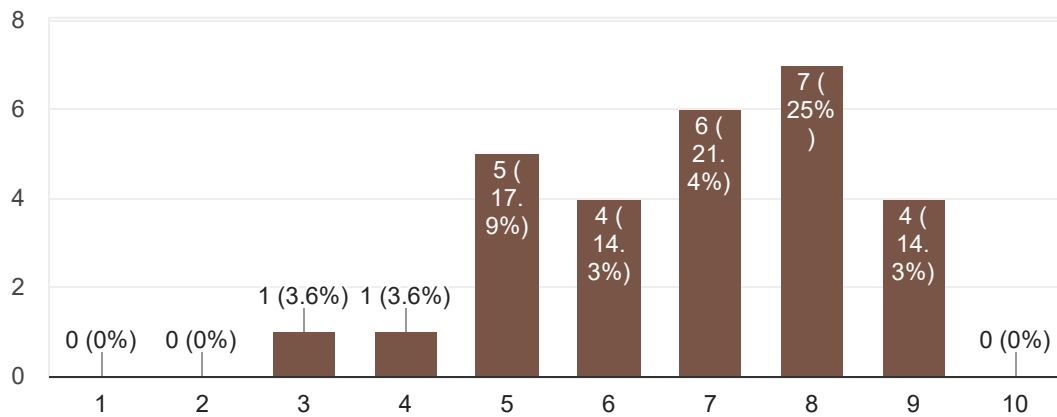
28 responses





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

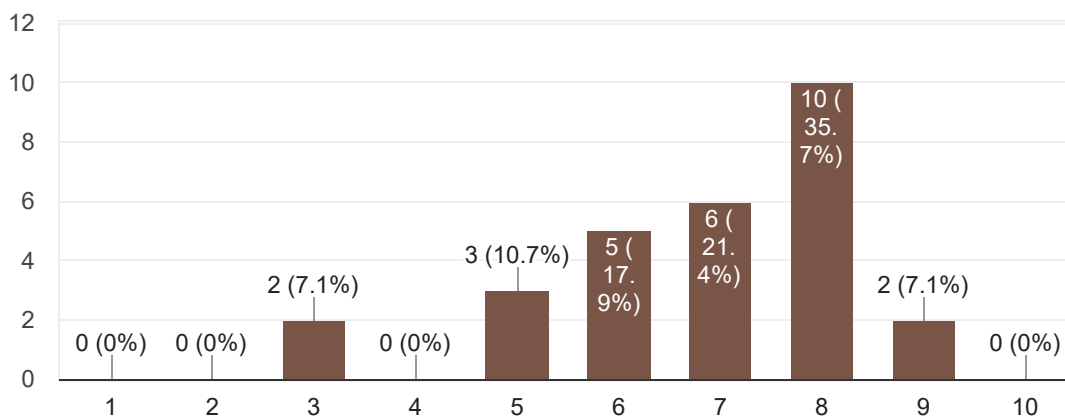


17) How would you rank the functioning of the Finance/Accounts branch of the University in terms of its efficiency and timely response to your queries and problems on a scale of 10?

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:

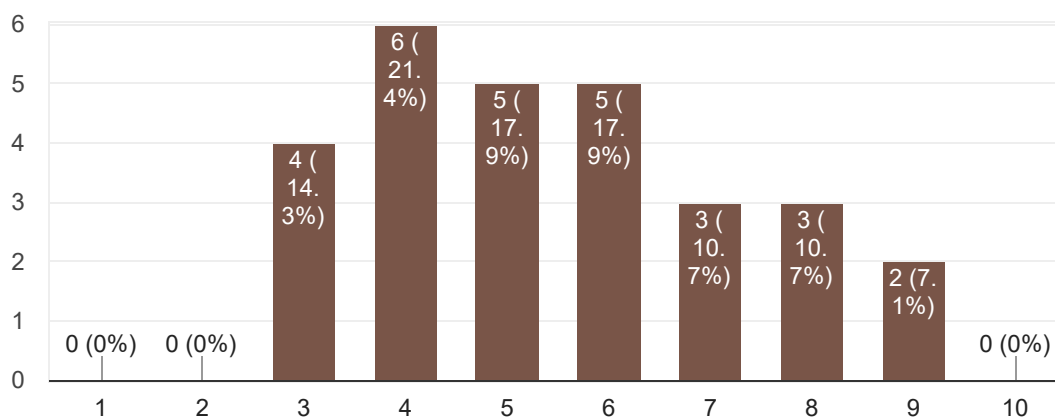
19 responses

### 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

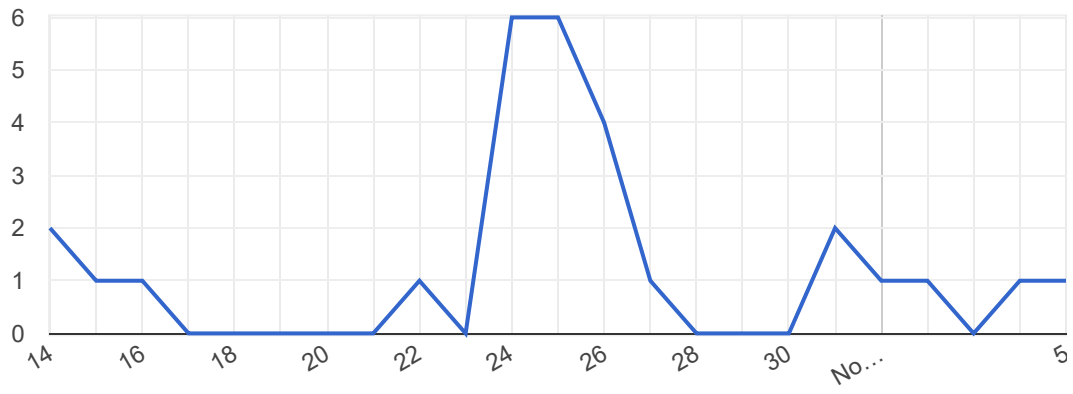
Collaborative

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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Google Forms



# GU\_StudentSatisfactionSurvey

1,196 responses

## Students Feedback Report 2022-23

[Publish analytics](#)



## Department & Semester

1,196 responses

Education

Education

Political science

History

Political Science

Sanskrit

Political science

Statistics

Sanskrit

Psychology

History

Anthropology

Hindi

Anthropology

4th semester

English

Library and Information Science

Anthropology 2nd semester

Philosophy 4th semester

Sociology 2nd semester

Psychology

4th Semester



4th semester

Political Science

Hindi

Department of Education

English

Statistics

History 4th semester

Bengali 4th semester

Bengali 3rd semester

Bengali & 2nd semester

Bodo

Assamese

Geography, 2nd semester

Department of Geography, 3rd semester

Geography department 2nd semester

Geography 2nd semester

Botany, 4th sem

Botany 4th sem

Botany 4th semester

3rd semester

Women's Studies 4th semester

Sociology, 2nd semester

Anthropology, 2nd semester

Mathematics, 2nd semester





Political Science & 4th Semester

Mathematics

Psychology 4th semester

Political science (alumni)

Political science, 4th semester

Sociology Department, 4th Semester

Physics, 4th semester

Hindi & 4th semester

Zoology, 4th Semester

Economics 4th semester

Psychology, 4th sem

Zoology, 3rd Semester

3rd semester, Department of English

Political science 4th semester

Education 4th semester

Political Science, 4th Semester

3rd semester

Zoology 2nd Semester

Zoology 4th semester

English 4th semester

Zoology 2nd semester

Environmental science 2nd semester

Education department

English Language Teaching



Computer Science 4th semester

Computer science 3rd semester

Department of Education, 2nd Semester

Department of History, 4th semester

History 3rd semester

History 4th semester

Department of Geography, 4th Semester

Library and Information Science

History, 4th semester

History 2nd semester

Library and information science

History, 4th semester

Department of Law, 4th Semester

Department of Law

Department of Law

Department of History

Department of Law, 4th Semester

Arabic 2nd semester

Bengali 4th sem

Arabic

Mathematics & 4th semester

MTECH in Material science and Technology 2ND SEMESTER

Commerce, 3rd semester (b.com)

Department of Applied Sciences, M.Tech 2nd semester



Department of Assamese,3rd semester

MST 2nd sem

English, Semester 3

MTM 3rd semester

Assamese,4th semester

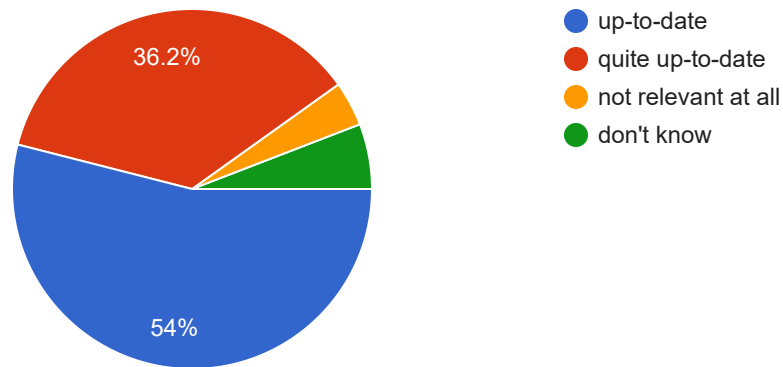
Assamese 4th semester

872 more responses are hidden

1) How up-to-date are the course contents in comparison to similar programmes / courses from other institutions?

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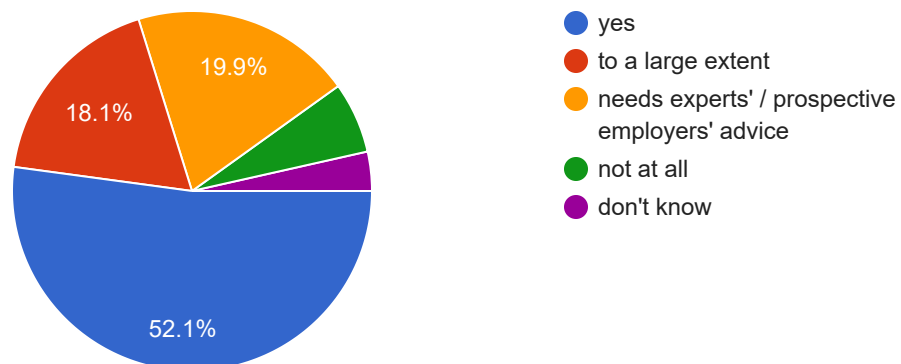
1,195 responses



2) Do you think that the course enhances your scope for employability?

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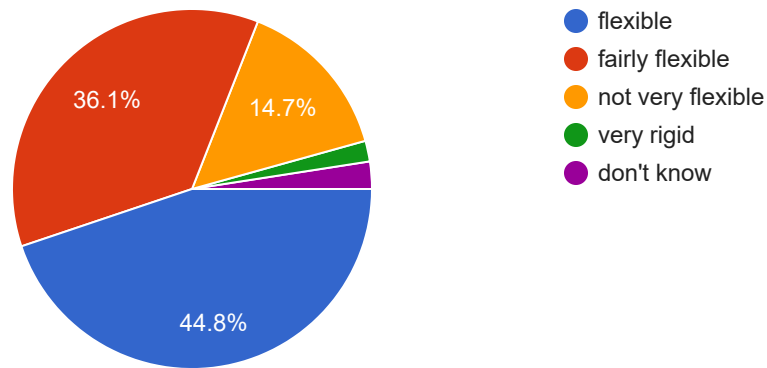
1,191 responses



3) How flexible is your course in terms of optional / elective courses / "papers"?

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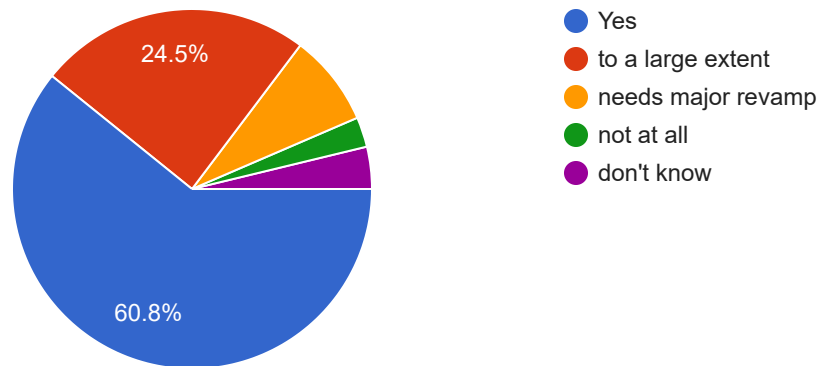
1,182 responses



4) Does the course being undertaken by you reflect the needs and aspirations of the society?

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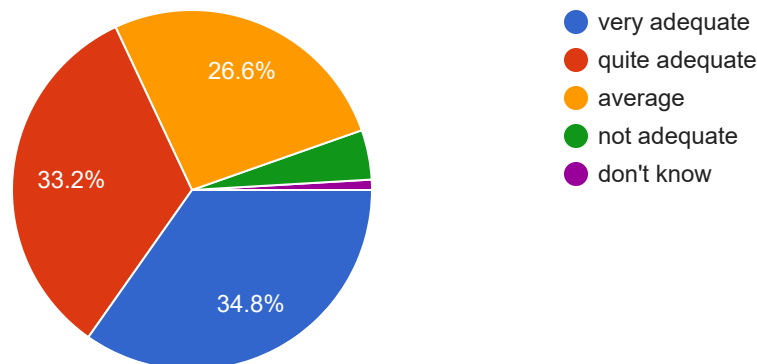
1,189 responses



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

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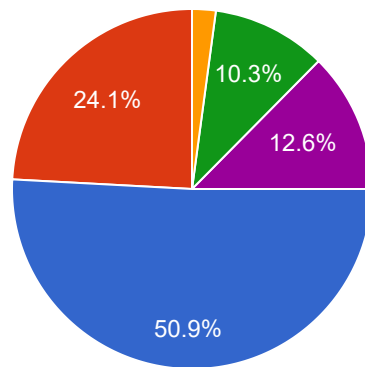
1,188 responses



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

 Copy

1,176 responses

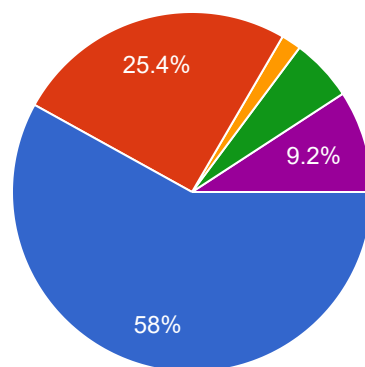


- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate course coverage
- don't know

7) Do you think that the acceptance of the course / programme would have been much better, if there were a strong alumni intervention in terms of training & placement activities of the Department?

 Copy

1,175 responses

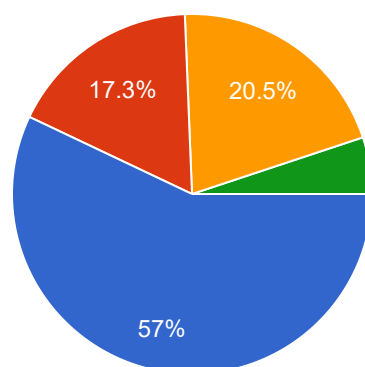


- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate interaction / activities
- don't know

8) Do the research activities carried out in the Department motivate you to opt for a career in teaching, research or entrepreneurship?

 Copy

1,178 responses



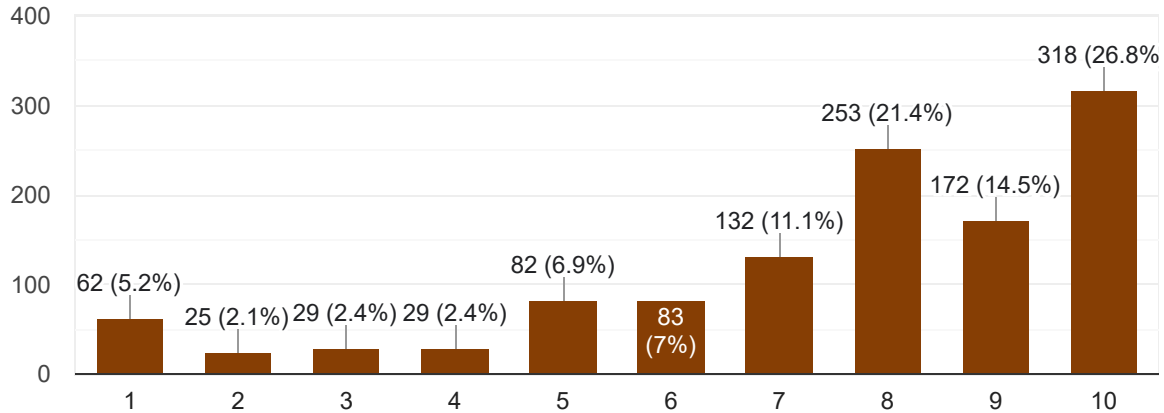
- yes
- to a large extent
- would like to see more innovative and productive activities with a deeper social impact
- don't know



9) In terms of sense of safety, responsiveness, and comfort level of the social or interpersonal relationship in the Department, how would you rank it?



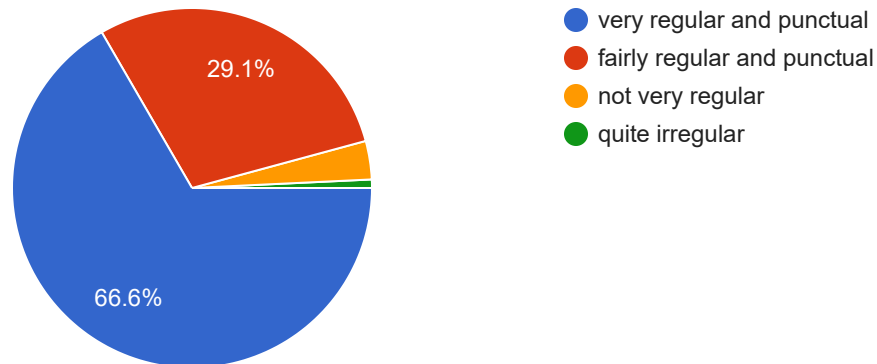
1,185 responses



10) How regular and punctual were the teachers ?



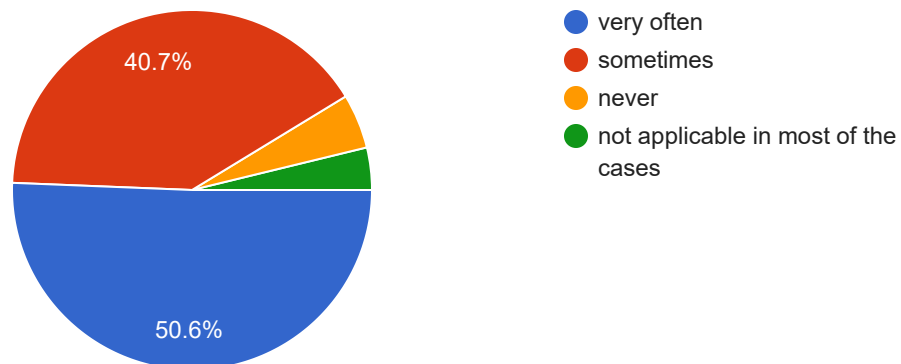
1,187 responses



11) If the teachers were on long leave or miss classes, did they conduct extra classes to compensate for the lost hours?



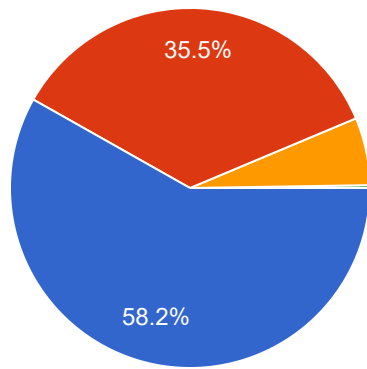
1,183 responses



### 12) Did the teachers complete the assigned course?

 Copy

1,186 responses

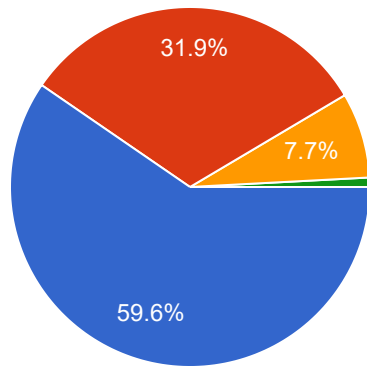


- all of them completed
- most of them completed
- only a few of them completed
- none of them completed

### 13) Could the teachers communicate well with you while delivering the courses?

 Copy

1,185 responses

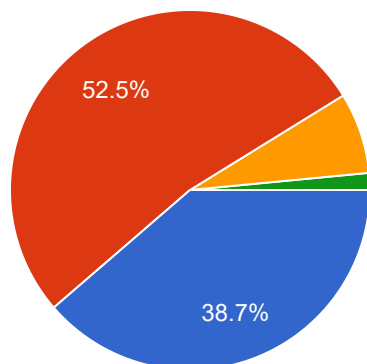


- very effectively in most of the cases
- quite satisfactorily in most of the cases
- requires improvement in most of the cases
- ineffective

### 14) Do you think that the teachers possess adequate knowledge on the subject being taught as well as the required skills to make teaching effortless and meaningful?

 Copy

1,182 responses



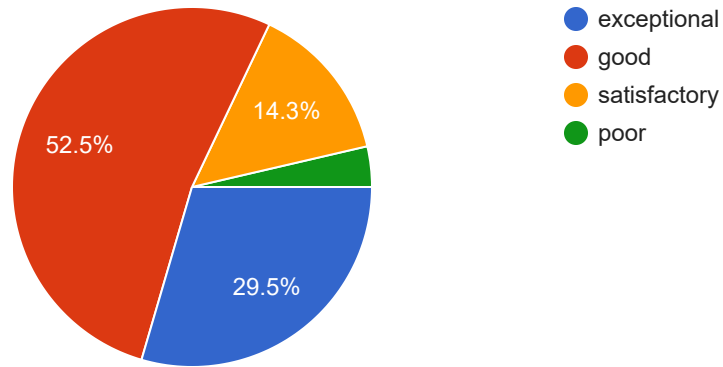
- exceptional
- satisfactory
- average
- not satisfactory



15) How good were the teachers as mentors inside and outside the class-rooms in motivating you to open up and discuss both academic and non-academic queries and problems?

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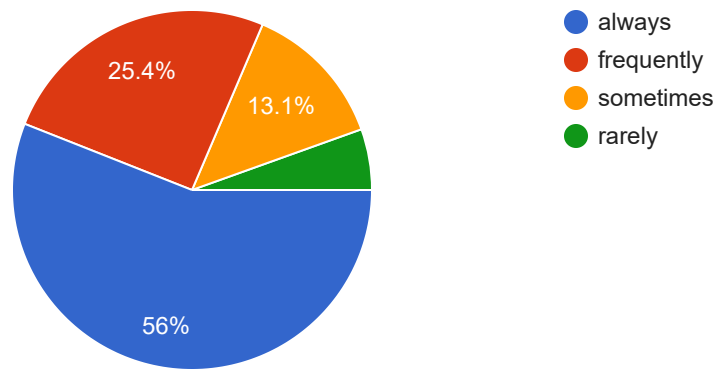
1,182 responses



16) Do you feel that you are treated in a dignified way while interacting with majority of the teachers of the Department?

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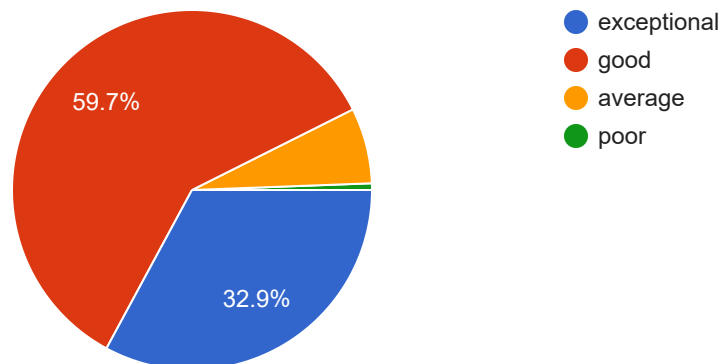
1,168 responses



17) How would you evaluate the teachers in general?

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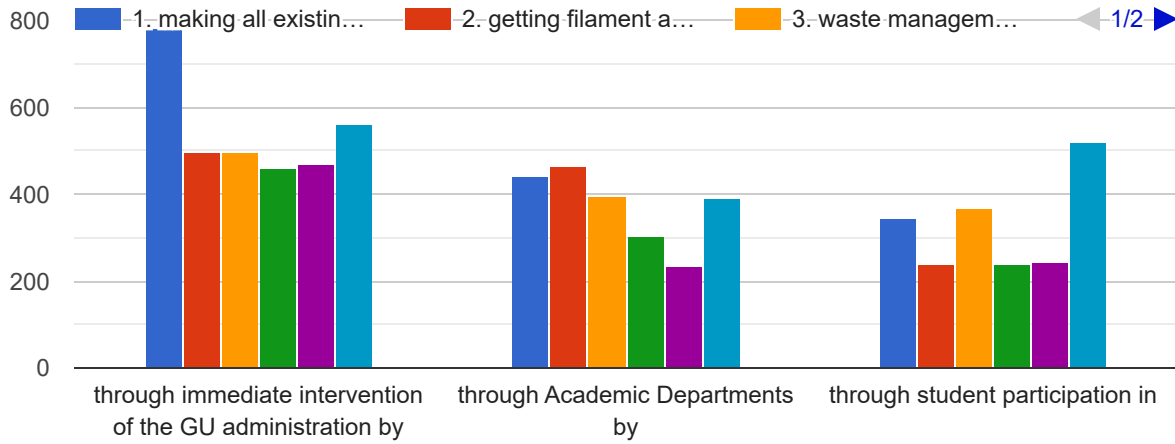
1,177 responses





18) In order to protect the environment, in what ways can Gauhati University intervene?

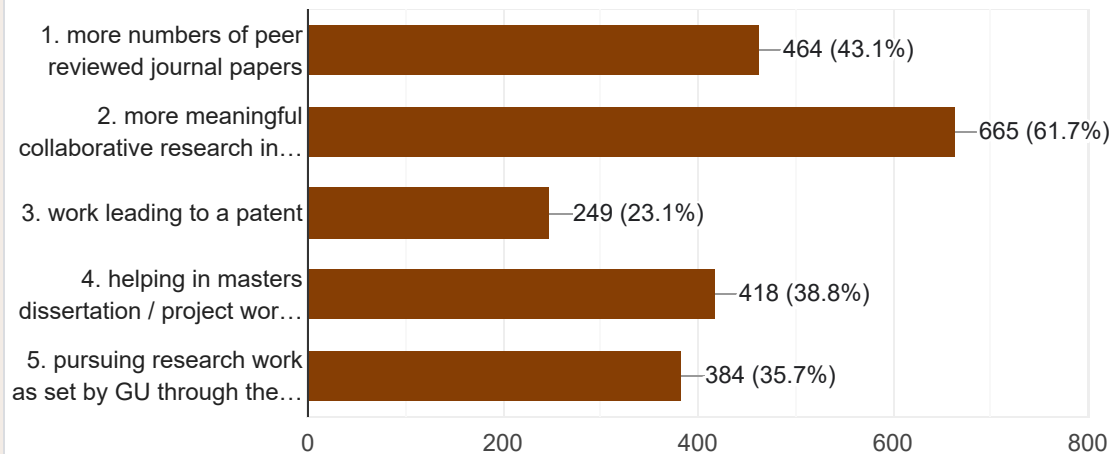
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19) If the institution decides to assist in your/ your group's / teachers' research work in the form of a fellowship/scholarship, how do you think you / your group / teachers can pay back?

 Copy

1,077 responses



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

615 responses

Yes

No

Yes

Good

Yes.

Regular

Regular

N/A

No idea

Good

*\*Comment / feedback\** Our department teachers educate us through all the positive aspects on utilizing technology in Arabic language instruction can offer innovative and interactive opportunities for students. Digital languages resources, online platforms, and virtual reality tools can supplement traditional teaching methods and enhance students' language skills. This is part of the positive approach from the Arabic Department of Gauhati University. On the negative side, there is a shortage of books in the library and wifi is not available in the department on class time. But, I hope these issues will be resolved by the authorities soon. Finally, I would like to say that I can never finish thanking to most beloved teachers of our university and I am very proud to be an academic student of Gauhati University.

Very good

Not yet

No comments

No

No comment

NA



Learning by doing

None

I cant think of any

Answer sheets should be evaluated critically

Yes, the evaluation system should be same with other Universities.

Syllabus should be research oriented . Exam oriented approach is not effective in learning process.

Collaboration could be made with nearby universities and teacher exchange could be done so that teacher from other University can teach in our class, atleast 2-5 classes per month by other University teachers.

Through taking relevant course related to reality

Introduction of skill course will be beneficial

By providing exposure to internships.

Exposure to Interships

These kind of evaluations should be conducted on a regular basis (in regular time periods) with questions updated with time as per the need and situation.

The contemporary issues must be included in the acedemia as the old issues are somehow irrelevant

Internship opportunities for each and every students

Still modification can be made

Extra carrier course could be given

None

More up to date syllabus

The evaluating process is very 👍 good.

By arranging more national and international seminar which will help the students to present themselves in an innovative way.

Current Semester System doesn't allow us, the students to avail any internship program as



most of the good interships are 3 to 6 months long.

Placemet drives and careear counselling fair

Monthly feedback forms

Smart class

Not in my mind at this moment

Conceptual rather than subjective

Not much

Field study must be their to know the classical part in a better way

Not really

Digital

The evaluation should be more conceptualized, focuses should be more on qualitative rather than quantitative.

Group discussion and video presentation by students could be a great idea.

The institution should give extra attention to the fieldwork as it enhances the learning of the course of Anthropology.

Through digital class

More interactive sessions could be done

Even in the Masters level is set that the students are organise in a way still we have to make more effort to make any subject intersting .Collective Seminars is not an option but its necessary . If the discipline is considered to be multidisciplinary then it should work practically too. Both subjective knowledge and practical knowledge are needed in the multi disciplinary subject.

Implement peer assessment, where learners evaluate each other's work based on predetermined criteria. Peer feedback encourages active engagement and helps learners develop critical evaluation skills. This method fosters collaboration, reflection, and constructive criticism among learners

Abroad universities interaction for every department.

Field trip, study trip or kind of internship learning

A day in a week for students to show their innovative ideas.



Yes some innovative up to date way

An internship program shall be installed in every departments to enhance the knowledge of students.

In my opinion, in order to learn things effectively, questions should be asked in relation to the current affairs so that the students can learn about the applicability of their theoretical knowledge in practical field.

Besides the theoretical evaluation of knowledge we must include some field based

Group discussions on weekend can be conducted

Carrier counselling program needed department wise

Practical method and digital classroom

Not as of now

By introducing a more on field approach with emphasis on practical learning.

Adopt new teaching learning program

To discuss the answer key with students

Formative evaluation

All classrooms should have digital learning process

Field works, research, presentations

More practical based and field experience should be imposed

We should try to improved our library facility of the department

Yes,if the department takes us to some scientific places like tifr,etc excursion i think it will help us developing our minds towards research.and all

Workshops on academic writing and relevant seminars. The focus should be more on skill enhancing and skill building rather than depending on students who had already the skills. The ones who need help should be prioritized.

Project and field work

In learning process equal attention should be given to all not selected ones n responses are important for students



Smart class

Survey and participate process

Existing evaluation system is better

1 Case Study question for long answer must be there in each theory paper To test proper understanding and application of theories learnt in a semester.

Evaluation should be done on the basis of field study, field trips

Need more scholarship facilities for the student

Answer writing quality of students needs to be focused. Teachers should evaluate the answer script in the presence of students.

Focus on more ground and virtual learning

through Extra curricular activity

Don't know

Awarding scholarship to the students

Yes, they can conduct a separate exam just setting up only 2-3 question for usual exam time, but these question should be completely innovative, not taught in the class but concepts given.

By evaluating on the basis of relevancy to present time

I don't think so

Discussion method

Providing scholarship

Interview

Field survey which we didn't get...

Yaah

No.

Providing interactive sessions with the person of that subject's background.

Grade system and More formative evaluations to ensure continuous study motive



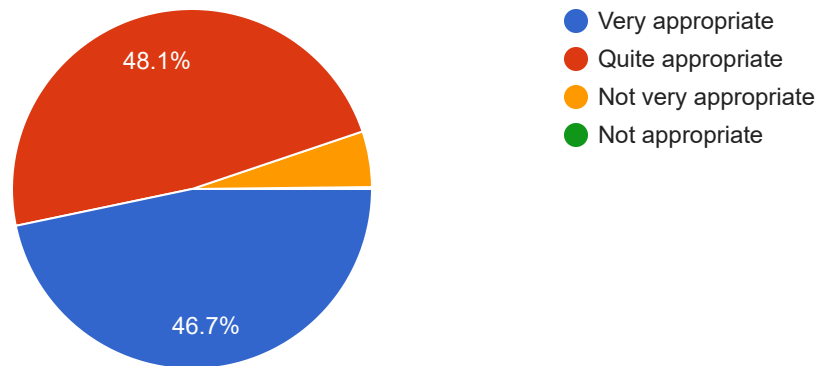
It's already beneficial

307 more responses are hidden

21) What is your opinion on the quality of the questions asked to evaluate your learning?

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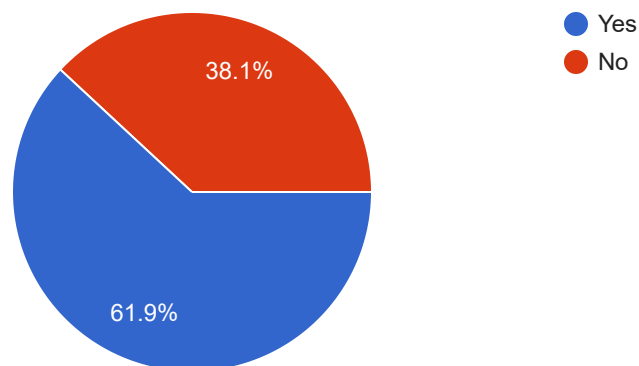
1,158 responses



22) Are the results declared on time?

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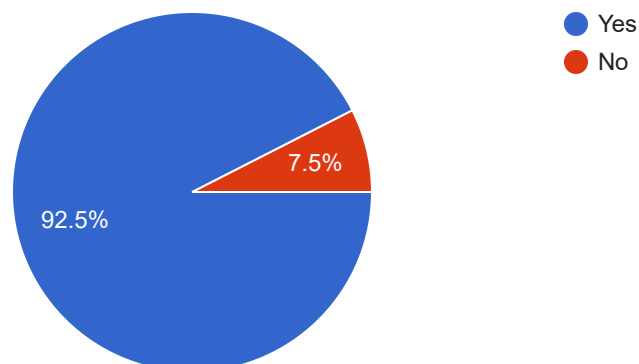
1,166 responses



23) Do you think that the programme you are pursuing is going to help you in the career that you would like to choose?

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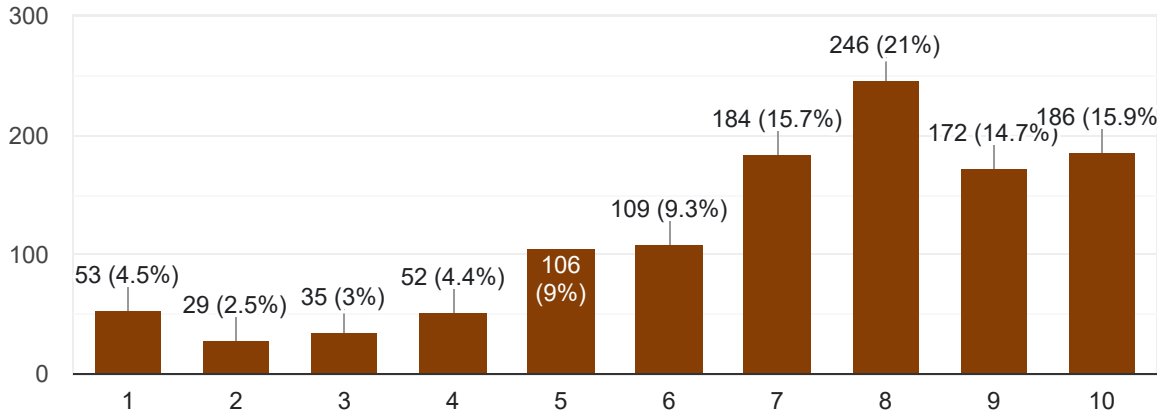
1,159 responses



24) How would you rank your institution in terms of facilities / infrastructure available for extra - curricular activities and personality development on a scale of 10?



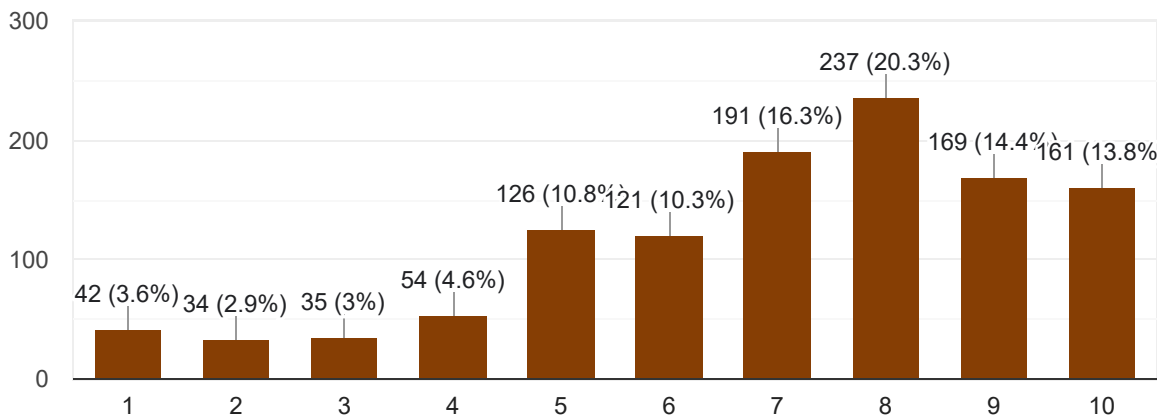
1,172 responses



25) How would you rank the leadership of your institution in terms of vision and delivery on a scale of 10?



1,170 responses

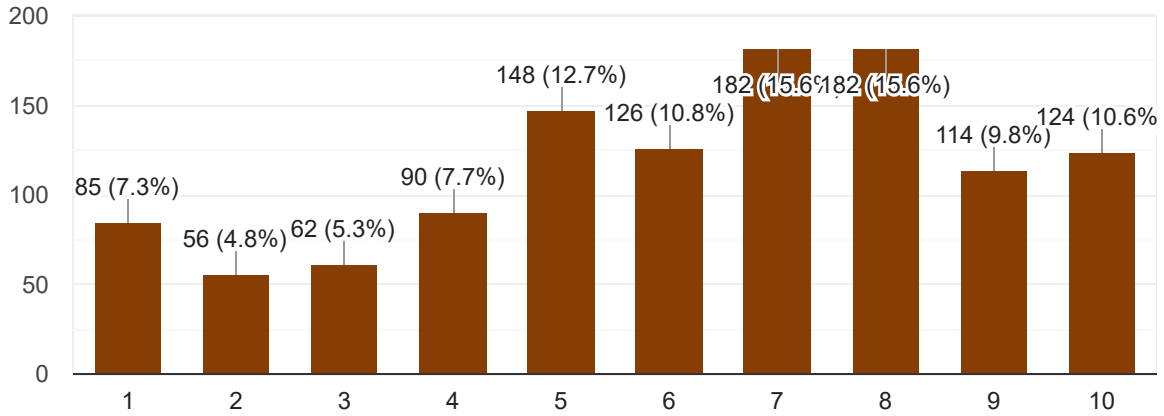




26) How would you rank the administrative functioning of the institution in terms of ease and efficiency on a scale of 10?



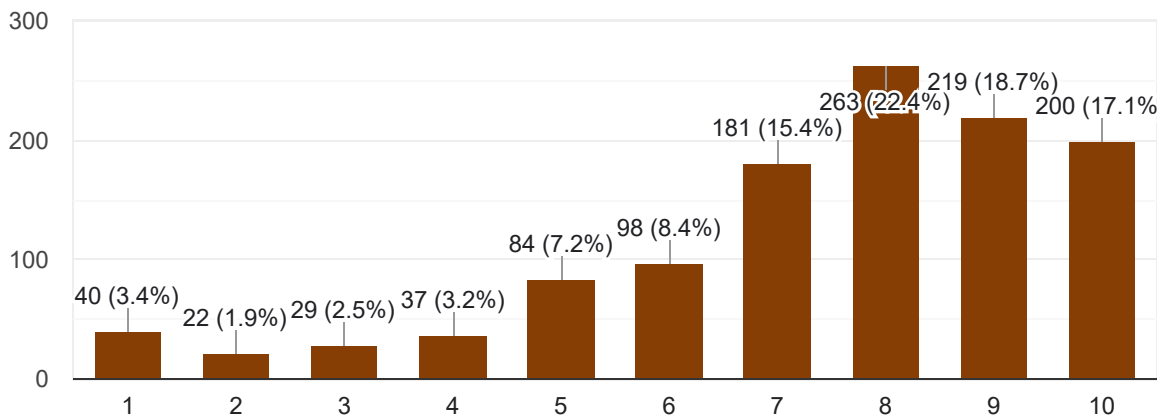
1,169 responses



27) Overall, how would you rank your institution on a scale of 10?



1,173 responses



28) Your comments / feedback (both positive and negative) on the activities of the Department that you feel is important to be addressed but have not been included here:

571 responses

- No
- Yes
- Good
- Positive
- Nothing
- Positive
- Nothing
- Very good
- None
- All are included
- N/A
- Nil
- Excellent
- Very good
- .
- Good
- Overall good
- Yes
- NA
- No comments
- .



Everything is included.

Satisfactory

Adequate use of resources provided.

Our professors are amazing.

Very supportive

The department organized various skill enhancement program

All are good

Professors are helpful

Our department conducts educational events often, which is a good

Don't know

Department context:- Very well maintained department. The lack of faculty for Special optional papers need to be fulfilled.

Administrative context:- The number of GU buses should be increased for smooth and quick student movement from one end to another.

There is no proper parking space in every department

No idea.

No idea

1. Despite paying fees under different categories officially, and receiving funds from DSW for various purposes, a lot of extra money is collected for different purposes from the students by seniors as well as teachers.

2. Despite having classroom WhatsApp groups with teachers, they very often don't inform about class cancellations until we have already reached the department. This results in student's wastage of time, money and energy.

3. Attempting Unpopular and contradictory opinions and views needs to be better received and celebrated at classes by the teachers.

The washroom are not cleaned properly

More plantation in front of department

1. Pad vending machine for the girls

2. The departments nearer to last gate doesn't have accessibility to printing shops which sometimes become urgent



3.Dustbin and handwashes in the washroom

4.shower facilities

Ok

No such feedback.

I have completed my masters from one of the top most institute of North East India i.e, Gauhati University.In two years of MSc journey my experience was good but the administration department is little bit slower than the normal,they took much time in releasing any certificate .So students faced many problems in terms of that.

Focus on field work is lacking

There should be industrial involvement and internship opportunities for science courses.

Better class rooms

All the activities conducted in the department are helpful in anyways to build our knowledge and also helpful for future perspective.

Activity is very good

The Department of Botany of GU is the best one

Smart classroom should be made with smart boards and displays

It's a great department

Always positive

Proper classrooms are needed.

Classrooms in the 2nd floor got extremely warm during summers, so, needed a proper classroom in the 1st floor itself to get proper concentration in the class.

Our department have all the necessary equipments required aa per our course criteria

It is requested to the department to allow students having their own ideas. Be it for collective seminars on different topics or whatever. Chances should be given to each students. Also University should promote internships and fellowships more.

It would be better if the department focuses on conducting atleast 1-2 seminar a year. Because seminars are a medium through which we students can interact with other intellectuals from the field.

All should be unbiased

Lack of performance evaluation



1. Need more playground
2. Canteen nearby Department
3. Needs active response from the Administrative Office.

Merits-

1. Beautiful Environment and well-maintained.
2. good power supply
3. good water supply
4. well- drainage system
5. Good condition of roads
6. comfortable classrooms.

More upto dated faculties so be hired even those who don't have PHD or NET but are far capable of giving best education to the modern kids

Nothing specific

Na

There's none.

1. Maximum number of field work should be incorporated as sociology is deeply related to the society.

2. Fields trips are also necessary in order to study the social behavior of different societies empirically.

3. Partiality towards certain students should be avoided at any cost as it affect other students as well.

4. Overall the department is very friendly and considerable towards students. We never faced any problems while contacting our faculties regarding any issue. They were always helpful.

Lack of PhD seats in sociology dept of GU is a must matter of concern..as being the oldest university of Assam..it should at least provide more than 5 seats every year

Good environment

Good..

Need to include

Everything is included here.

Nothing as of now

Posiyive



There should be regular seminars and programmes regarding the day to day activities so as to enhance students learning and to gain overview of the present scenario outside the campus.

The equal treatment of students by the teachers also needs to be included, because if the teachers does not treat every student equally and is biased and partial, this can impact students mentally and can lead to their low self-esteem and confidence.

All good

To have collaboration activities or student exchange and educational excursion which have not been initiated by the department

My feedback would be that all should be treated equally...some students are given more priority than the others and the introverts have to suffer for that and I think all students should be given the priority and make students comfortable and free so that they can talk without any hesitation.

Make the campus clean and beautiful. Make the canteens and the market hygienic. More street light. Strong security is needed.

Ragging free campus. Hostel facilities , student abuse by teachers .

Over all its outstanding

It would be more effective

The one and only and most important problem which is faced by almost many students ,student who stays in the hostel,that the dont get much time for study,because dont allow them,seniors literally pressurize every junior in the name of rules to do all unnecessary things like election campaigning,iversity week,and also inter hostel competitions,and also inside the hostel,many unnecessary meetings n all,too muchh of evrything,there is a constant fear when you stay in a hostel ,and science are mostly affected by all these kinds of things,and authority is unaware of all these kind of activities,i think hostel rules and regulations should get strict.otherwise in future it will become more worse.

More focus on academic activities and skill building. The focus on journal papers is an output activity. Without adequate focus on skill building in terms of academic workshops, seminars etc. the input remains negligible. Which means the students who come from privileged backgrounds are already at advantage and those who don't do not have the window and opportunity to actually "become" scholars.

More technical practice need to be done

Very charming

Department was too good but responsive behaviour is necessary to cope up with students

Nothing, according to me everything is ok.



There is lot of activities that's always entertaining us need not need more

Digital classroom and CCTV cameras should be installed in the department.

Very co operative from the teachers.

Political Science department need library in the department.. Teachers should be friendly and Teacher should be regular in taking their respective classes.. There should be no discrimination in the classroom .. Teachers should treat all students equality

Dissertation paper should be introduced.

Dustbin

Excellent teachers, excellent department, excellent university

Department on the positive note:- teacher - students relationship is good

Please a little creative activity in the teaching method.

Should include more seats for PhD students and seats should be reserved specially for GU students .

Student oriented and very efficient

All are included

I m very lucky to bring a part of the department. My department is active one and most friendly teacher's collaboration.

Our department is very good

Positive : Education department is the best dept because teachers are very student friendly and helpful.

Negative : Need more computer for student's work.

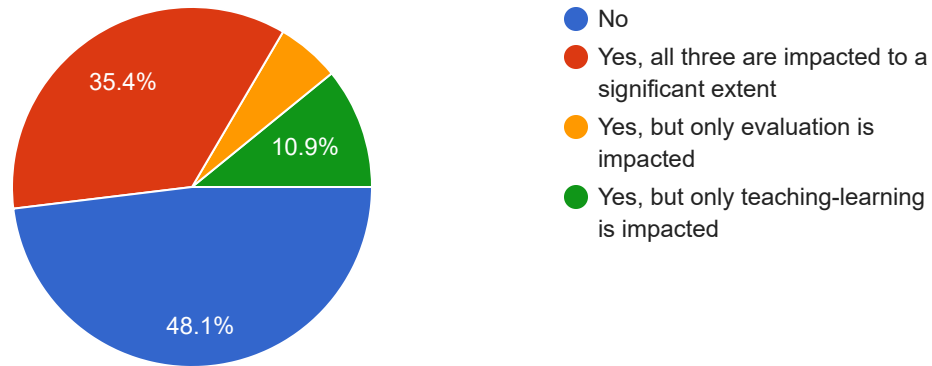
370 more responses are hidden



29) Do you think that the teaching, learning, and evaluation process has been impacted by unacademic events/activities in the campus?

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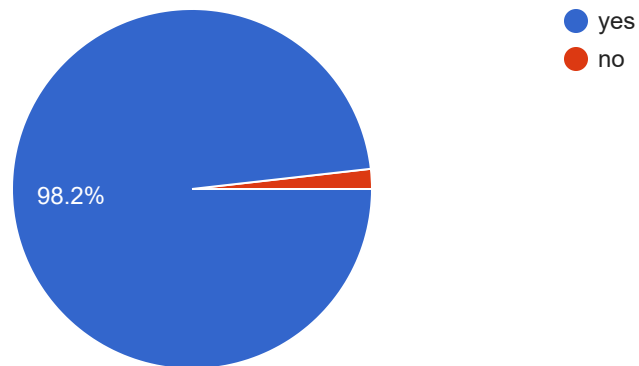
1,196 responses



30) Given an opportunity, would you like to contribute to the development of Gauhati University in any possible way?

 Copy

1,173 responses



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Google Forms







# GU\_Feedback\_Alumni

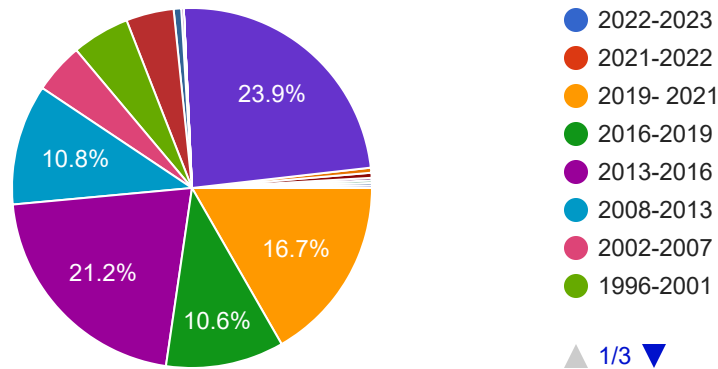
547 responses

[Publish analytics](#)

To which period do you belong as an alumni of this University?

[Copy](#)

443 responses

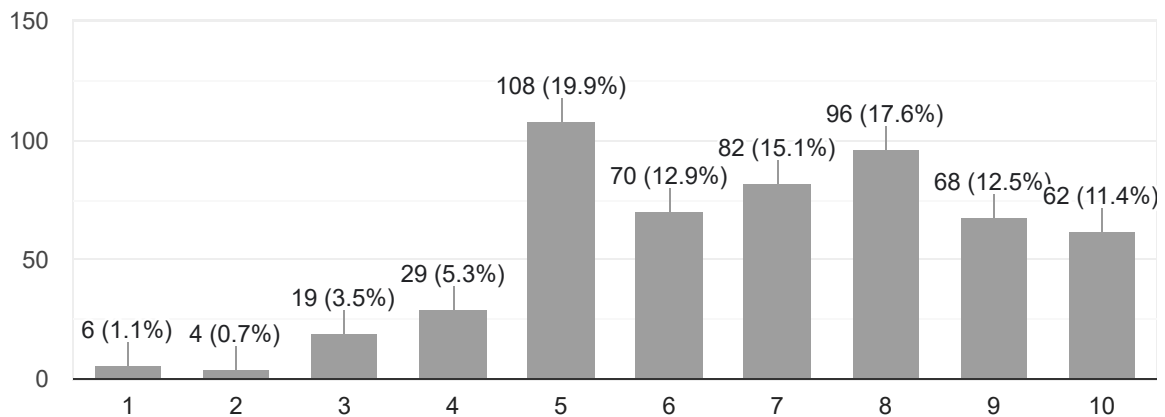


▲ 1/3 ▼

How would you like to compare Gauhati University, in terms of infrastructure, with other institutions of similar attributes?

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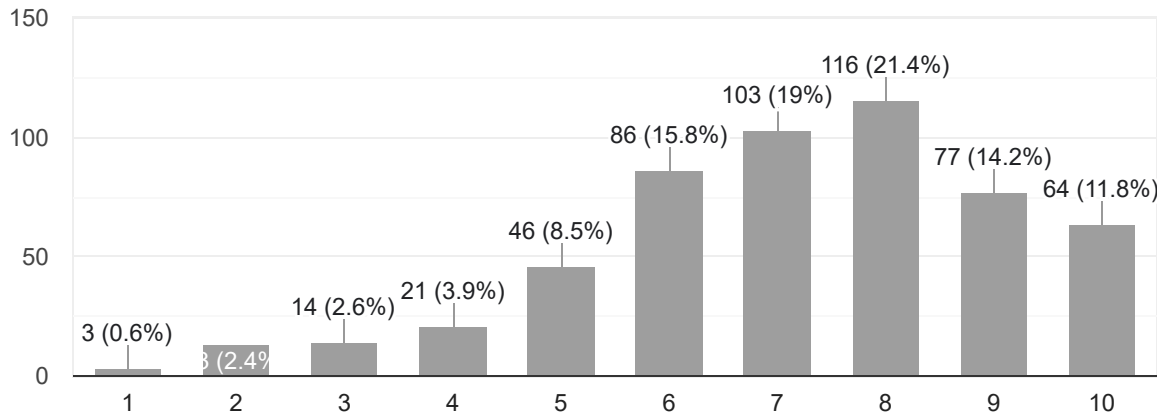
544 responses



How would you like to compare GU in terms of course curriculum with other institutions of similar attributes?



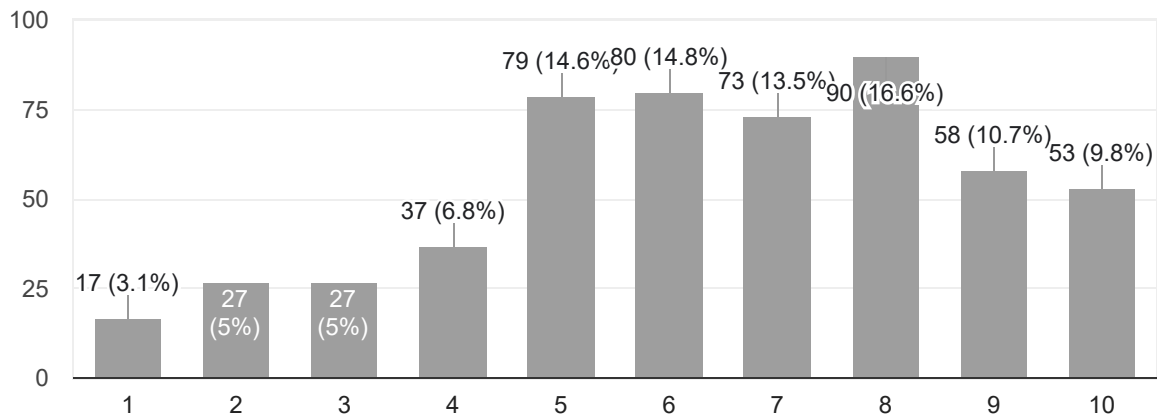
543 responses



How would you like to compare GU, in terms of employability of the students, with other institutions of similar attributes?



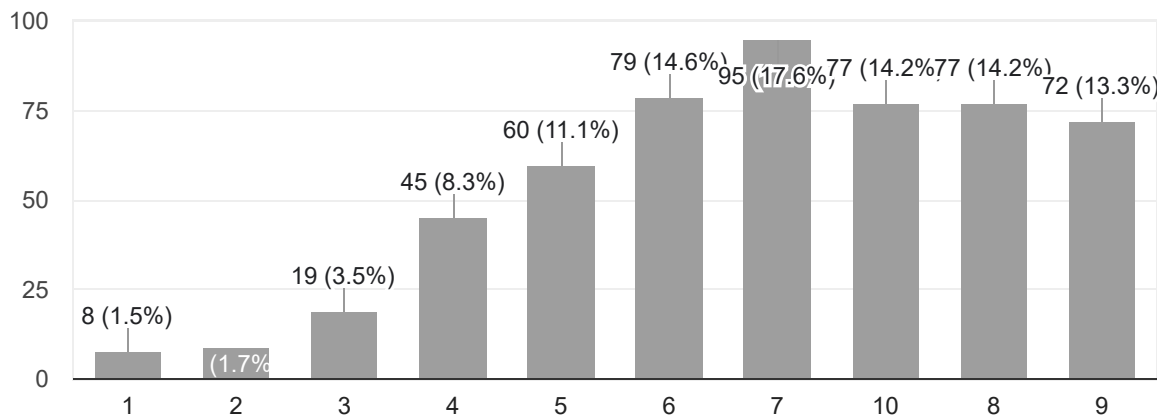
541 responses



How would you like to compare GU, in terms of social outreach, with other institutions of similar attributes?



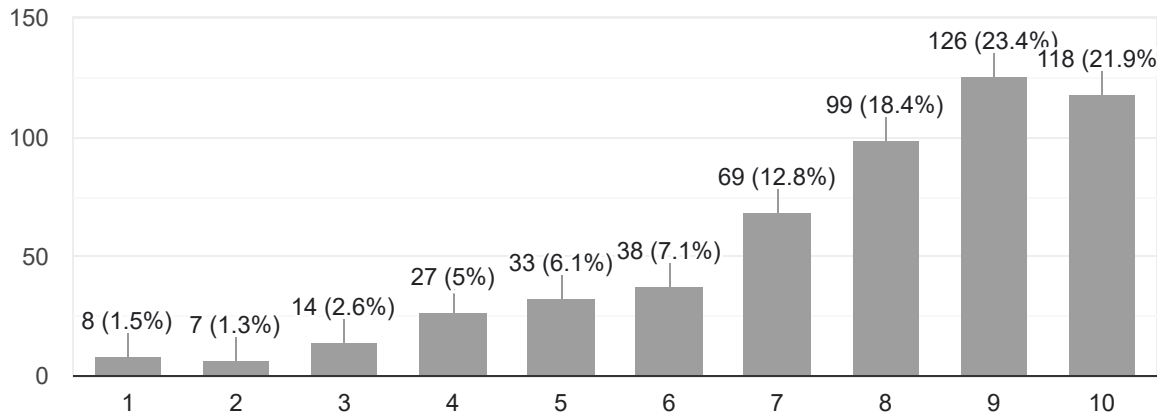
541 responses



How would you like to compare GU, in terms of student-teacher relationship, with other institutions of similar attributes?



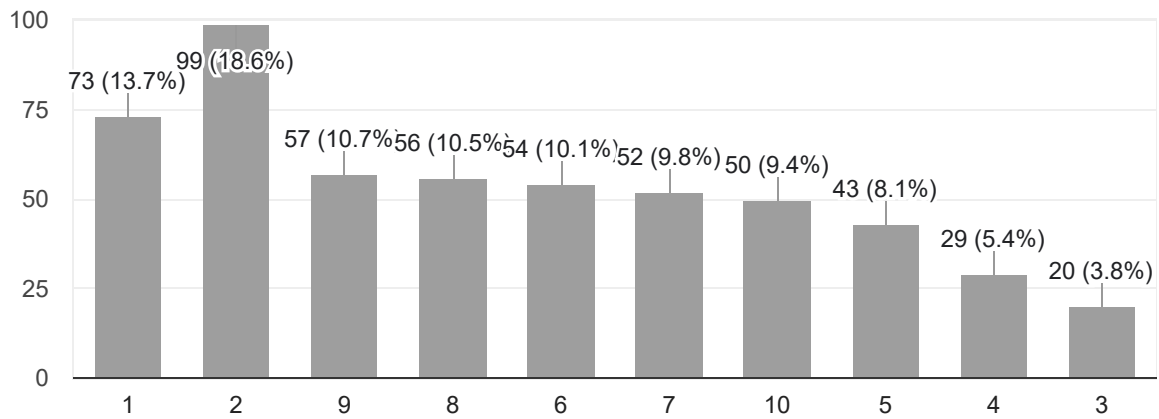
539 responses



How would you like to compare GU, in terms of industry-academia collaboration, with other institutions of similar attributes?



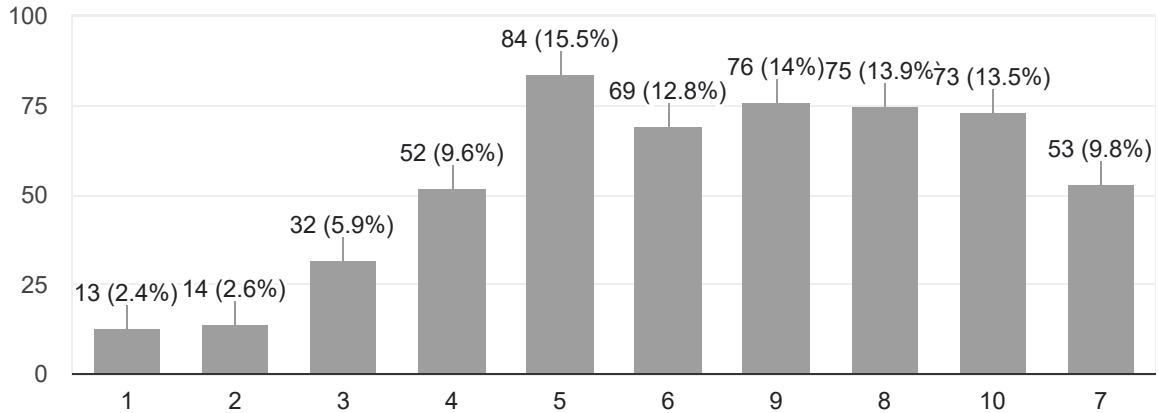
533 responses



How would you like to compare GU, in terms of research environment as well as throughput and faculty development, with other institutions of similar attributes?



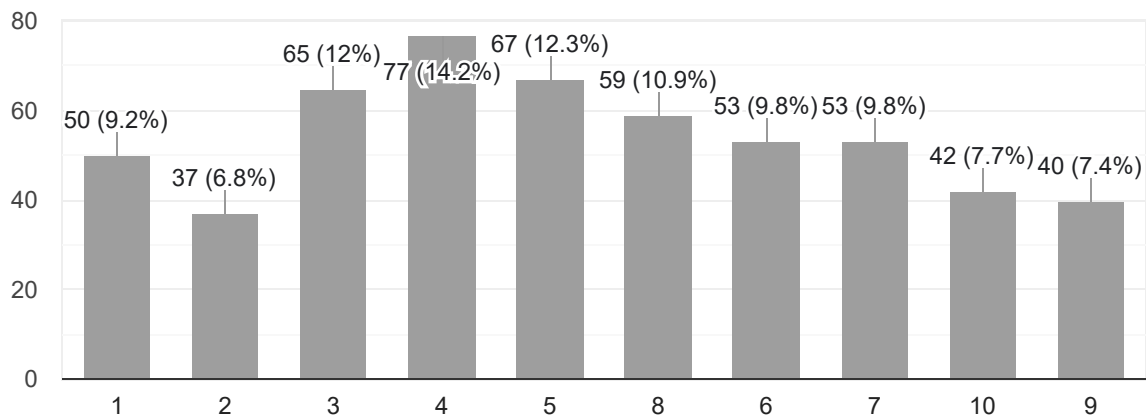
541 responses



How would you like to compare GU, in terms of administrative functioning, with other institutions of similar attributes?



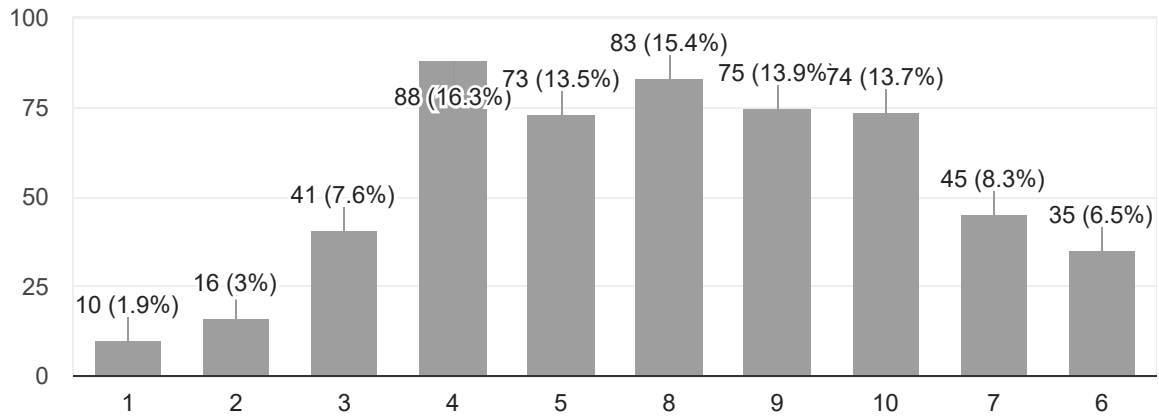
543 responses



How would you like to compare GU, in terms of leadership, with other institutions of similar attributes?



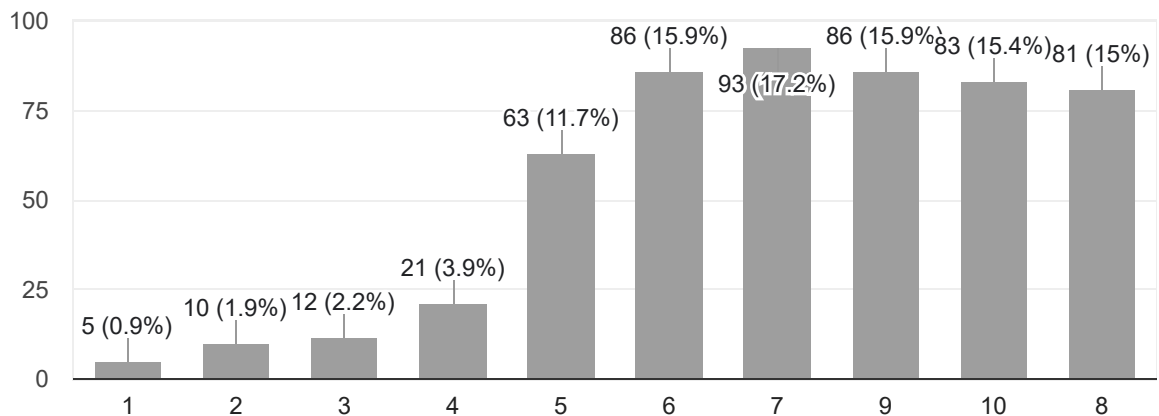
540 responses



In comparison to other academic institutions, you have come across how would you rank Gauhati University in terms of teaching-learning attributes, in a scale of 10?



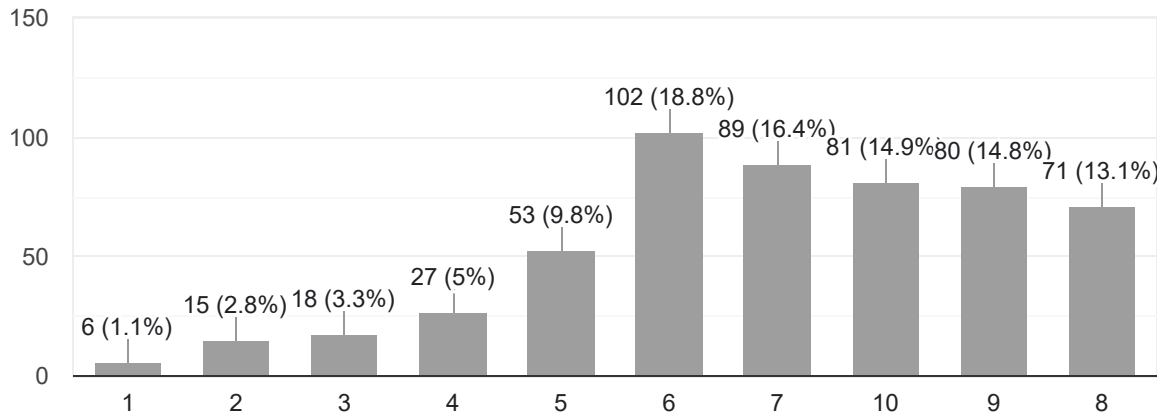
540 responses



In comparison to other academic institutions you have come across, how would you rank GU in terms of its facilities for students' progress in extra-curricular activities, in a scale of 10?



542 responses



## How would you like to contribute your bit in the development of the Gauhati University?

235 responses

Yes

Academically

Improve administration

.

Sure

Fair work on behalf of students academic development

Regarding to modern and advance world today we are still lacking behind comparing to others universities. Try to open various subjects and departments for better development and facilitate facilities for upcoming generation.

Through research activities and other creative activities

At first I want to say that Gauhati University has the popular university of Assam.

Please make proper websites, updation of Department websites are necessary. Transportation within the campus is difficult.

Tried many a times. Research environment is not upto the mark. The research scholars have to suffer a lot in terms of fellowship and other research facilities.

Administrative functioning is the most notorious disease that is galloping Gauhati University day by day. People in the administrative building are lazy, disrespectful, non cooperative.

Not just a single person but if this google form is circulated in a widespread manner G.U will face the worst of remarks it may get.

But time will change. All those useless, unworthy people in the Administrative Building will have to face consequences.

Before contributing my bit for the university, I would like to request my alma mater and the concerned people to evolve their course curriculum, education, train professors in order to mould a student in such a manner that they don't stay jobless and rot in their homes inspite of the degrees the university has granted them. The degrees have zero value if it cannot help the student get engaged into proper jobs. Education in India has become a ornamental thing, It doesn't serve the student, the courses don't focus on equipping the students with proper skills to get absorbed by institutions. The degrees offered by the universities has become a paper you can very well do without.

I am going to suggest about hanging result on due time. friendly behavior employees with students.





I would like to enroll in PhD in the dept. Of Botany of GU and carry out more and more researches in various aspects of Plant sciences and in this way I would like to serve and contribute to the dept. and university as well.

The university should develop entrepreneurship ideas in class well as research level. In campus bording facilities should be improvised especially for girl students.

By actively engaging in the programmes and activities organised by the university .

In research

My publishing good research paper

.

Excellent

Working for societal services

Course structure need to improve

Developing a strong career counseling cell

In every possible way

Curricular approach

Administration should look in the faculties and their relationship with others

In informal academic relationship with learners.

I think like other institutes and universities Gauhati University also need to focus on placements. As i know, most of the students facing problem after their post graduation. Gauhati University need to add a paper on personality development in every stream which can help students to build their personality and it will help them in future.

The curriculum needs to be upgraded keeping in mind with the current trend and modes of employment.

In Everyway possible.

More filed visit and interaction require

Improving internship facilities

The official work of the University of Guwahati is very slow. Some employees don't even care about students.They send students back multiple times for the same task .So official work should be speeded up.



I will promote my department of sanskrit in the mass

I want to provide books to the departmental library as much as possible for the welfare of the future students

Trying my best in helping in every activity of my department.

More professors should be recruited for better learning experience

I will be able to contribute by donating as well as by providing inputs based on my calibre.

Provided with decent employability opportunities, I would like to contribute to G. U. through research and community collaborative initiatives

By making the infrastructure more updated

Whatever department want.

It's Fantastic, and very fruitful

Contributing in research

As an alumni I would like to contribute my bit forwarding different Activities in fields of academia.

The duration between Result announcement and examination is too long. It should be declared within 45 days of the examination time.

Academically.

We have to use more digital equipment in all humanities departments.

Placement in every department is necessary.

Discuss skills that I have developed

I will physically labour as possible as to development of GU.

Develop instrument Facility for science research departments

GU needs to excel in all spheres- academics, research and extension.

By becoming something whom my juniors could look up to.

If provided an opportunity I would like to contribute my bit.

Enhancing our reading skills



Research,academics,serving the society

Any help as per capacity

N.A.

Proper employability of student's

In any way possible as a teacher and researcher.

As an employee or rather as an Assistant Professor

In the development of gauhati University I will try my best

I would like to enrich practical areas for the students so that they could be able to do in practically.

Strengthening organizational structure

Please stop teachers politics over scholars especially Psychology Dept.

My contribution will be making the university more proud and making the people know more about the ethics and value of my very own university. Wherever i go learning from the University will always shine.

Help makena placement cell

As I am from media sector so I can make myself available for exposure of the institution in different way which will help people know about it.

Accademic and research activities

As an alumni I feel our university is doing good but it would be better if there is more vibrant environment of employability, smart infrastructure for each department, more collaborative works etc. I personally feel it will be nice if there is online accessibility of our library books. Because our library is our treasure but some very rare but important books are left in horrible condition like dusty, without name tag on the cover page etc.

Academic contribution

NA

The administrative workers should be upgraded. Too slow in every works.

Doing research

No idea



Not an individual contribution but i suggest to make a parking place near each of the department. Seat capacities of some departments be increased.

Gauhati University must develop in technical issues

yes

Invite sometime a guest faculty from other.

As capability of my limited knowledge I would like to contribute in the development of the Gauhati University

Anyway in academic achievement.

- (a) Research & extension,
- (b) Continuation of teaching in affiliateed college (my work place) under Gauhati University,
- (c) Would like to monitor and mentoring in cultural activities of students.

I would be glad to be a part of Gauhati University Alumni and would definitely like to contribute through research and other social activities

I want to add courses beneficial for students which may help them direct appointments, placements

Through intelectual interection.

In every ways

Students academic development

By contributing through my research work

Anything .

The university community should be more proactive regarding the changing scenario of education globally for which we can contribute through various ways.You must connect at personal level to each and every alumni and get the feedbacks through which university can attain the desired position.

By taking honorary classes.

In academic and social aspects, I can contribute as per my capacity.

I would like to help the current batches on reporting and translations.

Though Research



The authority should look after the fees hike of the entrance forms as comparing to other universities gauhati University fees is too high. As maximum students come from economically weaker sections.

By my academic urge and extra curricular activities.

Collaborative Research

You can't Reach out less.

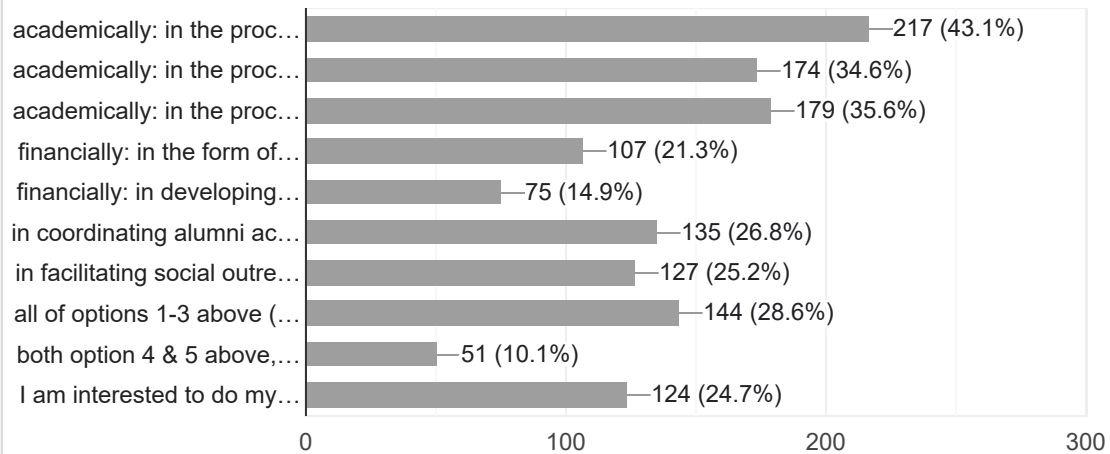
Through academic support and innovative ideas.

127 more responses are hidden

In response to the question above regarding the contribution you would like to make towards the development of GU, how would you like to summarize your response?

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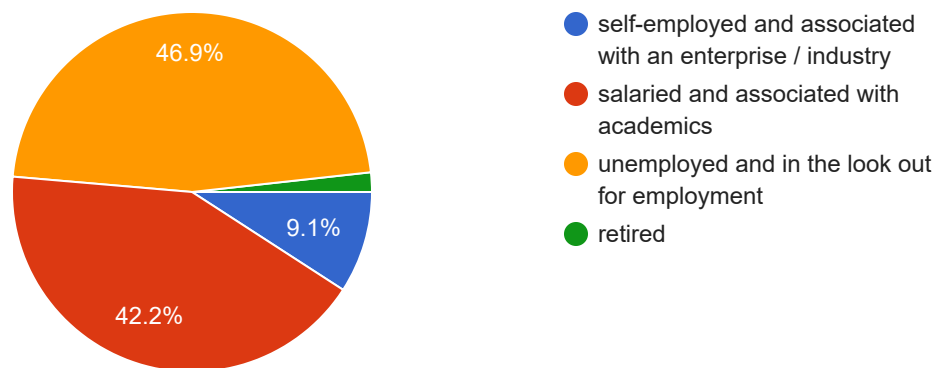
503 responses



Are you...

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514 responses



Please share your experience, memories (photographs, audio-videos etc.), or any other information that you believe would help the GU Alumni Association make its documentation more meaningful?

45 responses

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# GU\_Feedback\_Employer

14 responses

## Name & Affiliation (Optional)

8 responses

Abhishek Thakur - Ernst & Young

HIRAK JYOTI KALITA

Jyotipom Das

Tomoghana Bhuyan Borah

Antareep Das

Sakir Dewan (MBA Department)

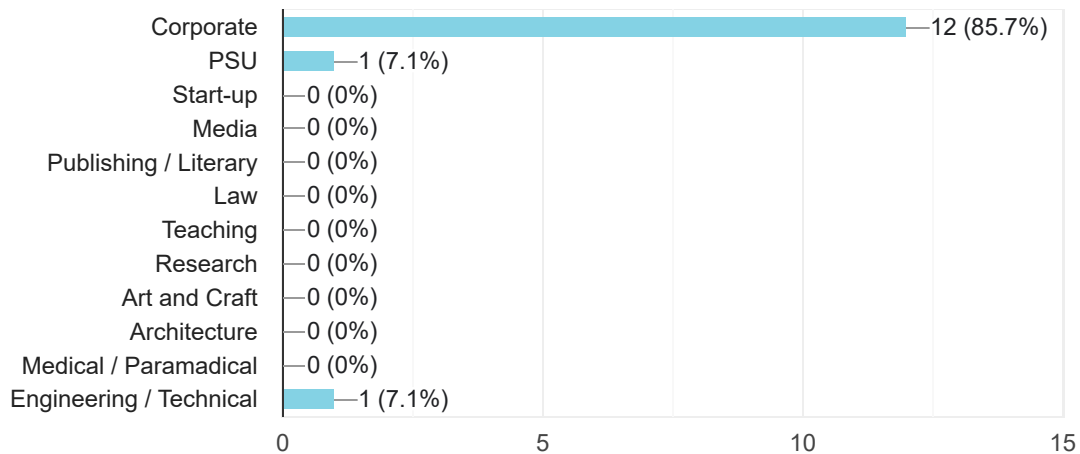
Rishav Ray

Pallab Borah, Samsung India Electronics Pvt. Ltd.

## 1) Type of the institution you are affiliated to

Copy

14 responses

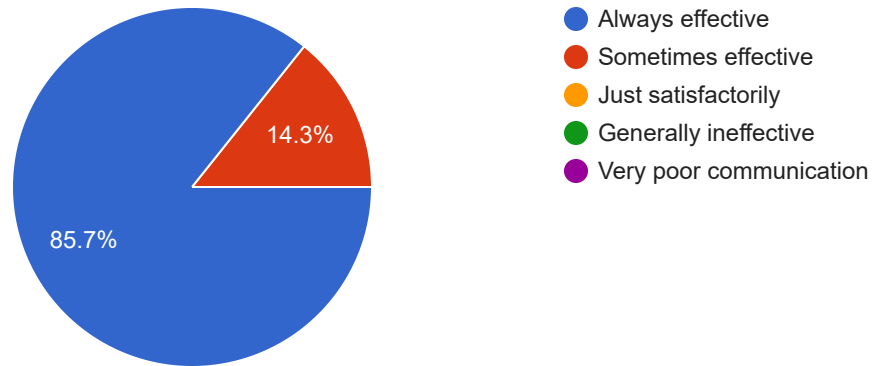




2) How well were the students interviewed by your institute, in general, able to communicate orally?

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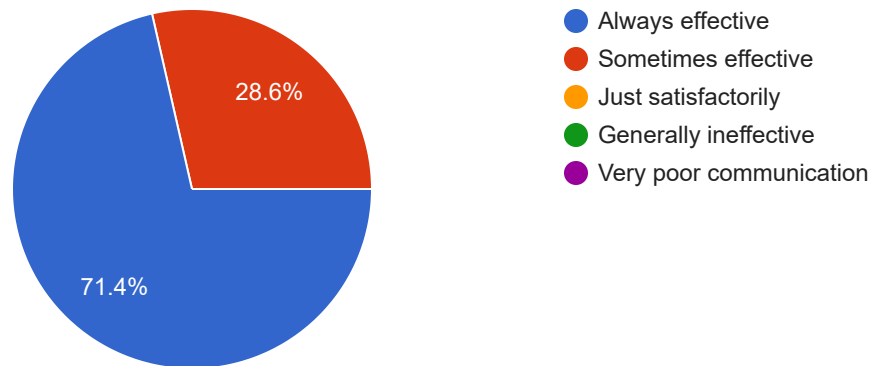
14 responses



3) How well were the students interviewed by your institute, in general, able to communicate through writing?

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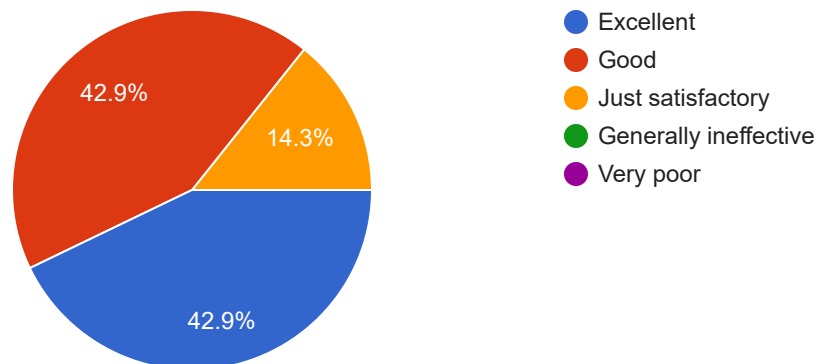
14 responses



4) How well were the students interviewed by your institute, in general, able to demonstrate his/her soft-skills?

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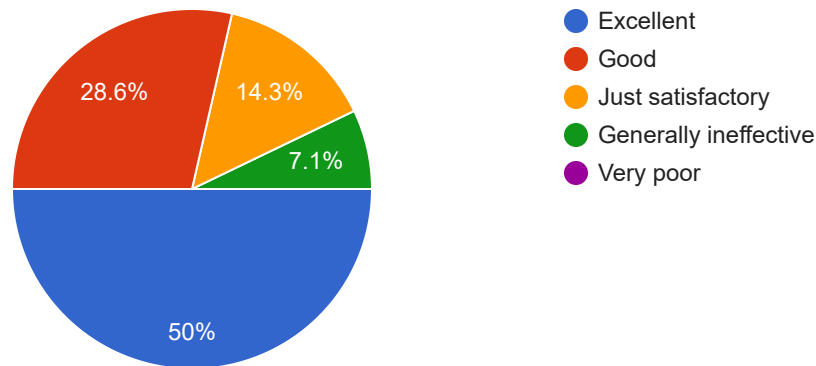
14 responses



5) How well were the students interviewed by your institute, in general, able to demonstrate his/her hard-skills?

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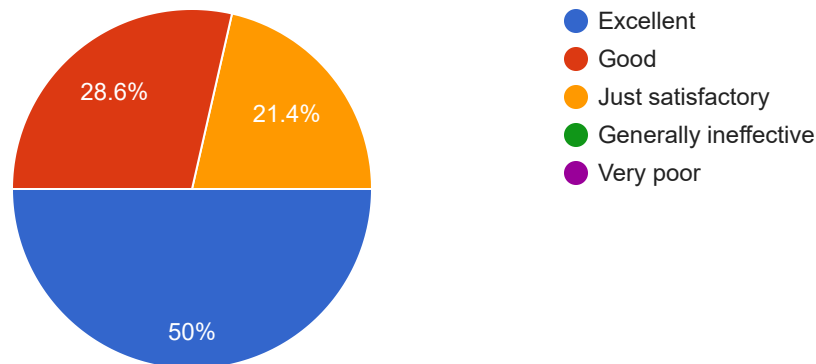
14 responses



6) How well were the students interviewed by your institute, in general, able to demonstrate domain / technical knowledge base?

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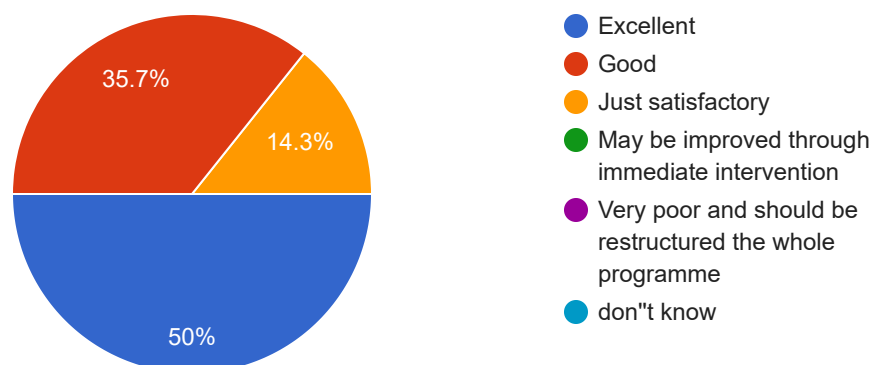
14 responses



7) On the basis of your assessment on the students interviewed by your institute, in general, what is your judgement on the course/programme curriculum she/he had gone through, in terms of employability of the passing-out student?

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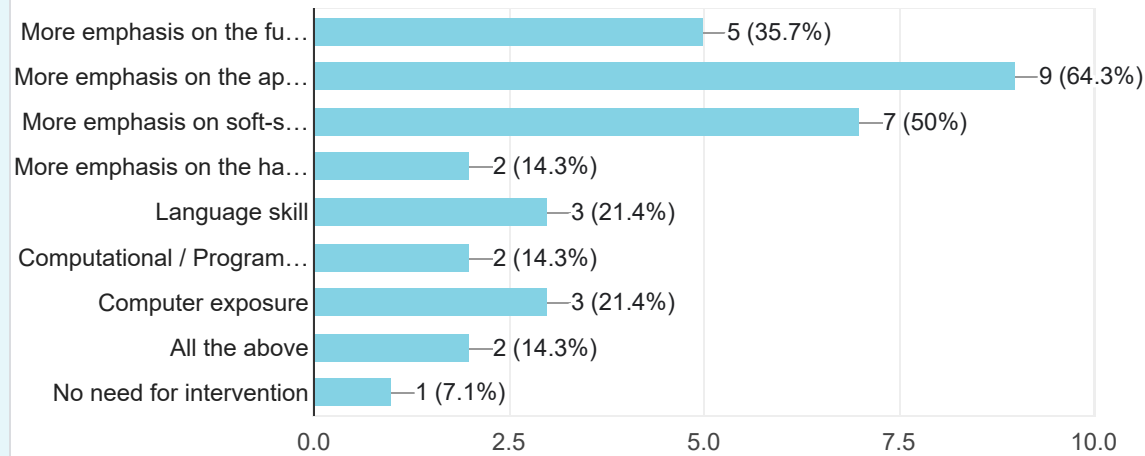
14 responses



8) On the basis of your assessment on the students interviewed by your institute, in general, what is your take on the type of intervention needed, in order to enhance the employability of the passing-out student?



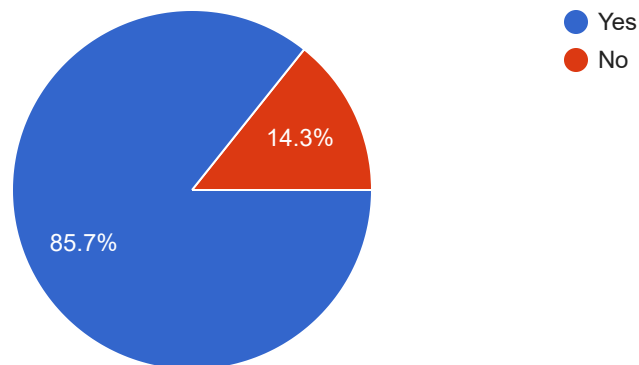
14 responses



9) Would your institute/company like to explore possibilities for getting associated with GU in promoting internship / training / student exchange / field visit opportunities for students?



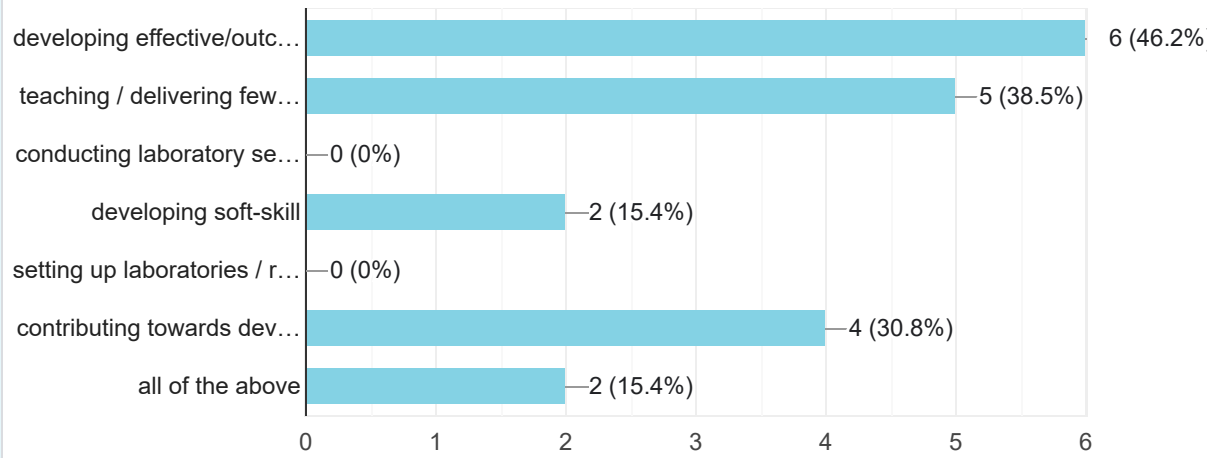
14 responses



10) Would you or your institute/company like to explore possibilities for getting associated with GU to enhance the employability of the student through?



13 responses



11) Give three observations / suggestions to improve the overall teaching–learning environment/experience in the institution.

8 responses

More Practical,Analytical Base learnings

Practical based studies, case study and real life market scenario

Workshops to be organised to demonstrate the practical aspects of the curriculum.

Practicality should more be implemented

.

1.Practical exposure more on Soft and hard skills in their own specialization.

2.Focus more on case studies rather than theory based syllabus.

3.Teachers to act as a leader or mentor and guide each students diving in teams of 5-6 for better control.

4. More industrial tie up and focus to build the student industry ready.

5. More involvement of faculties or seperate faculty to run placement cell

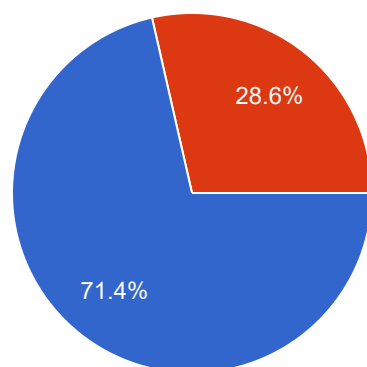
Need to provide practical knowledge to the students which will come in use in the future. Although intership is there but little more focus should be give to the practical scenario. Can invite ex-students working in different sectors to share their experiences.

1.Basics in any programming language should be strong 2. present skills and soft skills should be improved .

12) Do you think that the delivery of the course / programme would have been much better, had there been a strong industry-academia collaboration?

 Copy

14 responses

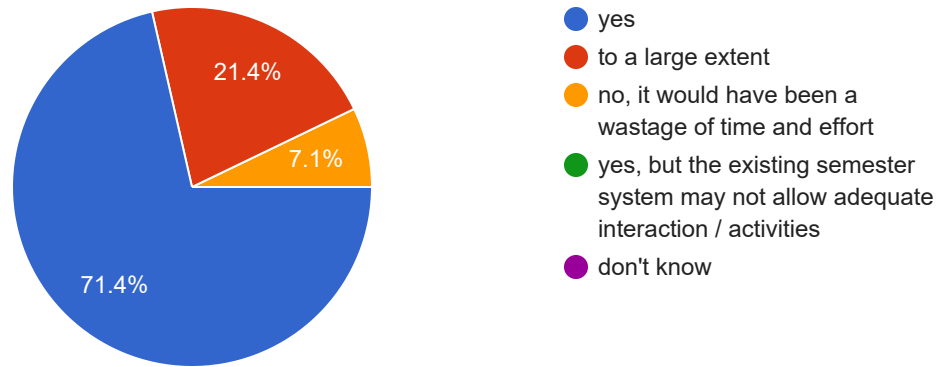


- yes
- to a large extent
- no, it would have been a wastage of time and effort
- yes, but the existing semester system may not allow adequate course coverage
- don't know

13) Do you think that the acceptance of the course / programme would have been much better, if there were a strong alumni intervention in terms of training & placement activities of the Department / Institution?



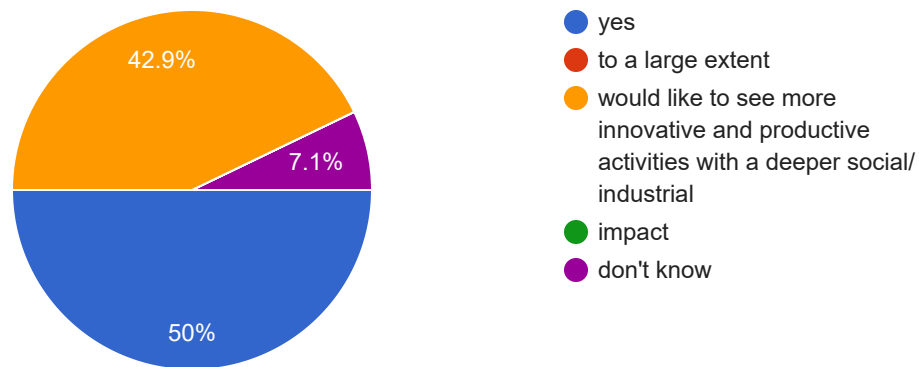
14 responses



14) Do the research activities carried out in GU motivate you or your institute to opt for an association / collaboration?



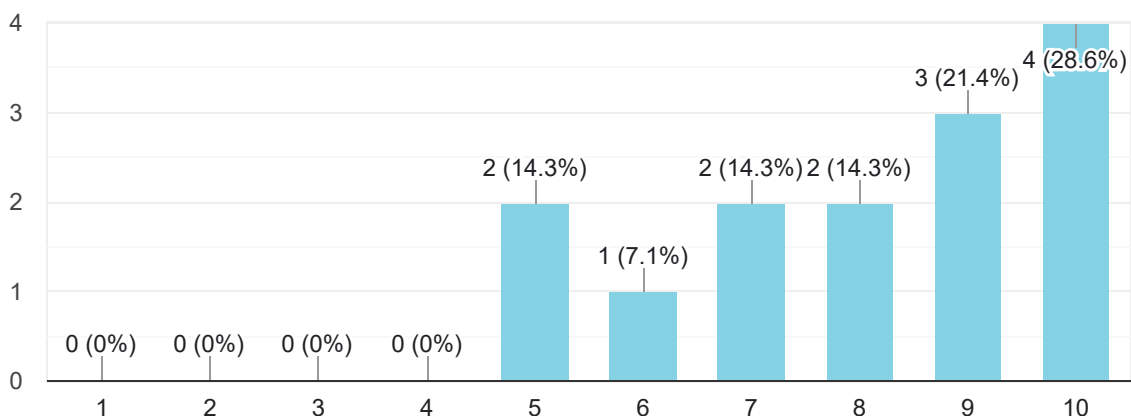
14 responses



15) How would you rank GU in terms of course structure / delivery / manpower / infrastructure / research throughput available for meaningful engagement in terms of training / placement / research collaboration / academic exchange programmes, on a scale of 10?



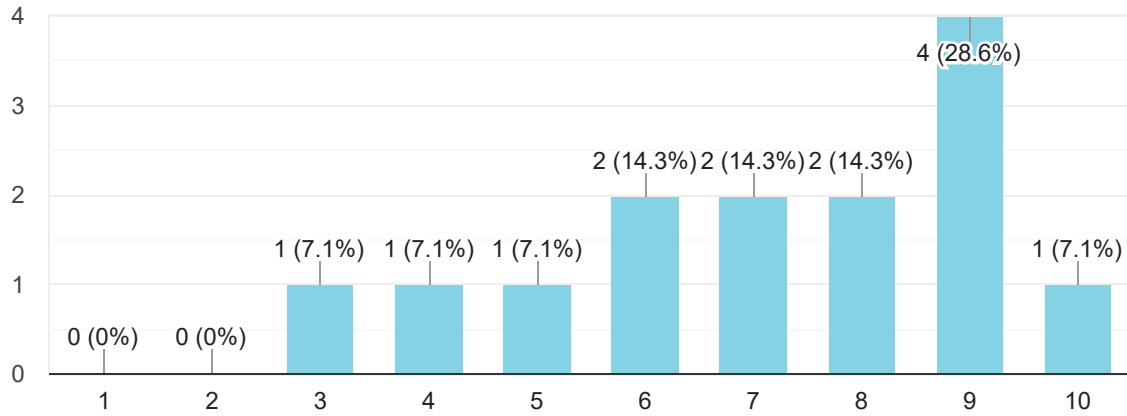
14 responses



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



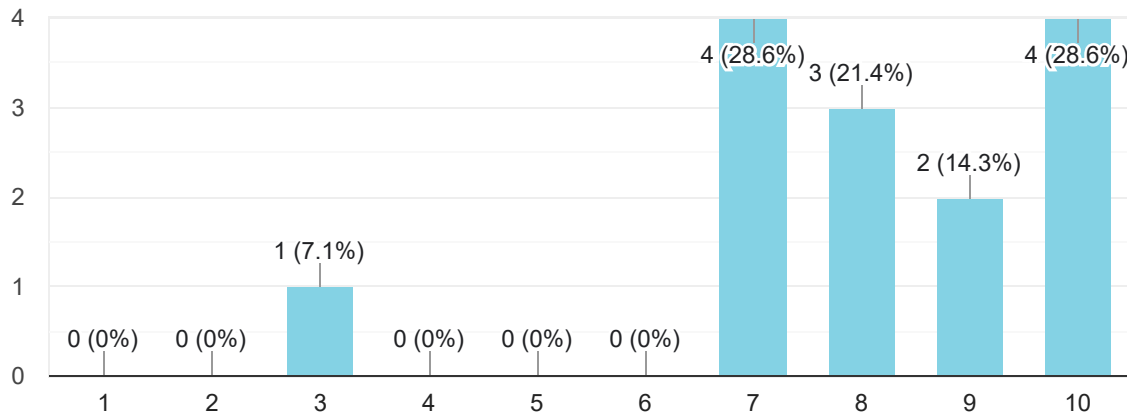
14 responses



17) Overall, how would you rank Gauhati University as a destination of employable pool of human resource, on a scale of 10?



14 responses



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# GU\_Feedback\_Faculty\_and\_Principals

46 responses

## Name & Affiliation (Optional)

46 responses

B K Bhatta

DR AJOY MITRA IQAC COORDINATOR DISPUR COLLEGE GAUHATI UNIVERSITY

Madhab Choudhury College, Barpeta, Gauhati University

Permanent

Dr. D.Ch.Bhagabati

M. I. Khan, Dept of Biotechnology, GU

Utpal Sarma

Kandarpa Kumar Sarma

Dwipen Laskar

Dr. Bhaben Tanti, Professor, Department of Botany, Gauhati University

Krishna Boro, Department of Linguistics, Gauhati University

S. R. Nirmala, GU

Prof. Diganta Kumar Das

Dhruba Pratim Sharma, Gauhati University

Dr. Parismita Sarma

Sanjay Bhattacharjee

Dr Tilak Hazarika, Asstt Prof, DLIS

Archana Sharma, Department of Economics

Dr. Pranjal Saikia & Associate Professor

Sudipto Bezbaroa, Department of English Language Teaching, Gauhati University

Nabamita Deb

Dolikajyoti Sharma

Bikash Gogoi

Khamseng Baruah, Gauhati University

Nivedita Malini Barua, Department of ELT

Madhuri Kalita

Badan Barman & Gauhati University

Eeshankur Saikia, Applied Sciences

D. K. Girls' College

ALHAZ SUNAI BIBI CHOUDHURY COLLEGE

Ghanakanta Baruah College

Narangi Anchalik Mahavidyalaya

Bikali College, Gauhati University

Bilasipara College

PANDIT DEENDAYAL UPADHYAYA ADARSHA MAHAVIDYALAYA, DALGAON

Chhamaria Anchaalik College, Chhamaria

PDUAM, Tulungia & Gauhati University

Rangia College

West Guwahati commerce College Maligaon Guw-12.Affiliated under GU.

Abhayapuri College

Mintu Nath, Assistant professor, Abhayapuri College

Dr. Sibasish Chatterjee, Halakura College, G.U.

HARI-GAYATRI DAS COLLEGE, Azara, 2008

DEOMORNOI DEGREE COLLEGE, Permanent Affiliation

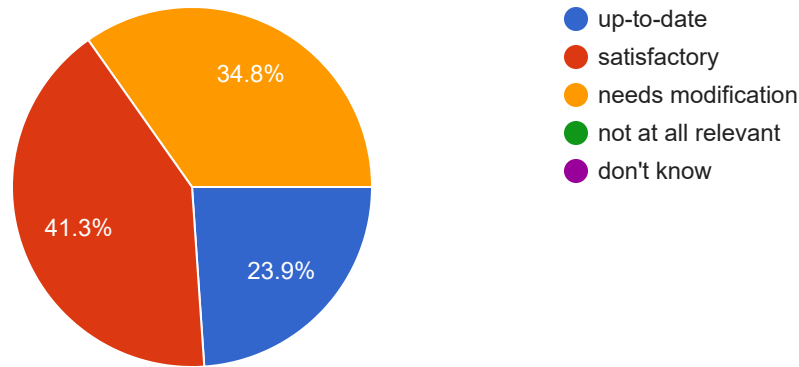
Lokanayak Omeo Kumar Das College, GU

G. L. Choudhury College, Barpeta Road affiliated to GU

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?

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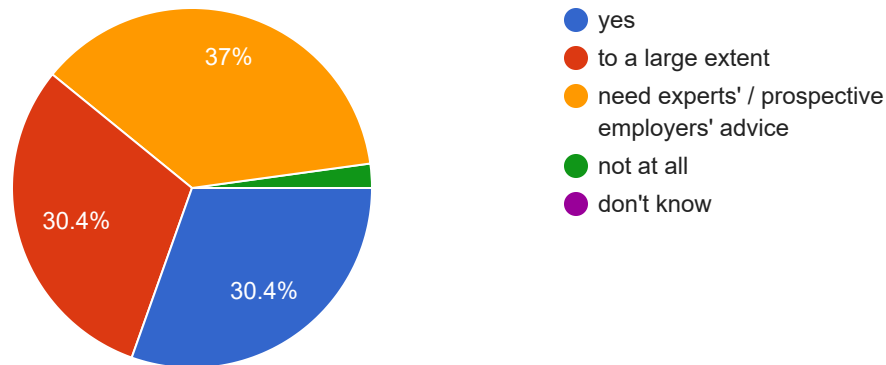
46 responses



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

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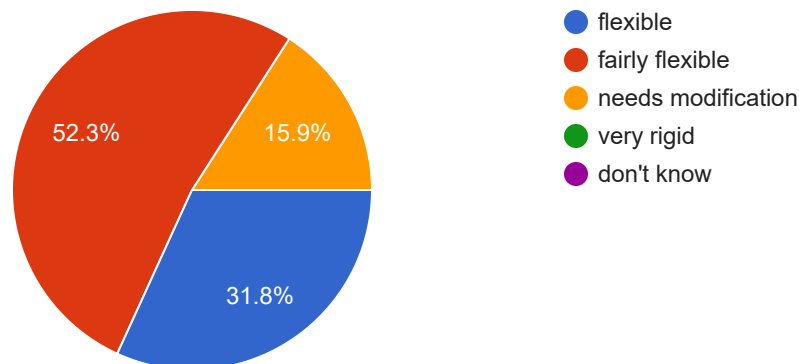
46 responses



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

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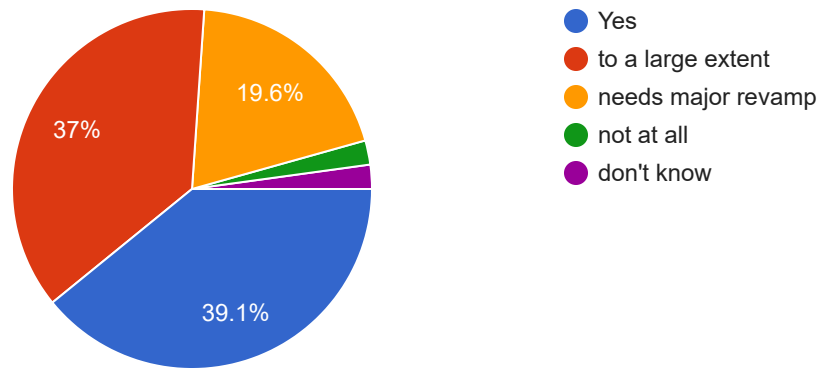
44 responses



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

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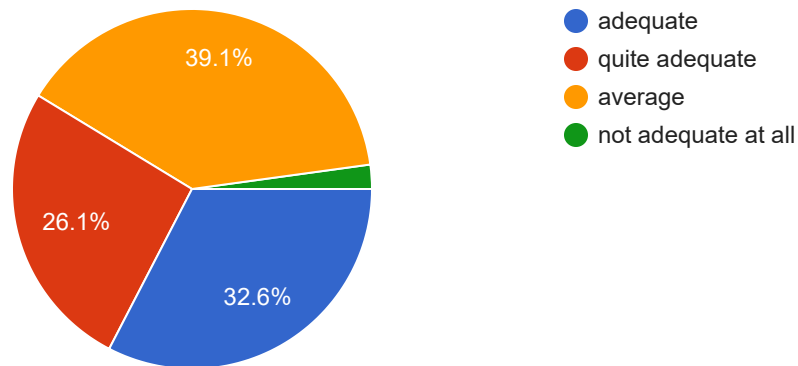
46 responses



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

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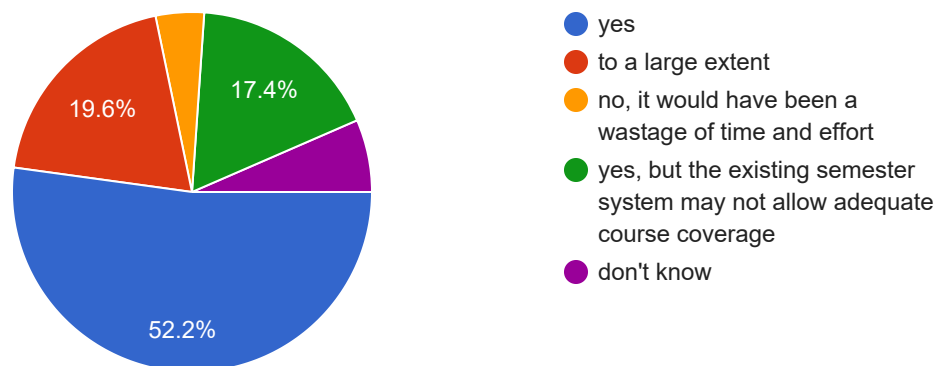
46 responses



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?

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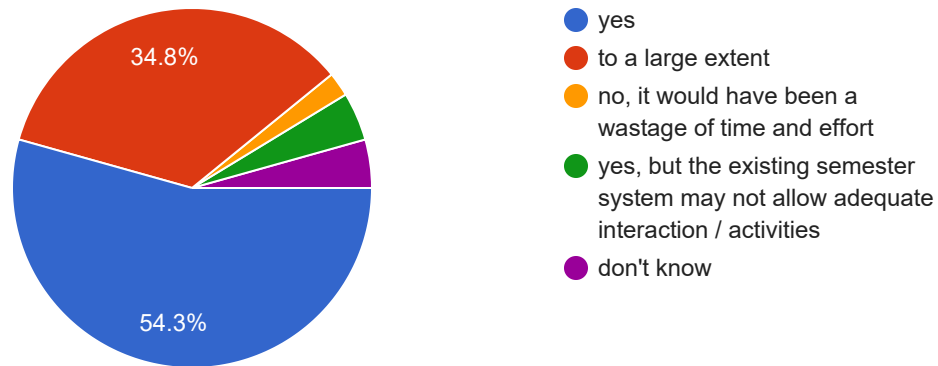
46 responses



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 ?

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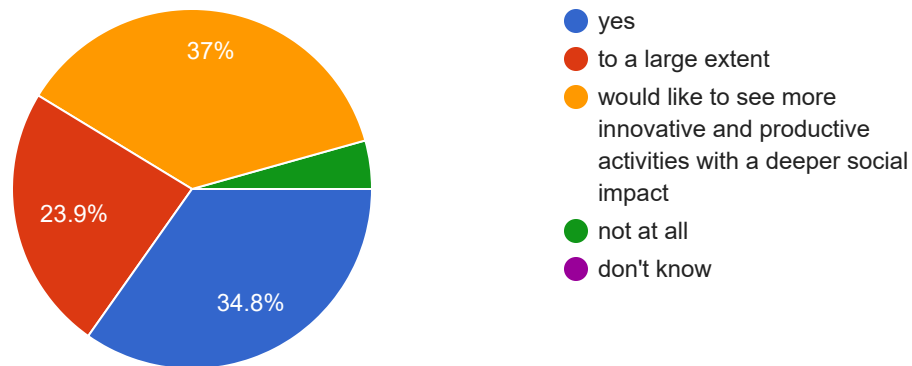
46 responses



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

 Copy

46 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?

39 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

Need more flexible in the evaluation process

I think that the present adopted evaluation methodology is effective.

The real working situation of tests may be developed for evaluation.

No



Mid term student feedback to provide improvement.

More micro zones should be opened.

ONLINE EVALUATION MODE MAY BE ADOPTED

1. creation of cluster zone, 2. Teacher's should make more accountable

Introduction of more Project Work, Field Study etc., will be more effective which the University has already initiated.

Spot evaluation process within the fixed time frame without disturbing classes

Yes, we have to find out innovative ways for more effective evaluation of the learning process. for example Flipped Learning

Online evaluation once in a while

More emphasis on evaluation on the basis of participative method of teaching learning is required.

YES

Digital evaluation methodology.

Evaluation by experienced teaching faculty needs to be ensured.

Usual evaluation methodology is apt

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

39 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

Required modification

No

Satisfactory and are to be modified according to the contemporary social need

Specific and reliable

Yes modification is needed

SATISFACTORY. OPEN BOOK TYPE OF EXAMINATION MAY BE PLANNED WITH GIVING MORE EMPHASIS ON KNOWLEDGE ANALYSIS AND CREATIVE LEVEL.

The question is quite good.

Questions are both Text based and Innovative.

Yes there are so many scope for modification

Apart from the traditional methods of questions, online MCQ may be introduced

The questions need to open up opportunity for creativity in students

It is totally perfect and up-to-date as regards quality.

It will be depends upon as per as NEP 2020.

It is adequate

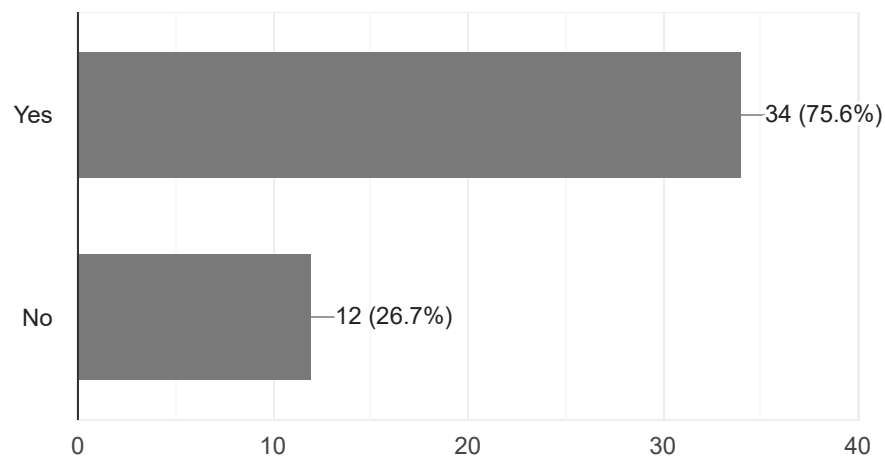
All course must include minimum number of broad questions to ensure a learners level of conceptual understanding and writing skills.

Standard and much scope for modification

11) Are the results declared on time?

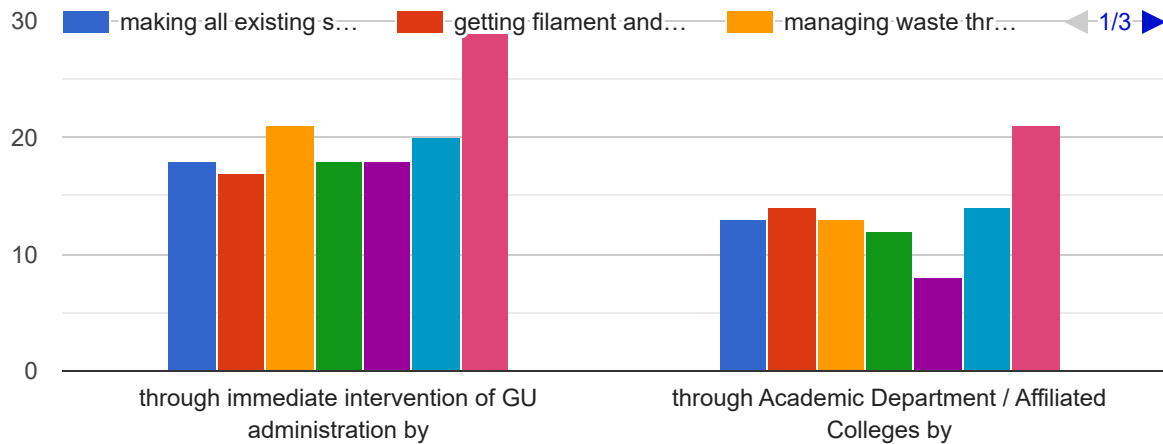
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45 responses



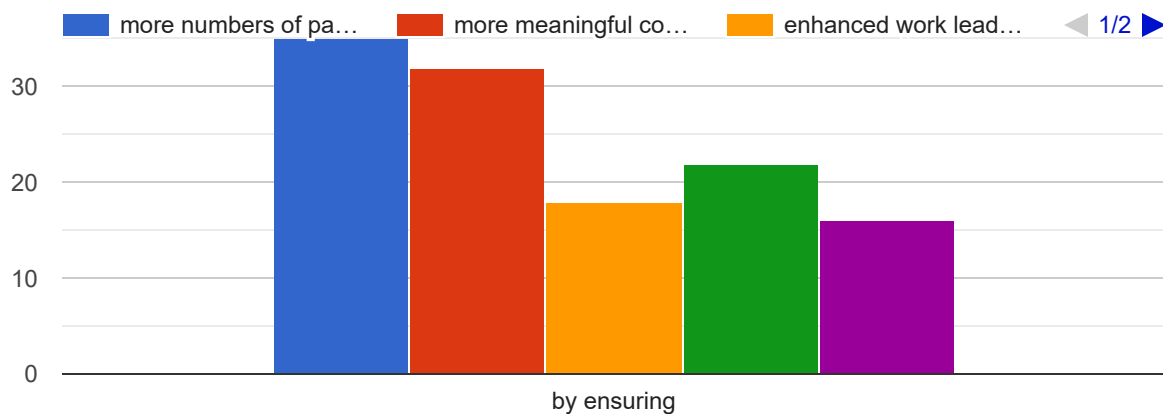
12) In order to protect the environment, in what ways can GU / College intervene?

Copy



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?

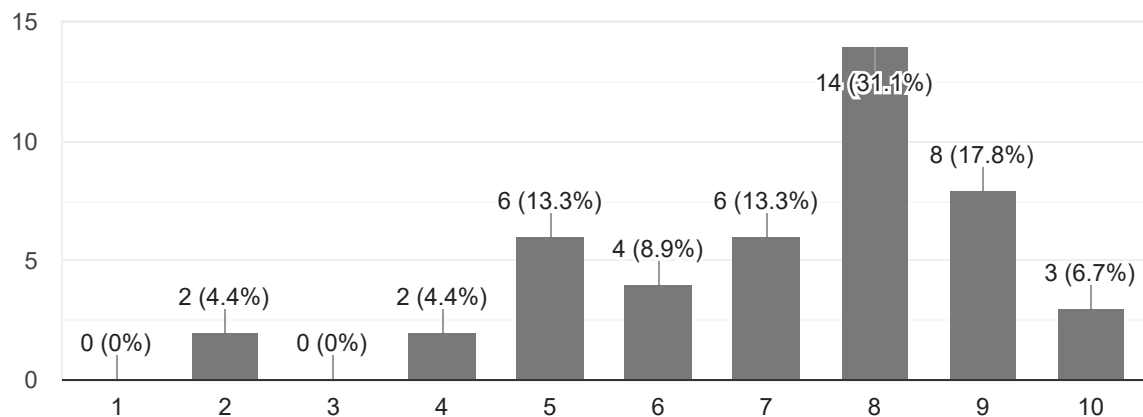
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14) How would you rank the leadership of Gauhati University in terms of vision and delivery on a scale of 10?

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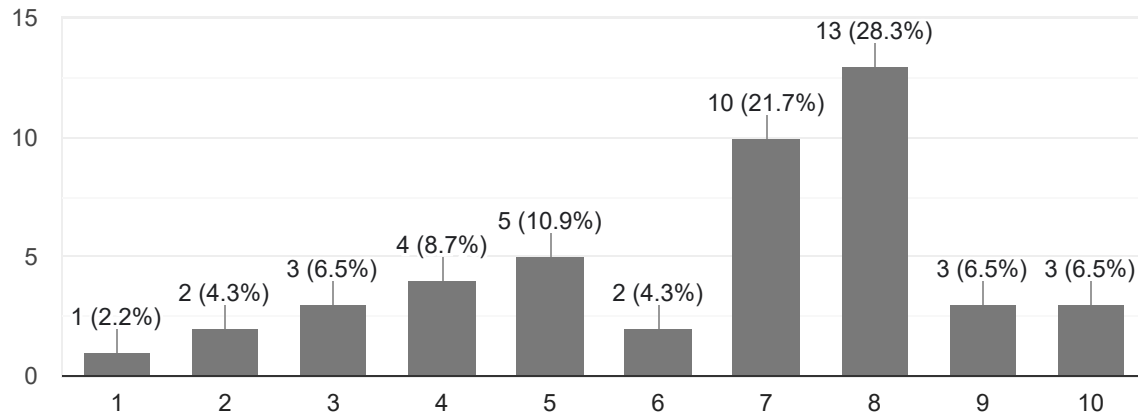
45 responses



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



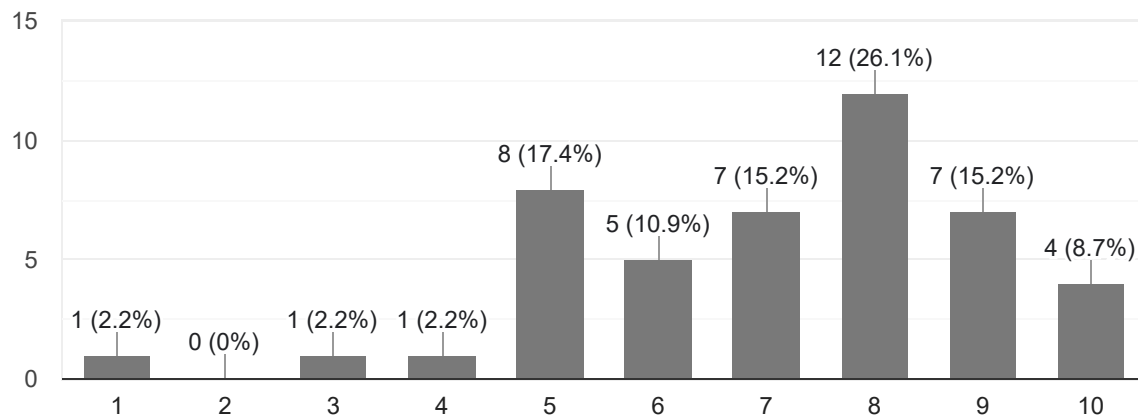
46 responses



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?



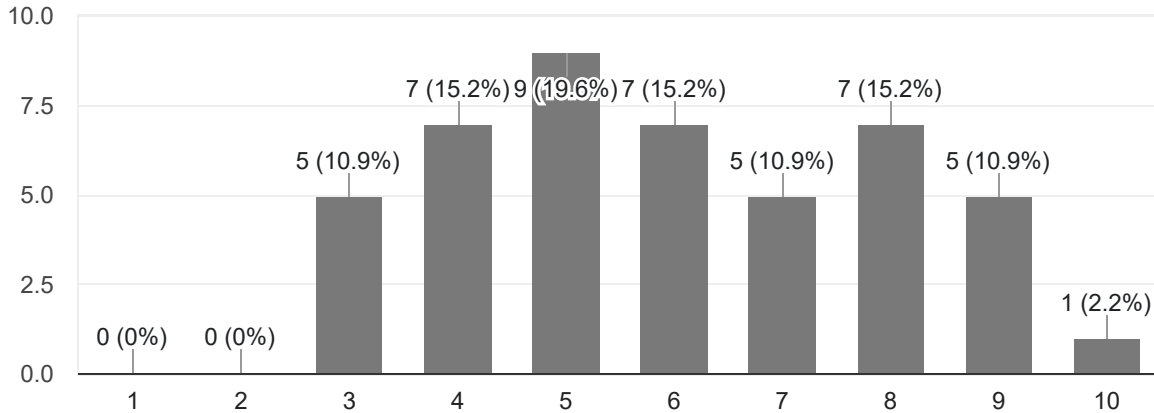
46 responses



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?



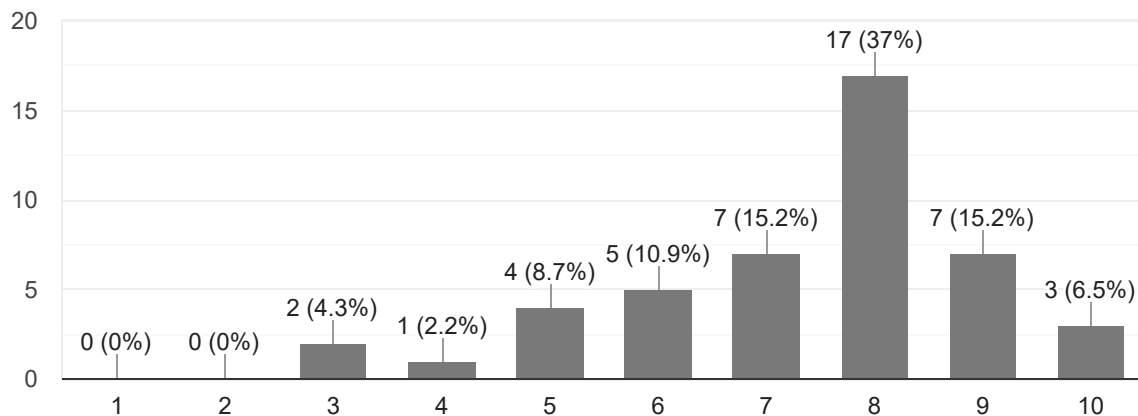
46 responses



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



46 responses



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

34 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 courses. Encourage colleges to open PG courses and enroll more college teachers as PHD supervisor. GU should arrange monthly meeting with college teachers for smooth relationship for sustainable development.

1. Regular and maximum time presence in the department, 2. Association with more research works, Projects, publications, 3. Collaboration with industries, 4. Development of relationship with the world class university

There should be frequent interactions between the university and the colleges. Important notices should be given to the colleges in advance so that colleges can respond to it in time.

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

It should be a healthy relationship

.....

Coordination

Joint interaction in the field of Teaching and research between University and College.

Faculty exchange program should be arranged so that rural based college students will be encouraged very much for higher learning and research

GETTING AFFILIATION AND PERMISSION ALONG WITH ENROLLMENT OF THE STUDENTS IN UNDERGRADUATE COURSES SHOULD BE FLEXIBLE

Reduce affiliation fees structure. It is too high for small and new colleges.

More members from College fraternity in different cells and committees of the University

GU administration should be upgraded so that colleges can get quick response in respect of all matters.

In order to establish a good relationship between college and university, some visits of University representative is needed.

The University should interfere with the affairs of the college directly. What is written and submitted by the affiliated colleges does not always reflect the truth.

1. Quality education 2. Innovative research

Mutual understanding and reciprocal co-operation.

1) For UG syllabus preparation & Question Paper setting larger participation by senior faculty members from affiliated colleges covering the jurisdiction of the University will ensure a better College- University relation.

2) Since most of the affiliated colleges are scattered over a large geographical area a cell/help desk/mechanism needs to be created for prompt digital response of the academic issues of these colleges.

More effective hazardless cooperation in between the university and the college is required

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## FeedbackGU\_Faculty

132 responses

## Name & Department (Optional)

102 responses

English

Jahnabi Deka

Dr. Humi Thaosen & Anthropology

Botany

Economics

Dr. Kumaresh Sarmah

PROFESSOR PRAFULLA KUMAR NATH

Satyajit Sarmah & Information Technology

Folklore reasrach

Prof. Dandadhar Sarma

P. Bhattacharya, Dept. Of Geography

Nandana Dutta, English

Partha Pratim Baruah

Shubhrajeet Konwer

Dr Karavi Barman

Mohammad Imtiyaj Khan

Ismail Hussain, Bodo

Computer Science

Dr.Abu Bakkar Siddique, Department of Arabic

Political Science

Utpal Sarma, Instrumentation and USIC

Dr. Polee Saikia, Department of Education

Library and Information Science

Sahana Bhattacharjee; Statistics

Deepali Sarkar Physics

S. S. Swargiary, Biotechnology.

Mathematics

Dr. Bibha Bharali, Dept. of Assamese

Sociology

Moyuri Sarma

Amit Choudhury - Statistics

Asha Kuthari Chaudhuri, Department of English

Ratul Mahnata, Economics

Dhruba P. Sharma, Political Science

Dr. Balen Bhagabaty

Sulochana Deb &Physics

Kuladip Sarma, Department of Zoology

Women's Studies

Dr. Santanu Acharjee, Dept. of Mathematics

Dr. Subhankar Roy, Physics, GU

Buddhadeb Bhattacharjee

Chemistry

Biman J Medhi & Physics

Prof. Jogen Ch Kalita, Dept. of Zoology

Pallabi Medhi, Staistics

DEPARTMENT OF HINDI

Applied Science

Samir Sarkar, Business Administration

CHANDANA SARMAH, ANTHROPOLOGY

Dhrubajyoti Sahariah, Geography

Swarna Prabha Chainary

Subhash Medhi, Bioengineering and Technology

ECT

Hindi

Dr. Nilakshi Goswami, Dept. of Mathematics

Rajan Sarma, Statistics

Smita Devi Bora & dept.of Anthropology

History

Biotechnology

Law Department

Sofia Banu

Pranjal Saikia

Dr. Ram Kishore Roy & Department of Electronics and Communication Technology

Sanskrit

Kushal Kalita & Physics Deoartment

Md Baharul Ali

Prof. Manjula Devi Department of Sanskrit

Philosophy

Leena Dihingia, Assamese

A

Dilip kumar kakati ,Department of Chemistry

Md Ghaznavi Idris

Zoology

Gulab jha, Foreign Languages

Shikhar Kumar Sarma, Department of Information Technology

Sunanda Naik, Applied Sciences

Pallavi Sharma

Jayanta Jivan Laskar Geological Sciences

Bikash Gogoi & Department of Geological Sciences

Dr. Chandan Kr. Goswami, Communication & Journalism

Physics

Bimal Kumar Kar, Geography

Nityananda Deka. Geography

DR. BULBULI KHANIKOR, DEPARTMENT OF ZOOLOGY

Jagriti Das

Foreign Languages

Debashis Saikia, Instrumentation and USIC

Dr. Parismita Sarma, Department of Information Technology

Bioengineering and Technology

Psychology

Dr. Binita Rani Das, Dept. of Bengali, Gauhati University

Dr. Tridib Kumar Goswami, Chemistry

Dr. Malabika Kakati Saikia

Dr Bipul Bezbaruah Department of Applied Sciences



Debajani Basumatary

Dr Hemen Deka , Department of Botany

Dr. Mizazur Rahman Talukdar, Department of Arabic

English

HIDAM KUMARJIT SINGH, ELECTRONICS AND COMMUNICATION TECHNOLOGY

Munmi Sen department of history

1 more response is hidden

## Email

110 responses

bibhash@gauhati.ac.in

jahnabideka@gauhati.ac.in

huthaosan@gauhati.ac.in

btanti@gauhati.ac.in

mpb@gauhati.ac.in

kumaresh@gauhati.ac.in

Pkn@gauhati.ac.in

ss@gauhati.ac.in

bhattkishore@gmail.com

sarmadd@gauhati.ac.in

prasanta3@gauhati.ac.in

nandana@gauhati.ac.in

ppbaruah@gauhati.ac.in

sk489@gauhati.ac.in

karavi78@gmail.com

imtiyaj@gauhati.ac.in

ismailhussain@gauhati.ac.in

sanjib959@gauhati.ac.in

bakkar@gauhati.ac.in

jayanta1947@gauhati.ac.in

utpalsarma@gauhati.ac.in

poleesaikia@gauhati.ac.in

dipendeka@gauhati.ac.in

sahana.bhattacharjee@gauhati.ac.in

sarkardeepali@gmail.com

swargiary.ss77@gauhati.ac.in

bh\_gu@gauhati.ac.in

manashibora@gauhati.ac.in

bibha@gauhati.ac.in

shabeenasaikia@gauhati.ac.in

moyurisarma89@gmail.com

achoudhury@gauhati.ac.in

ashaakc@gauhati.ac.in

amiya@gauhati.ac.in

rmeco@gauhati.ac.in

dhruba75@gauhati.ac.in

b\_bhagabaty@gauhati.ac.in

debsulochana@gauhati.ac.in

kldpsarma@gauhati.ac.in

Pollyvauquiline@gauhati.ac.in

sacharjee326@gauhati.ac.in

subhankar@gauhati.ac.in

buddha@gauhati.ac.in

\*\*\*

biman@gauhati.ac.in

jogenck@gauhati.ac.in

pmedhi@gauhati.ac.in

poojasarmahindi@gauhati.ac.in

ssarkargumba@gmail.com

chandanasarmah@gauhati.ac.in

dhrubajyoti@gauhati.ac.in

swarna@gauhati.ac.in

subhashmedhi@gauhati.ac.in

zbt@gauhati.ac.in

rita1@gauhati.ac.in

mbthakuranth@gauhati.ac.in

ngoswami@gauhati.ac.in

dwipen@gauhati.ac.in

rajansarma@gauhati.ac.in

guchem.talukdar@gmail.com

smitadevi@gauhati.ac.in

rajibhandique@gauhati.ac.in

pranjan.barman@gauhati.ac.in.

rupalidbarman@gauhati.ac.in

sofiab@gauhati.ac.in

pranjalsaikia@gauhati.ac.in

ram\_kishore@gauhati.ac.in

ros.goswami123@gmail.com

kkalita@gauhati.ac.in

baharulgu@gauhati.ac.in

mdevi2016@gauhati.ac.in

akoijamthoibisana@gauhati.ac.in

leena@gauhati.ac.in

anjalidaimari@gauhati.ac.in

arun\_botany@gauhati.ac.in

dkk.chem@gauhati.ac.in

mdghaznaviidris@gauhati.ac.in

manasdadne@gauhati.ac.in

rajat@gauhati.ac.in

sks@gauhati.ac.in

snaik@gauhati.ac.in

pallavi.sharma@gauhati.ac.in

jlaskar@gauhati.ac.in

bikash.gogoi@gauhati.ac.in

nivedita@gauhati.ac.in

ckg@gauhati.ac.in

simanta@gauhati.ac.in

bimalkar@gauhati.ac.in

nityananda@gauhati.ac.in

bkz11@gauhati.ac.in

jagriti\_das@gauhati.ac.in

btiru@gauhati.ac.in

rounakmahtab@gauhati.ac.in

debashis86@gauhati.ac.in

pari@gauhati.ac.in

dbaishya@gauhati.ac.in

ritapsychology@gauhati.ac.in

dasdrbinita1@gauhati.ac.in

tridib@gauhati.ac.in

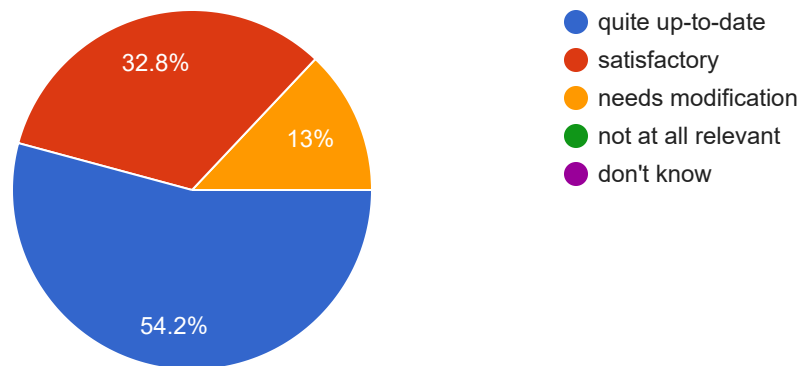
aradhana.misra@gauhati.ac.in

10 more responses are hidden

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

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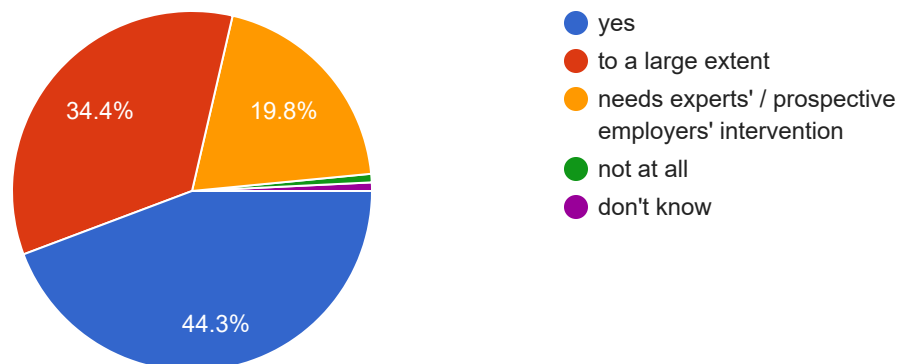
131 responses



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

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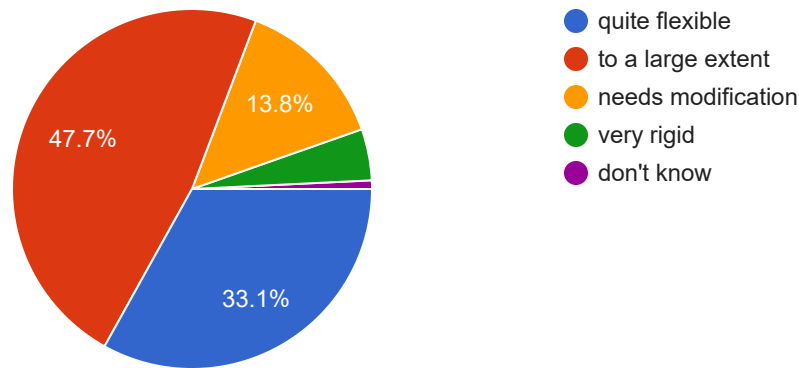
131 responses



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

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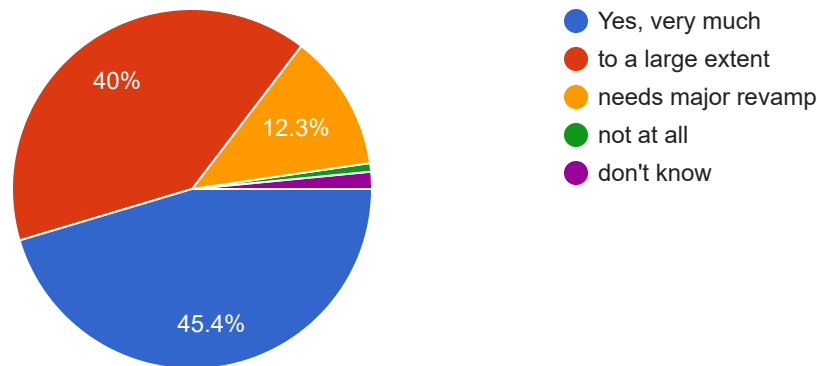
130 responses



4) Do the courses offered reflect the need / aspirations of the society?

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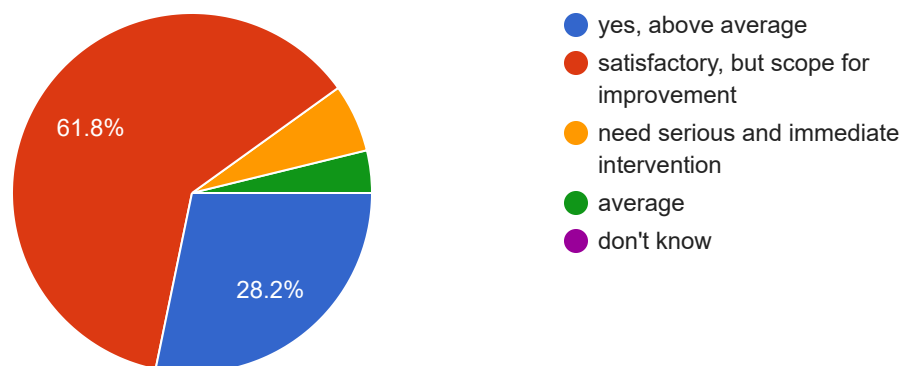
130 responses



5) Do you consider that the teaching-learning tools used while delivering the courses are adequate enough?

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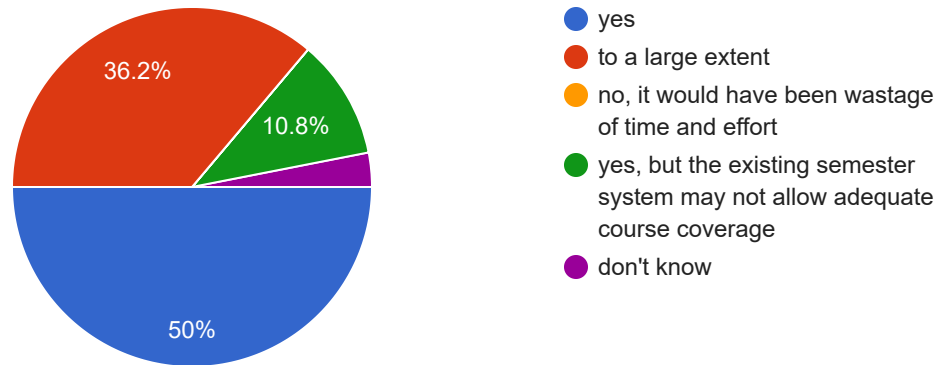
131 responses



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

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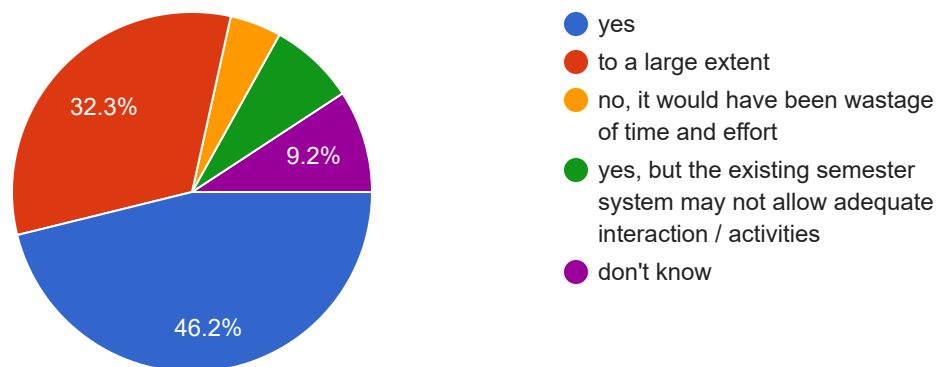
130 responses



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

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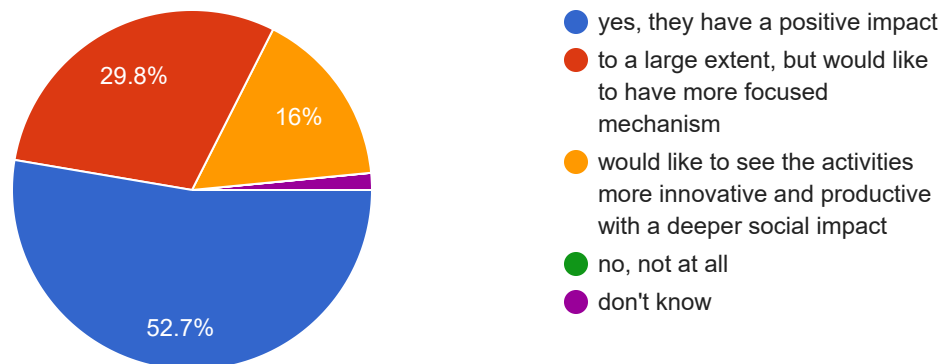
130 responses



8) Have the research activities being carried out in the Department/University been able to motivate the students to opt for a career in teaching and research or go for entrepreneurship?

 Copy

131 responses





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

111 responses

Yes

No

The evaluation method at present is good

Yes, mach ICT integration is required in the Teaching Learning and Evaluation processes

Quicker return of evaluated answer scripts of unit test with comments

Rubric/criteria based assessment which is mapped to learning outcomes and shared in advance with students so that both teaching and assessment are transparent.

Yes, continuous evaluation may be used.

The methods of Learning by doing should be adopted

Assignment and internship programs

Experience Learning in real life situations can be adopted.

The continuous evaluation aspect can be strengthened and the over reliance on end of semester evaluation reduced. More weightage could be given to small supervised projects.

Fird study is needed

It is sufficient for now.

Existing evaluation system is quite satisfactory.

The present system of evaluation is quite innovative and effective

Yes requires modification

None as such

Seminar presentation and group discussion

Concept based surprise internal assessment test may be included.

Open book system of examination evaluation process can be think

There has to be proper feedback given to students after exams, especially the internal exams. In our hurry to complete the process of teaching, results are hurriedly given without proper feedback.

360 degree feedback, psychological appraisals, assessment of skills along with theoretical knowledge.

The proportion of marks for internal assessment need to be increased and evaluation should be incremental and continuous. For social sciences, evaluation on areas of contemporary social relevance need to be emphasised. A basic guideline for the colleges and university in this regard need to be circulated so a basic standard can be maintained.

More short, very short answer questions and critical appraisal components in Question Papers need to be introduced for evaluating highest order of understanding and application of knowledge by the students may be suggested.

Inclusive mentoring

I have come to think that we need to shift to a total grading system, rather than the mixed system it currently is. Since we are adapting to the western (American) modes across the board, this change too might be adopted.

Field based practical evaluation methods may be included

The emphasis should be more on quizzes than unit tests. The questions framed for both sessional and end-semester should be thought-provoking. Students should be acquainted with how to frame critical questions instead of only answering questions.

1) fixation of word limit for all descriptive type questions, 2) negative marking for irrelevant and repetitive answers in descriptive type q.

There may be little change in the evaluation system.

Yes, in addition to regular/ usual methodology, there can be some more methods for evaluation of learning process

Engagement of the students and marking on time spent on learning process can be introduced to make the evaluation process more continuous.

Continuous evaluation then end semester exams should be initiated.

Evaluation should be revamped. A continuous assessment system should be introduced with more meaningful on field pragmatic learning. Examinations should be minimised.

Students must ask to relate the topics of their courses with real life issues of human civilization.

Evaluation process is a part and parcel of the academics. I suggest to give more emphasis on internal evaluation throughout the year. Weightage can be assigned such as 60% internal +

40% final examination.

Yes, there are.

Method of Continuous evaluation should be employed with focus on relative grading system.

Transparent and continuous assessment

Perhaps a more effective approach is Continuous evaluation.

Continuous Internal Evaluation (50 %) and subjective exams (50%)

The evaluation process prevalent can be more geared up with students taking active role in class interactions, group discussions, symposia, practice teaching experience like internship etc. It can be developed in a way that the students become more focused on improving presentation & performance rather than just on acquiring marks.

More internships, Open book tests / exams

The current method practiced in our university is good but it do not count on the other aspect of learning like character, discipline etc.

Learning-by-doing approach to enhance practical skills, wherever applicable

Continuous evaluation mechanism should be clearly reflected in the end semester examination. If an assignment is given proportionate representation in the end semester in addition to the 20 percentage of internal assessment.

Continuous modular evaluation

Yes, the evaluation process need some changes.

Project students need to be evaluated base on presentation of the research in a seminar or conference at national level. Which I think will have multidimensional impact on the students and the university.

Group discussion, one to one sessions to understand weaknesses.

Apart from the regular or usual evaluation methodology, some new innovative ways can be adopted, viz., monthly assessment for students by the concerned teacher with inclusion of the weightage in the final examination marks; monthly seminar presentation by students, etc.

Continuous evaluation should carry equal weight as the final written examinations.

With the present examination system evaluation methodology is adequate.

HoD may be entrusted for monthly evaluation and follow up discussion.

yes

Students should be evaluated on the basis of practical knowledge (problem solving capacity) rather than marks obtained in final examination

Yes

None

Atleast one examination during the whole programme may be adopting Open Book system

I think Continuous evaluation strategy will be more effective than regular/usual evaluation methodology.

Yes, it can be done

Yes, Skill based curriculum (Fitter, Electricity connection, Radiation, Environment sensitiveness etc)for young students for at least 3 months need to be made compulsory

The usual evaluation methodology is up to the mark

It is okay.

Short dissertation

Group discussions, MA dissertations, quizzes, projects, presentations

The present system takes care of students of diverse backgrounds we get.

Open book examination as practiced many well recognised institutions

Students self evaluation method

Yes.

1. We should give more time for practical classes and analyse the participation and discipline. This will help in overall evaluation as well as helping the students overcome executional mental hiccups.

Regular Presentation/Group discussions among the students may be an formal evaluation process that could be adopted as part of the evaluation pattern/matrix

It can be made more skill and industry based

Prevailing methodologies are good enough if followed sincerely

Holding seminar presentation, group discussion, outreach program as part of continuous evaluation in monthly basis or quarterly basis may be an innovative way for more effective evaluation of the learning process

Field visits and internships would enhance the learning process.

Hands on assignments; Target based activities

For further improvement, interactive teaching and frequent evaluation may be emphasized. But after evaluation, the students should be provided with necessary corrections or inputs for improvement.

1. Evaluation through participating students in group discussions on relevant topics of concerned disciplines.
2. Evaluation through participating each student individually in seminar at a regular interval.

Students need to engage to address some real time societal problem (may be very basic) based on their curriculum.

The students we come across in many cases seems to lack basic understanding. Honestly speaking, I feel pressurised to finish my course, trying my super best to give them conceptual understanding but those seem to be futile as they seems to just crave for marks not on concepts. Hence, I believe we need to adhere more importance to conceptual understanding but it is endowed with the demerit of scoring less which renders them uncompetitive in comparison to their competitors at least in this part of the region who come with more exaggerated marks.

The semester system and activities in the university minimises the scope for other methods of evaluation.

No comment on it.

More training in the field and collaboration

I think the present evaluation methodology is good enough.

May be

Hands on and lecture series arrangement done in each department on recent trends specifically in the field of technology may help the students a lot.

Continuous evaluation method may be an alternative. Moreover, there should be marking on real time problem solving and case study pertaining the subject, this will also improve the creativity among the students.

I suggest the following points of evaluation methodology for the learning process:

1. Take Mentor-Mentee classes to know the problems of the students and give them suggestion for solution of it, and collect feedback about the matter from the students.
2. Interaction and Group Discussion on a particular topic and collect feedback from the

students about it.

3. Supply study materials about uncommon topic related to syllabus and take feedback from the students about the utilization of it.

Mid Semester Examination should be mandatory and carry a significant percentage of marks for final assessment.

Whatever evaluation methodology is adopted so far is enough. But, the present method needs to be followed in proper sense. Conducting exams like sessional, evaluating properly and letting students know their mistakes may prove to be fruitful, both for the teachers and students.

Evaluation should be based on more practical based/field oriented studies along with theoretical study.

Class tests and sessional should be evaluated only through online mode

Field work required

Yes, Participatory Learning, Double blind evaluation of Answer script, Case Analysis, Presentation Exercise etc.

The usual evaluation methodology is quite satisfactory. It only needs to be followed religiously.

For a literature department, the current evaluation methodology is fine.

Regular seminar presentation and group discussions on various topics

Tutorial presentation should be made compulsory in each paper and can be made 10 marks each

Internship in all departments needed which will be evaluated by industry people.

10) Can it be modified the quality of the questions asked to evaluate the teaching-learning?

100 responses

Yes

yes

Yes.

yes.

Result declaration should be within 15-30 days

Not required, it is perfect

Structure of question patterns is in place. More searching questions can be set, particularly of the short answer type

Yee

Memory based question should be avoided and focus should be given to reflective teaching/ learning mechanism

Yes scope for modification.

Yes. Lots of room for improvement in the nature and quality of questions asked. Each subject demands discrete responses. The student's learning has to be assessed within the culture and character of that subject. Further, while we now say a great deal about objectives and outcomes in our courses, these need to be consciously kept in view while framing questions. I am of course saying this only with relationship to my subject.

To some extent

Yes, modification can be done.

Quality of the questions are very important for quality evaluation

Possibly

More emphasis should be given on concept and solution based question for evaluation of learning process.

Yes. There can be workshops on the kind of questions which are to be asked so that students' comprehensive knowledge is checked.

The question pattern is satisfactory, but more critical questions need to be asked including that of the UG courses.

Yes (but this question is phrased rather oddly)

Yes. Mentioned above.

Comprehension and understanding of issues need to be examined along with cognitive aspect.

Yes, to some extent

As of now we are following the best possible way in terms of quality keeping the region specific priority in view.

Question papers must be 60 from class notes, class discussions & 20 marks related to the topics but students will have to think by themselves.

Yes, I believe while setting the questions, we can give more emphasis on the creative perspective of the student and how they can apply a particular concept to solve a reality based problem.

Yes, it can be.

Open book assignment based midterm examination could be a nice addendum.

Yes. Questions should not be memory based or purely knowledge based.

A single question worth higher marks (more than five) might be avoided.

Yes,

Yes, it should reflect higher levels in Bloom's Taxonomy, and be compatible with the COs and POs cited

Our system is still one of the best

Yes there is always scope for improvement and changes

Yes, some changes are required.

Yes project to students may be imparted in 2 to 4 semester depending on the feasibility.

The questions asked to evaluate the teaching-learning process in the university are already of standard and high quality. However, some new types of questions based on the logical and innovative thinking of students can be included.

Yes upto some extent



Yes

None

Definitely

It is alright

Yes, 30% tutorials for all papers in the class, 70% in final exam need to be emphasized.

It can be modified according to the requirements, other wise it is up to the mark

I find it alright.

Questions can be more analytical to test the students learning.

Yes, the quality of the questions asked to evaluate teaching-learning can be modified.

Yes. Descriptive questions should be avoided

No

It should dynamics of policies being framed.

Could not understand the question

Not sure whether that would help

There may be a moderation group for each subject sit together during moderation process. Also an workshop may be organized for faculty members for new innovations in questions and patterns.

To a large extent

There should be mixed types of questions, and sometimes with open-book.

Yes, stress more on concepts but at the same time make some portion of the question paper scoring.

Probably, if we don't just stick to lecture mode.

Yes it can be.

Yes. Instead of asking too many essay type questions, knowledge-based and critical thinking questions should be brought in place to test the quality of students. Prior training of students with such type of questions will make them acquainted to solve such problems.

Its okay

Yes, the quality of the questions can be modified to evaluate the teaching -learning.

There should be more problem solving type questions of the standard of various competitive examinations.

All okay

After discussion with all the faculty members of individual dept. , the quality of the questions could be modified to evaluate the teaching learning process.

May be modified to MCQ

Questions we ask need to be more analytical in nature and less fact oriented.

There is always scope for asking intelligent questions.

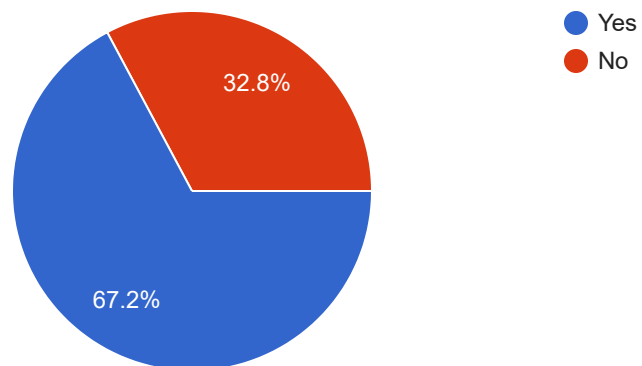
Yes to some extent

Question setting pattern is quite updated

11) Are the results declared on time?

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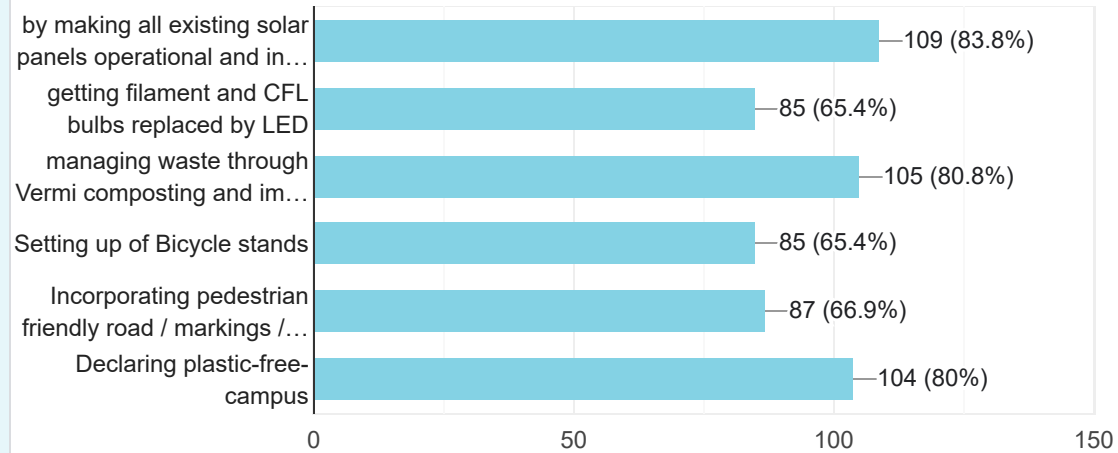
128 responses



### 12) In order to protect the environment how the GU / Department administration can intervene?



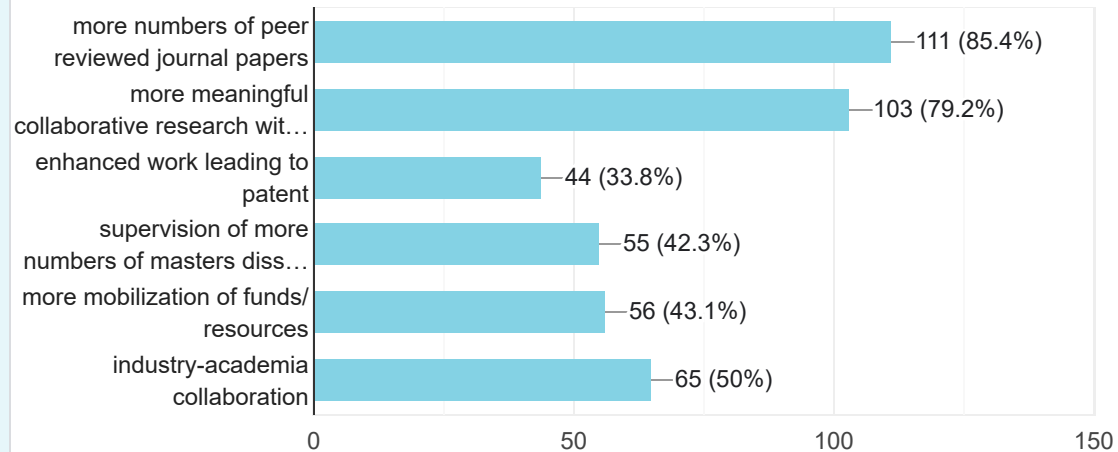
130 responses



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



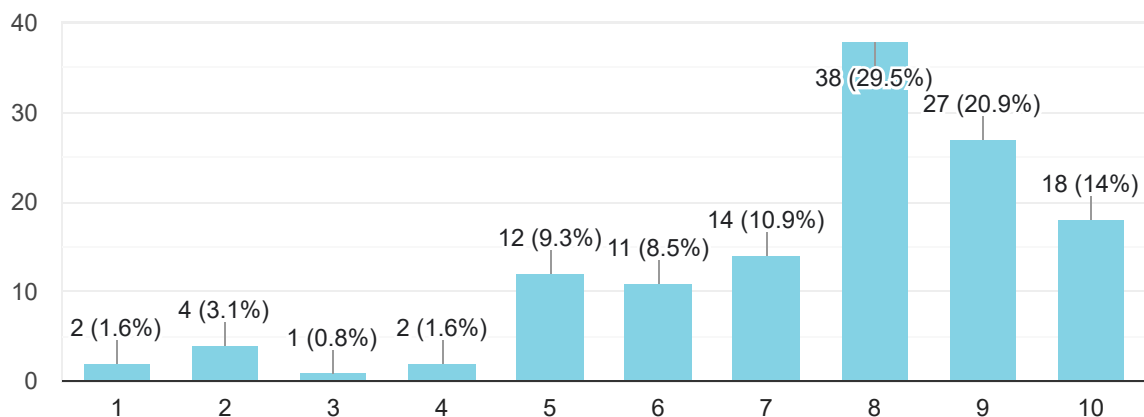
130 responses



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



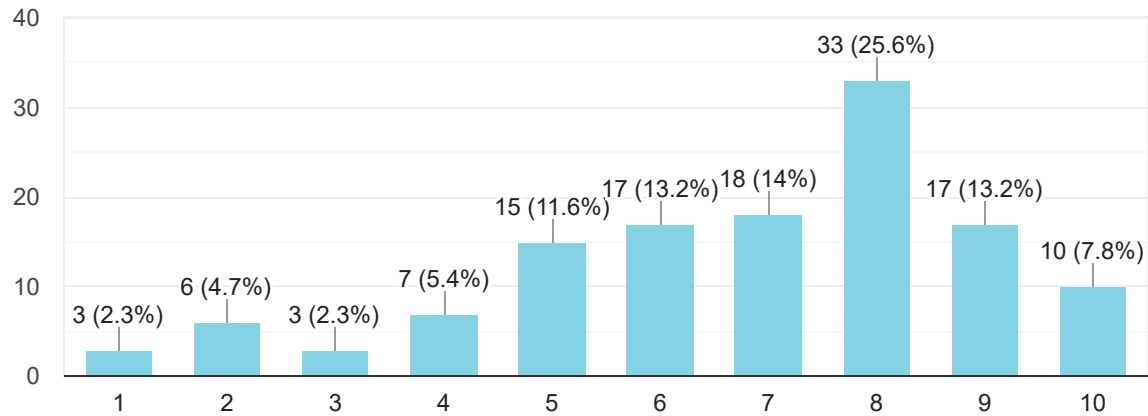
129 responses



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



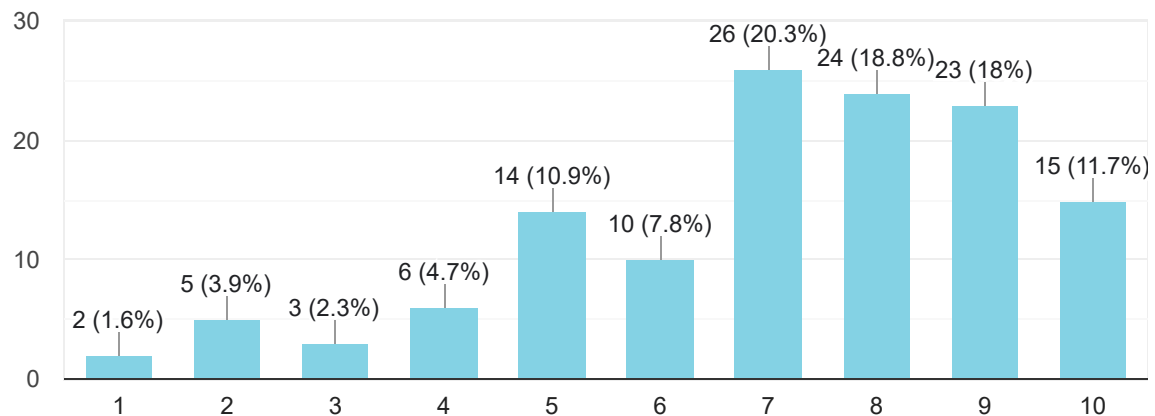
129 responses



16) How would you rank the functioning of the Examination branch of the University in terms of its efficiency and timely response to the queries / problems faced by you?



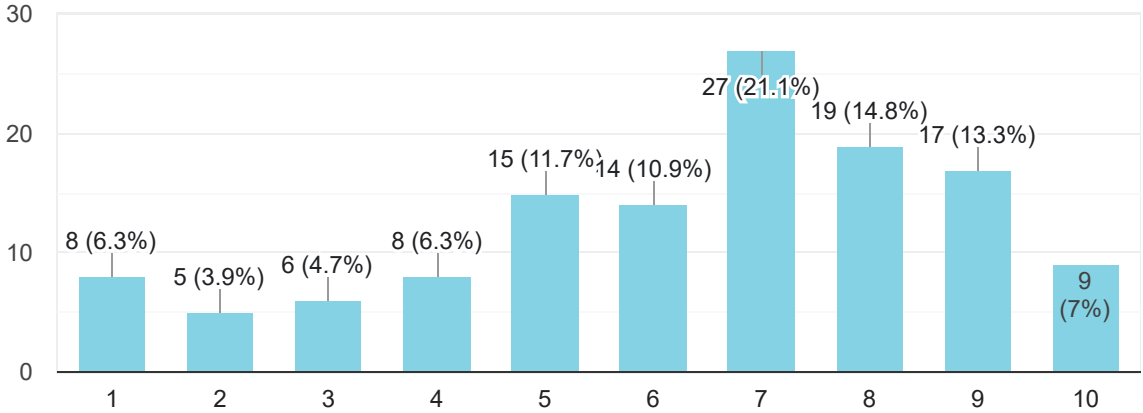
128 responses



17) How would you rank the functioning of the Finance/Accounts/Projects branch of the University in terms of its efficiency and timely response to the queries / problems faced by you?



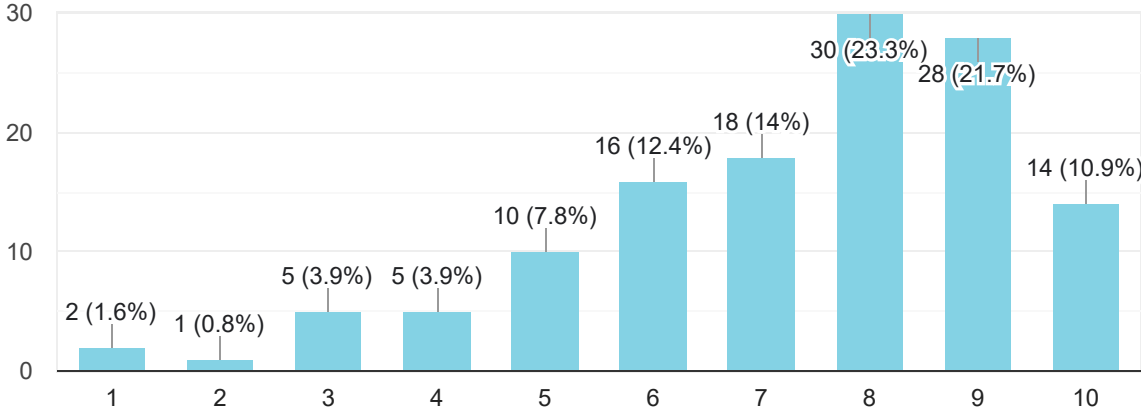
128 responses



18) How would you rank the health of the University, in totality, comparing with similar institutions in the country, in a scale of 10?



129 responses



## 19) Your suggestions for a better and more prosperous GU campus...

89 responses

An dedicated international Hostel and Campus should be fully connected with CCTV to attract more and more international students is need of the hour.

Instilling greater amount of professionalism among students, especially the hostel boarders

(i) The GU admistrator needs to regularise CAS promotion on time (ii) Work culture of Project cell of GU is very pathetic. Needs immediate improvement

Involvement of public support.

University should think about our social responsibility.

Improvement..library and.improvent of other.facilities

Instead of encouraging students for a festive environment attempt should be made to rediscover a sound teaching/learning environment, so that our students can lead the society in a positive way.

New Teaching Learning and classroom infrastructure should be provided to all the Departments.

Research related funds should be sanctioned to the teachers.

1. Attention to training in academic activities, in the form of workshops., etc. By this I do not mean the kind of things we have done purely to conform to one or other pre set requirement wherever these may come from. I mean 1). serious goal oriented training for young research guides to prepare them for research guideship; and 2). similar goal oriented training for faculty to undertake the right kind of research, get to know what is happening in the field, acquire familiarity with the best journals in the field and learn what it takes to publish in them. We can't expect improvement in publications on demand or overnight. It requires habit, self discipline and persistence, as well as clear identification if ones abilities and limitations.

2. Get out of the last minute habit. We worry about our publications when we need to provide data for different purposes. Rest of the time we do nothing. Good publications, great teaching, do not happen by magic. ... One needs to work through the year.

3.in the list of environment friendly practices, waste management is mentioned. Lot of soul searching required there. The effects of plastic....including its entry into the bloodstream..is known to us all. But the will has to be there in each one of us, and the institution should be prepared to penalize .... As long as we use plastic bottles in every meeting, disposable food containers for each attendee and allow shops to stock items in plastic wrapping, these goals will remain on paper only.

Remove the 70:30 ratio in admission; Make the admission proceess more open to no GU students

1. The university seems to have severe staff shortage, both teaching and non-teaching.
2. The project cell must be improved.
3. The administrative process or file movement should be quick.
4. For research instruments, there should be a centrally managed AMC.
5. There should be a Central Instrumentation Facility for R & D uses in a separate building.
6. The whole campus should be car-free.
7. Students and staff should be periodically sensitised about clean and green practices. Spitting of pan masala, leaving flushing tap open in urinals and toilets, keeping lights and electric appliances on when not in use, etc can easily be managed and through this a lot of resources and finances may be saved.
8. There should be a proper mechanism to lodge formal complaint against PhD and MSc students who misbehave or disrespect teachers or non-teaching staff.
9. Teachers are over burdened by the repeated requests for data by multiple agencies for one or the other purposes. Why can't the university's ANNUAL REPORT be made by following the NAAC format so that no one has to provide data multiple times?
10. Teacher promotions should be uniformly done on time. No preference, favouritism, or nepotism should be shown in this matter. Academic Data Repository itself be used for promotion without having to submit another set of documents.
11. Hostels should be increased in number to accommodate 80% of the students.
12. Gender sensitisation programmes should be done centrally every year just after the start of the academic session. Girls are outnumbering boys on the campus but the attitude of boys remain insensitive.

Always maintaining cleanliness, students- teacher parents and administration should work together with a close coedination.

Tradition of Bicycle/ More canteen facility/ Free downloading of SCOPUS/Springer joiunals

United effort and healthy cooperation

More diversity is to be inculcated by more opening up of students and Researser positions to all Northeast states and international students.

Industry -Academia collaboration

Improvement of the classroom and laboratory of every department of the university. Proper automation of the administration, annual falicitation of the students, teachers and employees who perform better may encourage the university fraternity.

1. Research grant for young researchers should be provided.
2. The environment of the students hostel should be improved so that the boarders can devote maximum time to their academics.

Can improvise to student friendly and inspire them for overall development

Regular maintenance of entire campus landscapes.

Water bodies can be used for revenue generate purpose, central AC facilities for class room and faculty rooms, bicycle can be used everyone to avoid pollutions, green energy

management can be formed.

Teachers need to spend more time on the campus and interact more with each other and with students.

Proper and efficient administrative functioning of the University.  
Facilities for proper medical checkup and improvement of infrastructural facilities of GU hospital.

Vision for growth of existing departments and facilities, and creation of a vibrant academic environment. It is crucial that in such an environment student politics cannot vitiate the environment but rather their participation can contribute to a multidimensional growth. University authorities can plan accordingly. Ample funds for the academic activities need to be provided.

Facilitating the classrooms with ICT enabled learning environment, clean Campus and pathways, proper cleaning and maintaining hygiene of the GU Market, Planned and efficient Record Keeping of Data And Relevant information and Special Focus on Positive Public Image creation through Media Tools and Well designed Propaganda.

We really need to distribute the available resources more judiciously so that the new and upcoming areas of study and departments might be able to spread their wings. Also, some hand holding and encouragement is required to boost the University's fledgling Centres (like CPAC), because in the long run, they will prove to be remarkable assets. As we implement the NEP, it must be mandatory that interdisciplinary subject choices are made. Otherwise the entire exercise will not be worth it. Apart from academics, a healthy community life in the campus must be promoted. Roads must be spruced up, quarters painted uniformly and annual maintenance budget be allocated. The university needs to put in place a Teachers's Health Insurance plan, to ensure that the faculty is looked after.

None

Involve more people in different activities, make aware people about their responsibilities towards society, and empower people to take responsibilities of their action

Campus needs to become more vibrant from 9 to 9, collaboration between teachers and students in teaching learning process, encouraging students to learn by themselves and fostering of inquisitive mindset, continuous involvement of students in the teaching learning process and imparting of training to teach can develop leadership qualities among them

Providing more facilities in terms of equipment and infrastructure for research and teaching.

A student friendly environment in terms of learning process with more involvement of students in research activities through a global standard research approach.

Faculties should be allowed only to focus on teaching and research than doing administrative works. The administrative people, at all levels, should be trained to take up the administrative responsibilities.



From my side, I would like to suggest that considerable number of street lights are supposed to be provided. It becomes very difficult for us to go for the evening walk.

More number of flats can be built for residential purpose .

I suggest proper utilisation of the water bodies. Can't we convert the water bodies to fisheries?

The security guards at the University gates are not very efficient. They allow almost everyone to enter the campus.

1. We should have an honest genuine intention to accord GU it's due position in the academic map of the country. With little efforts, GU can easily get a position within best 20 institutes of our country.

2. Major administrative and academic reforms are to be implemented. Fast and efficient administration is the need of the hour. Ease of doing works is completely missing in GU campus.

3. Accountability is to be set in place.

...and many more steps are needed to be taken to really make a difference.

Transparency in all official administrative procedures, less beurocracy, rotation of key administrative portfolios and proactive environment can promote an alluring alleviation of the University. A system should be made in place to promote rational functioning between academics and administration. Constitution and rules should be equivalent for all with trackable transparent state of affairs.

Wastage of water to be minimized by stopping overflow from water tanks by using automatic stop mechanism.

Setting vermi compost plants to utilize the huge quantity of dry leaves gathered every day.

Not using plastic water bottles in meetings etc.

Taking measures to stop selling pan masalas like guthka within the campus.

The following steps should be taken urgently

Office automation,

Timely declaration of results,

Students support system

Alumni linkages and engagement

Collaboration international universities

The University administration needs to take up urgent steps in order to ensure smooth functioning of NEP-2020 programme inside the campus. Facilitation of infrastructure, promoting human resources, providing incentives to teaching faculties for achievements in respective fields, timely organisation of examination & results, maintenance of varsity surroundings are some vital points wherein the authority can work upon. The full support of the teaching fraternity & student community is always welcoming & obliging to lead GAUHATI UNIVERSITY on a golden road of prosperity & success.

1. ERP (Enterprise Resource Planning) incorporation in administration, finance, and academic affairs for more efficient functioning.

2. Formation of Industry Institute Partnership Cell (IIPC) as suggested by the UGC for better

industry-academia collaboration and resource mobilization.

3. Focussed and intensive training for the Civil Services, GATE, NET, etc.

4. More encouraging eco-system for not only revenue earning through Consultancy and other such Services but also fulfilling social/societal responsibility.

5. SWAYAM-NPTEL Local Chapter.

University is doing exceptional things and just need to continue with it

Environment for better collaboration between departments

Supporting faculty for participating in national/international seminars/conferences (limit can be set to once every year/teacher)

Devise a standardized mechanism for appreciation of good publications especially for young faculty.

GU is a pioneer University in North East and we are proud of it. Therefore, to take it to the zenith of development is our responsibility. For taking this university towards a better and more prosperous campus every member of university community (including its residents) have to grow a positive attitude and good wishes to this institution.

Increase grant for project and semester practical. Central or State funding for infrastructure to build academic building as some of the departments are still operating under temporary structure since it inception.

Smart class rooms,Better internet, cafeteria, safe campus

We, the members of the GU fraternity, should think of making a clean and plastic-free campus. The rainwater harvesting methods may be carried out which will also prevent the water logging in the roads during the rainy season. The wastage of electricity can be prevented. Some new security system may be adopted for a safe and healthy GU campus.

(1) Build an attractive library where students like to go and spend time.

(2) Students should not have to spend 5 hours a day and 5 days a week in the classroom. They should have more free time to spend on their readings and assignments.

High boundary walls with limited entry points. Frequent patrolling by security guards within the campus. Need to address the waterlogging problem. Maintenance of quarters.

Involving all faculty members, young and experienced, a brain storming session may be arranged to find out ways for overall improvement.

1. To start with collaborative research projects with other allied subjects within the University

2. up to date facilities within depts, like high speed internet, well functional desktops

3. Standard day care home with all minimal facilities for kids of employees

More industry related courses and strong alumni network

Students should be provided more exposure to Industry, Campus should be kept more clean and sytematic planning of the campus needed, Facility to provide quality food 24X 7 should be taken to encourage students to work and be in campus round the clock, Security system

should be made better, and Reserch grants obtaining process should be made for faster and easy .

Gauhati University has an unique identity among not only the people of Assam but among entire people of North-East. Our people have strong belief that entire Gauhati university fraternity working for their better tomorrow. So, when we have such type of responsibilities, then necessarily we have to take strong and bold steps. The steps will be in the form of corrective measures to improve our academic and research activities. My few suggestions are:

1. Teaching and learning processes should be made more effective with the introduction of modern methodologies and technologies.
2. Our semester results should be declared within 15 days.
3. Our Pre-examination centre need to be strengthen. Our university curriculum should not only focused to our syllabus but it should be more divergent. Here, we have to initiatives in order to provide them facilities and resources related to competitive exams such as UGC/CSIR NET/JRF, UPSC/SSC/APSC etc. exams.
4. Student's Career Counselling related activities need to be increased or can be integrated to Pre-Examination centre as common platform for students of whole university.
5. Our university also have to focus for introduction of courses that are basically Job oriented or skilled based programme.
6. Our University also need to create a platform that will have online recorded lectures of our university eminent Professors.

Everybody's endeavour to develop the environment of the campus can make a great change.

Try to work in cohesive manner taking all faculty members together. Donot be selective and appreciate the talents, hard workers. Donot put in the same category of hardworkers from non hard workers. The state officer needs to be more proactive (he doesnot care whatever good suggestions come). He only looks the cleanliness of the route by which VC sir pass through. His response is very very poor. I think authority should not work with only few people whom they think and it should be a collective efforts thinking it like a our university.

Recruitment of efficient, brilliant faculty members depending on academic results since class 10 onwards that should be clear and clean,there should be a cordial relationship between the authorities of the University and the facilities as well as the students, make the campus tobacco free by proper monitoring of the students, cleaning and clearing off the campus regularly.

All of us should try hard for a more prosperous G.U. Campus.

Proper faculty evaluation, infrastructure revamp in the departments, proper training of office staff in use of technology and other essential requirements, implementation of strict GSCASH, awareness regarding green campus.

Provide the best of facilities all round to teachers and students and university staff to make it more vibrant. It already is but there is scope for further improvement.

Subsidized foods for hostel students.

Patrolling of security guard for safer campus; maintainace of greenery already available to the campus; betterment of the GU hospital with available medicines for getting emergency help 24

hours

Needs to move to modern office management system, removing official red tapisms. Decentralization of the administration. Introduction of new non conventional courses in a self financed mode. Shall attempt to attract CSR funds for specific projects. Should involve professional experts to prepare a road map for the generation of resources by the University.

GU has a naturally gifted campus and a location which is now at a very strategic junction. If we can use this for bringing in Industry by providing them one single building for office headquarters and such then we would be able to get a lot of indirect benefits.

GU has hills upon which data storage centre for cloud AI management can be centred.

A lot of our departments are still running from temporary positions allotted to them upon their initiation. It would be very encouraging if provisions are made for their own permanent building with all facilities.

Landscaping, Administrative reforms, Introducing More Programmes, Increasing Hostel capacity

For proper functioning of a department permanent faculty members are a must. Especially in my department we are running a full fledged science department with just two permanent faculty members. The Teaching Associates gets changed after every 4 to 5 months, as the salary is very small so they keep looking for better opportunities. Moreover the funds allotted to my department is not adequate. It doesn't have a Xerox machine, our water filters are not in proper working conditions, we don't have a proper Seminar room....the list is unending. Because the department is small, it should not have been neglected in such a manner.

A positive outlook and appreciation

1. GU should prepare a route map for utilizing its natural resources that are available in the campus.
2. GU campus has wide diversity of land pattern from swampy areas to hilly areas. As such, GU should have a land use pattern like map with visibility for at least next fifty years.
3. GU should have a master drainage system well connected with the central drainage system of Guwahati.
4. GU should widen the existing roads with provision of foot paths and should repair the roads on urgent basis.
5. GU should start planned plantation drive to increase the beauty of the campus and replace the existing unplanned one.
6. For healthy atmosphere, GU should beef up its security system with utmost importance.

Focus on healthy team work along with accountability

With proper discussion and good steps

Inclusive efforts shall ensure sustainable growth of the university with more belongingness. There should be an environment where everybody works for the cause of the university. Moreover, rules and regulations should be logically adopted and uniformly implemented and followed for the good cause of the university. There should always be a balance of work load

for quality success. This type of opinion survey is very good for the growth of the University, if analyzed and implemented.

1. Conservation and management of already existed wetlands,
2. Proper land use planning, should have a master plan on land use.
3. Development of horticulture and kitchen gardens in certain locations, especially at GU hostel premises,
4. Establishment of compost or vermicompost plants in each hostel,
5. Strict prohibition on entering outsiders into GU campus at night (time should be fixed by authority)
6. Make available of sufficient number of canteens, especially in the western side of the campus,
7. Make compulsory use of dustbins at market places,
8. Establishment of CCTV cameras at the campus,
9. Establishment of separate hostels for UG students to be admitted under NEP 2020.
10. Making use of barren lands of the campus into productive lands for earning revenue for attaining self-sufficiency to some extent, etc

Developments need to progress keeping natural greenery intact, scope to improve security vigilance, installation of CCTV at a fixed distance covering the entire campus, improvement of basic health care facilities etc.

- (1) Make the syllabus more updated focusing more on addressing the real issues of the society.
- (2) Make adequate scope for faculty ( specially assistant and associate)in terms of rendering less class( some are in fact overloaded) to enable them to concentrate more on their research.
- (3) Make an elaborate plan to fulfill our social responsibility.
- (4) Create scope for industry academia symbiosis.
- (5) Enhance research funding.
- (6) create food joints in more spots, specifically some thing like coffee machines to endure long working hours. Specially, some clusters of departments don't have any access to such facilities unless they travel a distance to grap some.

Enhance eco-friendly methods of energy usage and waste disposal, freedom of mode of teaching and learning (online mode), 24/7 open library, freedom to working mothers to take leave rather than administration deciding on child care leave.

1. Please employ permanent teachers in all the academic demartments
2. Distribute resources equally

More funds to experimental lab and ease of purchase

Need a clean, not afraid of thieves, and a helpful environment for all students and campus residents

To keep the GU campus vibrant, I think there needs a re-landscaping of the campus wherever possible. At least there should be environment/mechanism for healthy-academic discussion with the faculty across the disciplines.

Improve the service of hospital

I suggest the following points for a better and more prosperous GU campus:

1. To organize at least two socio-cultural program in a year in the campus.
2. To organize at least One academic program in a year in the campus.
3. To keep the campus clean we will take necessary month wise steps.

We need to be more professional in delivering our duties.

The low lands can be cleaned up properly for making better arrangements for beautification. Another way may be to develop pisci culture for economic and sustainable development. The unutilized lands can also be maintained in a better way.

Mentor- menti system can be developed for the overall futuristic aspect of the students.

Persons relating to Examination branch, Finance/Accounts/Projects branch of the University should have to be more efficient in terms of their works and should have to be more cooperative toward all persons who have faced any problems. Garbage should be separated in biodegradable and non-biodegradable parts and have to be disposed and transfer to the specific location daily so that the environment become clean. Discarded plastics, bottles, any other polythene bags etc. in the wetlands mainly have to be cleared time to time by employed persons for this purpose.

To be responsive

Enhanced Scurity System, Utilization of the existing wetland wateland as resource, Farming practicies in the abondoned land, Proper Waste Disposal System, Recycling of biowaste in each hostels employing vermitechnology

Residential character of the university needs to be promoted. More number of students and researchers should use our central library.

More use of the central library should be encouraged. The campus needs to be cleaner and greener, and safer.

Strict security protocols to be be enforced

A few essential needs are missing in the university:.

1. Shade for cars parked
2. Air conditioner/ coolers compared to the working hours for faculty members
3. single rooms for faculty to carry out a trouble and distraction free evaluation and self learning.

Bring discipline in all spheres of functioning.

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# ACTION TAKEN REPORT

Session 2018-2023



**GAUZHATI UNIVERSITY**

A NAAC 'A' GRADE INSTITUTION

GOPINATH BARDOLOI NAGAR, JALUKBARI

GUWAHATI-781014 (ASSAM)

WWW. GAUHATI.AC.IN

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ISSUED & CONTROLLED BY: MR /Director, IQAC, GU

SIGNATURE:|



## Action Taken Report-2018-19

### Action-to-be-Taken:

As derived from Analysis of the Feedback received in 2016, 2017, and 2018, and as approved by the Hon'ble Vice Chancellor, GU, on Oct 31, 2018:

<i>Who</i>	<i>What</i>	<i>When</i>
Administration: <b>Registrar</b>	<p>1. Declaration of Plastic-free campus (using signboards, serving notices to all the shops in the market area, hostels, Departments)</p> <p>2. Installation of "Suggestion Boxes" (50 in total)</p> <p>3. Well marked Zebra-crossing at Traffic Points, marking of the Speed-breakers, marking of the Cycle route</p> <p>4. Cycle Stands (at least 2, one each at the main gate and new Arts Building entrance), and marked "Cycle Lane" on the stretch of main street in the campus</p> <p>5. Installation of CCTV</p> <p>6. More functionality and efficiency in the online application process for certificate etc.</p> <p>7. More efficient web resources, uploading more information</p>	<p><b>By Dec 10</b></p> <p><b>By Dec 10</b></p> <p><b>By Dec 10</b></p> <p><b>By Dec 30</b></p> <p><b>By Dec 30</b></p> <p><b>By Dec 30</b></p>
Academic Departments: <b>HoDs</b>	<p>1. To form Task Forces involving alumni (list of volunteers to be supplied by IQAC) to</p> <p>(i) mentor the existing students</p> <p>(ii) help in training and placement</p> <p>(iii) mobilize resources for the Department</p> <p>2. To use the "Suggestion Box" to encourage all the stake-holders to respond positively in making the Department a vibrant centre of teaching-learning</p> <p>3. To revise / restructure the course-curriculum periodically so that the skill gap of the outgoing student is minimum and the students are ready for placement. <b>HoDs are requested to get the certified copies of relevant DAC / CCS resolutions made available to the IQAC, in support of any revision(s) undertaken in the curriculum to either enhance the employability of the students or meet the need of the society at large.</b></p> <p>4. To encourage interdisciplinary and/or</p>	<p><b>By Dec 20</b></p>

	<p>multidisciplinary research collaboration</p> <p>5. To find mechanism for robust teacher-student interactions, <i>in the form of a Committee with Faculty member as the Convener, Head as the Chairperson, and DR as the student representative.</i></p> <p>6. To formulate and implement Employment Enhancement Mechanism, focusing on the requirements of the students, in the form of specialized coaching, Elective Courses in the existing curriculum to facilitate better performance in NET/GATE/JEST/JAM etc., and involving selected and competent alumni as experts / mentors.</p>	
Academic Registrar	<p>1. More frequent meetings of College representatives to discuss about their academic requirements, and consider their views on policy decisions to be made by GU, having impact on the Colleges too</p> <p>2. More emphasis on curriculum formulation / revision for incorporating incoming generating skill development programmes</p> <p>3. College-teacher friendly provisions for facilitating better research environment in the affiliated colleges.</p>	<b>By Dec 20</b>
Secretary University Classes	<p>1. Better execution of online registration and processing of admission as well as coordination of various undergraduate and postgraduate programmes</p> <p>2. Better food and other infrastructure in the hostels, such as, WiFi, waste disposal plants, cycle stands, common room facility etc.</p> <p>3. ERP in phases, completing at least one component by Dec 15</p>	<b>May be, a few meetings in that regard by Dec 20</b>
Controller of Examination	<p>1. To enhance online features in connection with examinations</p> <p>2. To formulate mechanism for more efficient collaboration with the Colleges</p>	<b>May be, few meetings in that regard by Dec 20</b>

Sd/- Vice Chancellor, GU

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**Action-to-be-Taken:** Feedback from all the stake-holders is received by the IQAC Task Force, maintaining strict confidentiality and using customized Google services, in a continuous manner. While details about the tools used in the process may be found in the web-link provided, here we discuss on the Action Plan. As derived from the compiled and analyzed feed-back received over last five (05) years, the following time-bound steps are approved by the Hon'ble Vice Chancellor, GU, and proposed to be implemented by Dec 30, 2019:

## *I. Administration (Registrar):*

- (i) Declaration of Plastic and noise/horn-free campus (using signboards, serving notices to all the shops in the market area, hostels, Departments)
- (ii) Installation of "Suggestion Boxes" (50 in total)
- (iii) Well-marked Zebra-crossing for pedestrian at Traffic Points, marking of the Speed-breakers with glow markers, Cycle route etc.
- (iv) Cycle Stands (at least 2, one each at the main gate and new Arts Building entrance), and marked "Cycle Lane" on the stretch of main street
- (v) Installation of CCTV
- (vi) More efficiency in overall administrative delivery through implementation of ERP
- (vii) More efficient web resources.

## *II. Academic Departments (HoDs):*

- (i) To form Task Forces involving alumni (list of volunteers to be supplied by IQAC from the feedback received) particularly to
  - a) mentor the existing students
  - b) help in training and placement, and
  - c) mobilize resources for the Department
- (ii) To use the "Suggestion Box" to encourage all the stake-holders to respond in making the Department a vibrant centre of teaching-learning
- (iii) To revise / restructure the course-curriculum periodically so that the skill gap of the students is minimum and they are ready for placement

- (iv) To encourage interdisciplinary and/or multidisciplinary research collaboration
- (v) To find mechanism for robust teacher-student interactions, may be in the form of an efficient mentor-mentee system
- (vi) To formulate and implement Employment Enhancement Mechanism, focusing on the requirements of the students, in the form of specialized coaching, Elective Courses in the existing curriculum to facilitate better performance in NET/GATE/JEST/JAM etc., and involving selected and competent alumni as experts / mentors
- (vii) To hold at least one (01) meeting with the parents / guardians in a semester.

### *III. Academic Registrar:*

- (i) More frequent meetings of College representatives to discuss about their academic requirements, and consider their views on policy decisions having impact on the Colleges
- (ii) More emphasis on curriculum formulation / revision for incorporating income generating skill development programmes
- (iii) College-teacher friendly ecosystem for facilitating better research environment in the affiliated colleges.

### *IV. Secretary University Classes:*

- (i) Better execution of online registration-admission process as well as overall coordination
- (ii) Better infrastructure for food and other facilities in the hostels, such as, WiFi, waste disposal plants, cycle stands, common room / recreation hall etc.
- (iii) ERP implementation, completing at least few more student modules by Dec 15.

### *V. Controller of Examination:*

- (i) To enhance online features in connection with examinations and certificates / grade-sheets through ERP
- (ii) To formulate mechanism for more efficient collaboration with the Colleges.

S/d- Director, IQAC, GU.

## Action Taken Report-2020-21

### **Action-to-be-Taken: As derived from Analysis of the Feed-back received in 2016, 2017, 2018, 2019, 2020, and forwarded for approval from the Hon'ble Vice Chancellor**

<i>Who</i>	<i>What</i>	<i>When</i>
<b>Administration: Registrar</b>	<p>1. Declaration of Plastic-free campus (using signboards, serving notices to all the shops in the market area, hostels, Departments)</p> <p>2. Installation of "Suggestion Boxes" (50 in total)</p> <p>3. Well marked Zebra-crossing at Traffic Points, marking of the Speed-breakers, marking of the Cycle route</p> <p>4. Cycle Stands (at least 2, one each at the main gate and new Arts Building entrance), and marked "Cycle Lane" on the stretch of main street in the campus</p> <p>5. Central control &amp; monitoring dashboard for CCTVs, ensuring timely response</p> <p>6. More functionality and efficiency in the online application process for certificate etc.</p> <p>7. More efficient web resources, uploading more information</p>	<p><b>By Feb 10</b></p> <p><b>By Feb 10</b></p> <p><b>By Feb 10</b></p> <p><b>By March 30</b></p> <p><b>By March 30</b></p> <p><b>By March 30</b></p> <p><b>By March 30</b></p>
<b>Academic Departments: HoDs</b>	<p>1. To form Task Forces involving alumni (list of volunteers to be supplied by IQAC) to</p> <p>(i) mentor the existing students</p> <p>(ii) help in training and placement</p> <p>(iii) mobilize resources for the Department</p> <p>2. To use the "Suggestion Box" to encourage all the stake-holders to respond positively in making the Department a vibrant centre of teaching-learning</p> <p>3. To revise / restructure the course-curriculum periodically so that the skill gap of the outgoing student is minimum and the students are ready for placement. <b>HoDs are requested to get the certified copies of relevant DAC / CCS resolutions made available to the IQAC, in support of any revision(s) undertaken in the curriculum to either enhance the employability of the students or meet the need of the society at large.</b></p> <p>4. To encourage interdisciplinary and/or multidisciplinary research collaboration</p>	<p><b>By Feb 20</b></p>

## Action Taken Report-2020-21

	<p>5. To find mechanism for robust teacher-student interactions, <i>in the form of a Committee with Faculty member as the Convener, Head as the Chairperson, and DR as the student representative.</i></p> <p>6. To formulate and implement Employment Enhancement Mechanism, focusing on the requirements of the students, in the form of specialized coaching, Elective Courses in the existing curriculum to facilitate better performance in NET/GATE/JEST/JAM etc., and involving selected and competent alumni as experts / mentors.</p>	
Academic Registrar	<p>1. More frequent meetings of College representatives to discuss about their academic requirements, and consider their views on policy decisions to be made by GU, having impact on the Colleges too</p> <p>2. More emphasis on curriculum formulation / revision for incorporating incoming generating skill development programmes</p> <p>3. College-teacher friendly provisions for facilitating better research environment in the affiliated colleges.</p>	<b>May be, few meetings in that regard by Feb 20</b>
Secretary University Classes	<p>1. Better execution of online registration and processing of admission as well as coordination of various undergraduate and postgraduate programmes</p> <p>2. Better food and other infrastructure in the hostels, such as, WiFi, waste disposal plants, cycle stands, common room facility etc.</p> <p>3. ERP in phases, completing at least one component by March 30</p>	<b>May be, few meetings in that regard by Feb 20</b>
Controller of Examination	<p>1. To enhance online features in connection with examinations</p> <p>2. To formulate mechanism for more efficient collaboration with the Colleges</p>	<b>May be, few meetings in that regard by Feb 20</b>

Sd/- Director, IQAC, GU

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**Action-to-be-Taken 2021-22:** Feedback from all the stakeholders is received by the IQAC Task Force, maintaining strict confidentiality and using customized Google services, in a continuous manner. While details about the tools used in the process may be found in the web link provided, here we discuss the Action Plan. As derived from the compiled and analyzed feedback received over the last five (05) years, the following time-bound steps are approved by the Hon'ble Vice Chancellor, GU, and proposed to be implemented by ongoing academic session:

*I. Administration (Registrar):*

- (i) Declaration of Plastic and noise/horn-free campus (using signboards, serving notices to all the shops in the market area, hostels, and Departments), waste management system such as Vermi Composting at one of the hostels.
- (ii) Installation of "Suggestion Boxes".
- (iii) Well-marked Zebra-crossing for pedestrians at Traffic Points, marking of the Speed-breakers with glow markers, Cycle routes, etc.
- (iv) Cycle Stands (at least 2, one each at the main gate and new Arts Building entrance), and marked "Cycle Lane" on the stretch of the main street.
- (v) Installation of more nos of CCTV cameras in locations such as the GU Market, more nos of trained female security guards in Academic Departments and Girls' Hostels.
- (vi) More efficiency in overall administrative delivery through the implementation of ERP
- (vii) More efficient web resources, DIVYANGAN friendly webpage.
- (viii) Formation of Industry Incubation Partnership Cell (IIPC) to facilitate industry-academia collaboration.

*II. Academic Departments (HoDs):*

- (i) To form Task Forces involving alumni (list of volunteers to be supplied by IQAC from the feedback received) particularly to
  - a) mentor the existing students
  - b) help in training and placement, and

Handwritten signature in blue ink, followed by the date '22/6/2022'.

DIRECTOR  
Internal Quality Assurance Cell (IQAC)  
Gauhati University



- c) mobilize resources, including engagement of alumni in various activities for the Department
- (ii) To use the "Suggestion Box" to encourage all the stakeholders to respond in making the Department a vibrant center of teaching-learning
  - (iii) To revise/restructure the course curriculum periodically so that the skill gap of the students is minimum and they are ready for placement
  - (iv) To encourage interdisciplinary and/or multidisciplinary research collaboration
  - (v) To find a mechanism for robust teacher-student interactions, maybe in the form of an efficient mentor-mentee system
  - (vi) To formulate and implement an Employability Enhancement Mechanism, focusing on the requirements of the students, in the form of specialized coaching, Elective Courses in the existing curriculum to facilitate better performance in NET/GATE/JEST/JAM, etc., and involving selected and competent alumni as experts/mentors
  - (vii) To hold at least one (01) meeting with the parents/guardians in a semester.

*III. Academic Registrar:*

- (i) More frequent meetings of College representatives to discuss their academic requirements, and consider their views on policy decisions having an impact on the Colleges
- (ii) More emphasis on curriculum formulation/revision for incorporating income-generating skill development programs
- (iii) College-teacher-friendly ecosystem for facilitating a better research environment in the affiliated colleges, as prescribed in the NEP guidelines, which would be marked as "Institutional Distinctiveness".

*IV. Secretary University Classes:*

- (i) Better execution of online registration-admission process as well as overall coordination
- (ii) Better infrastructure for food and other facilities in the hostels, such as WiFi, waste disposal plants, cycle stands, common room/recreation hall, etc.
- (iii) ERP implementation.

*V. Controller of Examination:*

- (i) To enhance online features in connection with examinations and certificates/grade sheets through ERP modules.

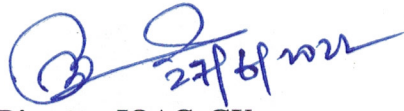
  
27/8/2022  
DIRECTOR  
Internal Quality Assurance Cell (IQAC)  
Gauhati University



Action Taken Report-2021-22

(ii) To formulate a mechanism for more efficient collaboration with the Colleges.

(iii) NPTEL-SWAYAM Local Chapter registration.



**S/d- Director, IQAC, GU.**

DIRECTOR  
Internal Quality Assurance Cell (IQAC)  
Gauhati University



The feedback process is run by the Internal Quality Assurance Cell (IQAC), which is mandated to assure quality in the academic activities of the university. This document describes the steps taken in the feedback collection process and also provides information on various activities or resources conducted or generated, at various stages, in response to the feedback received in all three academic sessions. More information on IQAC can be found in the following link:

<http://web.gauhati.ac.in/iqac/>

**The following steps are taken in the Feed-back Mechanism adopted:**

- Step 1:** Feedback was sought from more than 4500 students, more than 1900 alumni, more than 700 GU teachers and Principals of affiliated colleges, and more than 90 officers, using questionnaires prepared after due discussions at different levels with relevant stakeholders.
- Step 2:** Feedback received from more than 65% of the students, more than 50% of the alumni, more than 60% of the Principals and teachers, and less than 40% of the officers, across all the forty-three (43) GU Academic Departments was compiled and analyzed. Several issues which need to be addressed were identified.
- Step 3:** A list of “Action-to-be-Taken” by relevant authorities, namely the Registrar, the Academic Registrar, the Secretary University Classes, and the Controller of Examinations, was prepared, and approval on the list was obtained from the Hon’ble Vice Chancellor.
- Step 4:** Entire report generated has been uploaded to the Google Drive of IQAC.

**Documented Action Taken Available Online**

**1. Uploading Reports and Analysis on the web:** The different questionnaires used to document the feedback of different groups of stakeholders, the procedure maintained, and the action taken report after analysis is uploaded to the web:

<https://iqac.gauhati.ac.in/feedback>

  
27/5/2022

DIRECTOR  
Internal Quality Assurance Cell (IQAC)  
Gauhati University

**2. Alumni Activities and Resources:** Several alumni meets have taken place in various Departments as well as centrally in the university. The “Alumni House”, one of the show-pieces of the University has been in use long since it was built to accommodate alumni when they visit the city/University. In order to enhance its utility further, a decision has been taken at the highest administrative level to renovate the House. Further, steps are being initiated to facilitate engagement of the strong pool of alumni in developmental and Students’ Employability Skill enhancement activities. Details on the alumni activities of the university as a whole can be found in the following link and Department web resources too:

<https://alumni.gauhati.ac.in/>

**3. Online Facilities:** The University has created several online applications to facilitate various activities such as online application for admission, online registration for examination in the university and in the affiliated colleges, and so on:

<https://web.gauhati.ac.in/digital>

[http://52.172.27.176/GAUIUMS/\(S\(batwphfwf2zoahubv5k04kln\)\)/main.aspx](http://52.172.27.176/GAUIUMS/(S(batwphfwf2zoahubv5k04kln))/main.aspx)

<https://onlinegu.in/index.php>

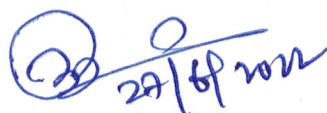
In order to facilitate online learning platform to the students and faculty members, **NPTEL-SWAYAM Local Chapter** registration has been completed after consultation with Colleges and HoDs.

**4. NEP’20 Implementation:** Acting on the feedback received from all the stakeholders in general, and students, faculty members, and College Principals in particular, the syllabus of most of the courses/programmes are not only revised but also NEP’20 compatible new programs, both on-campus and in affiliated colleges, are introduced. Details of the initiatives may be found here:

<https://nep.gauhati.ac.in/>

**5. Best Practices::Inclusive Practices and Social Responsibility:**

The 270+ affiliated colleges, another distinctive feature of this 75-year-old University, keep reminding the University fraternity of its social responsibility. Outreach Programmes focused on the best inclusive practices and conducted by various forums of the University have an immense impact in the form of timely handholding, thereby empowering the University to play a more influential role in policy-making. These practices reflective of the social engagement of the university became more significant after the pandemic. Activities done during this period included organising sensitisation programmes on various socially relevant issues such as gender neutrality, tolerance, cultural assimilation etc., providing expertise on areas like multilingual education, organizing multiple conferences and conducting research on areas that are of primary importance to the north east region. Moreover, the





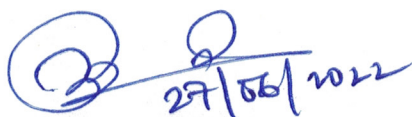
Directorate of Students' Welfare and the NSS chapter of the University played a proactive role in engaging not only the students from the University but also the students from its other affiliated colleges in various events and competitions aimed at meeting the needs of the society at large, besides helping the new generation of citizens in developing a holistic personality and making them more responsible and socially aware as well as inclusive.

Gauhati University is committed to the objective of providing equitable opportunities for education for students belonging to diverse social and educational backgrounds in the society. Towards that end, the university has adopted a well-formulated admission and fee structure for providing equal opportunities to students belonging to the less privileged sections of the society. During the pandemic, the university played an active role in integrating routine educational activities with creating mass awareness regarding individual and social well-being. The extension and outreach activities conducted by DSW and NSS unit of the university as well as its departments (as outlined in point 7.2) testify to the continued commitment of the university in this regard. Furthermore, the university has sought to connect its grassroots activities conducted at the local/regional level with national and global practices, as evident from its initiative (as the nodal university) towards the implementation of the NEP-2020 in the state of Assam (<https://www.firstpost.com/india/assam-himanta-biswa-sarma-launches-nep-2020-in-higher-education-institutions-called-it-historic-day-12688042.html>). As the foremost public university of the state and the entire NE region, it has emphasised the value and efficacy of multilingual education, and has taken active initiatives in this regard. The university prioritises the objective of ensuring inclusive and outcome-based education for all, and the overall framework of its syllabi, pedagogical methods, and co-curricular activities adequately embodies this objective in letter and spirit.

Any university seeks to create a strong profile of students who have been able to successfully contend with the world outside the academic environment in terms of professional excellence and diversity as well as social responsibility. Gauhati University, however, aims at going beyond this conventional practice by taking into account the interests and aspirations of all its stakeholders which it gauges through a rigorous feedback system. This helps increase the university's accountability to the students and the society and enables it to create a multidimensional and dynamic curriculum that equips students not merely to survive but to thrive in a gruelling and demanding professional world. It is also the context that drives Gauhati University to work towards developing a thriving academia-industry partnership. That is what an outcome-based education means for this university.

More about such practices may be found here:

<https://iqac.gauhati.ac.in/activities/practices>

A handwritten signature in blue ink, followed by the date '27/06/2022' written in blue ink.

S/d- Director, IQAC, Gauhati University.

DIRECTOR  
Internal Quality Assurance Cell (IQAC)  
Gauhati University

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## Action Taken Report

(on the basis of the Feedback collected in Oct 2022)

Feedback was collected from the students of Gauhati University in Oct 2022. The feedback was mainly taken on courses taught at the University. The analysis of the feedback showed that revision of the existing courses and introduction of new courses was desired in several Departments. Based on this observation, the need for course revision and the introduction of new courses was conveyed to the concerned Departments. Several Departments have implemented course revision and/or incorporation of new courses. The following table shows the name of the programme and the concerned Department in which syllabus revision got implemented, along with the year of revision.

<b>S. No.</b>	<b>Programme</b>	<b>Department</b>	<b>Month &amp; Year of Course Revision</b>
1	MA	Assamese	April 2023
2	MA	Bodo	do
3	M.Sc.	Botany	do
4	M.Sc.	Chemistry	do
5	MA	English Language Teaching	do
6	MA/MSc	Geography	do
7	MSc	Geological Sciences	do
8	B.Tech	Information technology	do
9	M.Tech	Information technology	do
10	B.Tech CSE	Information technology	do
11	MSc	Instrumentation and Applied Physics	do
12	MA	History	do
13	MSc	Mathematics	do
14	MA	Persian	do
15	MA	Philosophy	do
16	MA	Political Sciences	do
17	MA	Sanskrit	do
18	MA	Sociology	do
19	MA	Women Studies	do
20	M.Sc.	Zoology	do
21	M.Tech. (MST)	Applied Sciences	May 2023
22	MSc	Biotechnology	do
23	MA	English	do
24	B.Sc.	Instrumentation (Core)	do
25	B.Sc.	Instrumentation (Major)	do
26	MSc	Instrumentation and Applied Physics	do
27	MBA	MBA (Business Economics)	do



## Feedback 2022-23 Interim Summary

Note:

(1) This report is an interim summary of the feedback received during the year. It is based on the feedback received from the students, alumni, faculty members, employers, and teachers from the affiliated colleges.

1.	<b>Year of feedback taken:</b>	2022 (October)	
2.	<b>Stakeholders:</b>	Students	Feedback collection is in progress
		Alumni	Feedback collection is in progress
		GU Officers	Feedback collection is in progress
		GU and College teachers/Principals	Feedback collection is in progress
		Employers	Feedback collection is in progress
3.	<b>Mode of feedback collection</b>	Google Forms	Current Alumni and Teacher Feedback Form summaries are uploaded

4.	<b>Major issues identified / interventions needed</b>	(i) ERP implementation for more efficient governance and delivery
		(ii) Employability, more effort towards collaborations with industry for students' training, internship, and placement
		(iii) More involvement of the college representatives in academic policy-making
		(iv) More frequent interaction between the university faculty and college teachers
		(v) Augmentation of research infrastructure/collaboration in colleges



		(vi) Better functioning of the project and the finance branch
		(vii) Adequate provision for maintenance of the environmental eco-system

**S/d- Director, IQAC, GU**



The feedback collection and assessment process is conducted by the Internal Quality Assurance Cell (IQAC), GU, which is mandated to assure quality in the activities of the university. This document describes the steps taken in the feedback collection process and also provides information on various activities or resources conducted/mobilized or generated, at various stages, in response to the feedback received during a particular academic session. More information on IQAC can be found in the following link:

<http://web.gauhati.ac.in/iqac/>

**The following steps are taken in the feedback mechanism adopted:**

- Step 1: Feedback was sought from more than 5,000 students, more than 1800 alumni, more than 500 GU teachers and Principals of affiliated colleges, and more than 90 different employers, using questionnaires prepared after due discussions at different levels with the targeted stakeholders.
- Step 2: Feedback received from more than 60% of the students, more than 50% of the alumni, more than 60% of the Principals and teachers, and less than 40% of the officers, across all the forty-three (43) GU Academic Departments was compiled and analyzed. Several issues that need to be addressed were identified.
- Step 3: A list of “Action-to-be-Taken” by relevant authorities, namely the Registrar, the Academic Registrar, the Secretary University Classes, and the Controller of Examinations, was prepared, and approval on the list was obtained from the Hon’ble Vice Chancellor.
- Step 4: The report generated on the collection-analysis-assessment-action taken has been uploaded to the GU web portal.



## Documented Action Taken Available Online

**1. Uploading Reports and Analysis on the web:** All the questionnaires used to document the feedback of different groups of stakeholders, the procedure maintained, and the action taken report after analysis are uploaded to the web:

<https://iqac.gauhati.ac.in/feedback>

**2. Alumni Activities and Resources:** Several alumni meets have taken place in various Departments as well as centrally in the university. The “Alumni House”, one of the show-pieces of the University has been in use long since it was built to accommodate alumni when they visit the city/University. In order to enhance its utility further, a decision has been taken at the highest administrative level to renovate the House further to accommodate the former students during hostel reunions / University festivals. Besides, steps are being initiated to facilitate engagement of the strong pool of alumni in developmental and Students’ Employability Skill enhancement activities. Details on the alumni activities of the university as a whole can be found in the following link and Department web resources too:

<https://alumni.gauhati.ac.in/>

**3. Online Facilities:** The University has been providing several online applications to facilitate various activities such as online application for admission, online registration for examination in the university and in the affiliated colleges, and even online counseling:

<https://web.gauhati.ac.in/digital>

[http://52.172.27.176/GAUIUMS/\(S\(batwphfwf2zoahubv5k04kln\)\)/main.aspx](http://52.172.27.176/GAUIUMS/(S(batwphfwf2zoahubv5k04kln))/main.aspx)

<https://onlinegu.in/index.php>

In order to facilitate online learning platform to the students and faculty members, **NPTEL-SWAYAM Local Chapter** activation is completed from the SWAYAM-NPTEL and the process of integration with the existing system in GU is being initiated.

**4. NEP'20 Implementation:** Acting on the feedback received from all the stakeholders in general, and students, faculty members, and College Principals in particular, the syllabi of most of the courses/programmes are not only revised but also NEP'20 compatible new programs, both on-campus and in affiliated colleges, are being rolled over. Details of the initiatives may be found here:

<https://nep.gauhati.ac.in/>

#### **5. Best Practices::Inclusive Practices, Social Responsibility, and Outcome Based Education:**

The 300+ affiliated colleges, another distinctive feature of this 75-year-old University, keep reminding the University fraternity of its social responsibility. Outreach Programmes focused on the best inclusive practices and conducted by various forums of the University have an immense impact in the form of timely handholding, thereby empowering the University to play a more influential role in policy-making. These practices reflective of the social engagement of the university became more significant after the pandemic. Activities done during this period included organising sensitisation programmes on various socially relevant issues such as gender neutrality, tolerance, cultural assimilation etc., providing expertise on areas like multilingual education, organizing multiple conferences and conducting research on areas that are of primary importance to the north east region. Moreover, the Directorate of Students' Welfare and the NSS chapter of the University played a proactive role in engaging not only the students from the University but also the students from its other affiliated colleges in various events and competitions aimed at meeting the needs of the society at large, besides helping the new generation of citizens in developing a holistic personality and making them more responsible and socially aware as well as inclusive.

Gauhati University is committed to the objective of providing equitable opportunities for education for students belonging to diverse social and educational backgrounds in society. Towards that end, the university has adopted a well-formulated admission and fee structure for providing equal opportunities to students belonging to the less privileged sections of society. During the pandemic, the university played an active role in integrating routine educational activities with creating mass awareness regarding individual and social well-being. The extension and outreach activities conducted by DSW and NSS unit of the university as well as its departments (as outlined in point 7.2) testify to the continued commitment of the university in this regard. Furthermore, the university has sought to connect its grassroots activities conducted at the local/regional level with national and global practices, as evident from its initiative (as the nodal university) towards the implementation of the NEP-2020 in the state of Assam (<https://www.firstpost.com/india/assam-himanta-biswa-sarma-launches-nep-2020-in-higher-education-institutions-called-it-historic-day-12688042.html>). As the foremost public university of the state and the entire NE region, it has emphasised the value and efficacy of multilingual education, and has taken active initiatives in this regard. The university prioritises the objective of ensuring inclusive and outcome-based education for all, and the overall framework of its syllabi, pedagogical methods, and co-curricular activities adequately embodies this objective in letter and spirit.

Since more than 50% of the students, alumni, faculty members, and other stakeholders think that a strong industry-academia collaboration should be encouraged to deliver the goods to the students, making the teaching-learning system truly learner-centric. An Industry Institute Partnership Cell (IIPC) has been formed as per the UGC/AICTE guidelines in order to facilitate Outcome Based Education

and enhance the skillsets and thus employability of our students through not only internships and Training and Placement related activities but also in course delivery.

Any university seeks to create a strong profile of students who have been able to successfully contend with the world outside the academic environment in terms of professional excellence and diversity as well as social responsibility. Gauhati University, however, aims at going beyond this conventional practice by taking into account the interests and aspirations of all its stakeholders which it gauges through a rigorous feedback system. This helps increase the university's accountability to the students and the society and enables it to create a multidimensional and dynamic curriculum that equips students not merely to survive but to thrive in a gruelling and demanding professional world. It is also the context that drives Gauhati University to work towards developing a thriving academia-industry partnership. That is what an outcome-based education means for this university.

More about such practices may be found here:

<https://iqac.gauhati.ac.in/activities/practices>

**S/d- Director, IQAC, Gauhati University.**

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**Action-to-be-Taken:** Feedback from all the stakeholders is received by the IQAC Task Force, maintaining strict confidentiality and using customized Google services, in a continuous manner. While details about the tools used in the process may be found in the web link provided, here we discuss the Action Plan. As derived from the compiled and analyzed feedback received over the last five (05) years, the following time-bound steps are approved by the Hon'ble Vice Chancellor, GU, and proposed to be implemented by ongoing academic session:

*I. Administration (Registrar):*

- (i) Declaration of Plastic and noise/horn-free campus (using signboards, serving notices to all the shops in the market area, hostels, and Departments), waste management system such as Vermi Composting at one of the hostels.
- (ii) Installation of "Suggestion Boxes".
- (iii) Well-marked Zebra-crossing for pedestrians at Traffic Points, marking of the Speed-breakers with glow markers, Cycle routes, etc.
- (iv) Cycle Stands (at least 2, one each at the main gate and new Arts Building entrance), and marked "Cycle Lane" on the stretch of the main street.
- (v) Installation of more nos of CCTV cameras in locations such as the GU Market, more nos of trained female security guards in Academic Departments and Girls' Hostels.
- (vi) More efficiency in overall administrative delivery through the implementation of ERP
- (vii) More efficient web resources, DIVYANGAN friendly webpage.
- (viii) Empowerment of the IIPC.

*II. Academic Departments (HoDs):*

- (i) To form Task Forces involving alumni (list of volunteers to be supplied by IQAC from the feedback received) particularly to
  - a) mentor the existing students

- b) help in training and placement, and
  - c) mobilize resources, including engagement of alumni in various activities for the Department
- (ii) To use the "Suggestion Box" to encourage all the stakeholders to respond in making the Department a vibrant center of teaching-learning
  - (iii) To revise/restructure the course curriculum periodically so that the skill gap of the students is minimum and they are ready for placement
  - (iv) To encourage interdisciplinary and/or multidisciplinary research collaboration
  - (v) To find a mechanism for robust teacher-student interactions, maybe in the form of an efficient mentor-mentee system
  - (vi) To formulate and implement an Employability Enhancement Mechanism, focusing on the requirements of the students, in the form of specialized coaching, Elective Courses in the existing curriculum to facilitate better performance in NET/GATE/JEST/JAM, etc., and involving selected and competent alumni as experts/mentors
  - (vii) To hold at least one (01) meeting with the parents/guardians in a semester.

### *III. Academic Registrar:*

- (i) More frequent meetings of College representatives to discuss their academic requirements, and consider their views on policy decisions having an impact on the Colleges
- (ii) More emphasis on curriculum formulation/revision for incorporating income-generating skill development programs
- (iii) College-teacher-friendly ecosystem for facilitating a better research environment in the affiliated colleges, as prescribed in the NEP guidelines, which would be marked as "Institutional Distinctiveness".

### *IV. Secretary University Classes:*

- (i) Better execution of online registration-admission process as well as overall coordination
- (ii) Better infrastructure for food and other facilities in the hostels, such as WiFi, waste disposal plants, cycle stands, common room/recreation hall, etc.
- (iii) ERP implementation, completing at least a few more NEP'20 compatible modules.

*V. Controller of Examination:*

- (i) To enhance online features in connection with examinations and certificates/grade sheets through ERP
- (ii) To formulate a mechanism for more efficient collaboration with the Colleges.
- (iii) NPTEL-SWAYAM Local Chapter.

**S/d- Director, IQAC, GU.**