

NAAC
CRITERIA-1

Survey on curriculum Feedback

Department of History

II Semester 2018 - 2019

Total No. Of Students: 218

No. Of Respondents 112

ANALYSIS AND INTERPRETATION OF DATA:



TABLE No. 1.01: Showing the responses of student in terms of teachers explanation to unit 1
Q No. 1 Unit The archaeological sources, literary sources are the important sources of information regarding polity and economy of Sultanate and Mughal period. Do you understand the difference of these sources of information?

Variable	Grade	No. of Response	%
Thoroughly	4	28	25
Satisfactory	3	75	66.96
Poorly	2	9	8.03
Indifferently	1	0	0

Table No.1.01

The overall response of the students clearly shows that majority of the students satisfied with the class lectures and understood the topic on the difference between the sources of information which throws light on polity & economy of Sultanate and the Mughal period.

Variable	%
Thoroughly	25
Satisfactory	66.96
Poorly	8.03
Indifferently	0

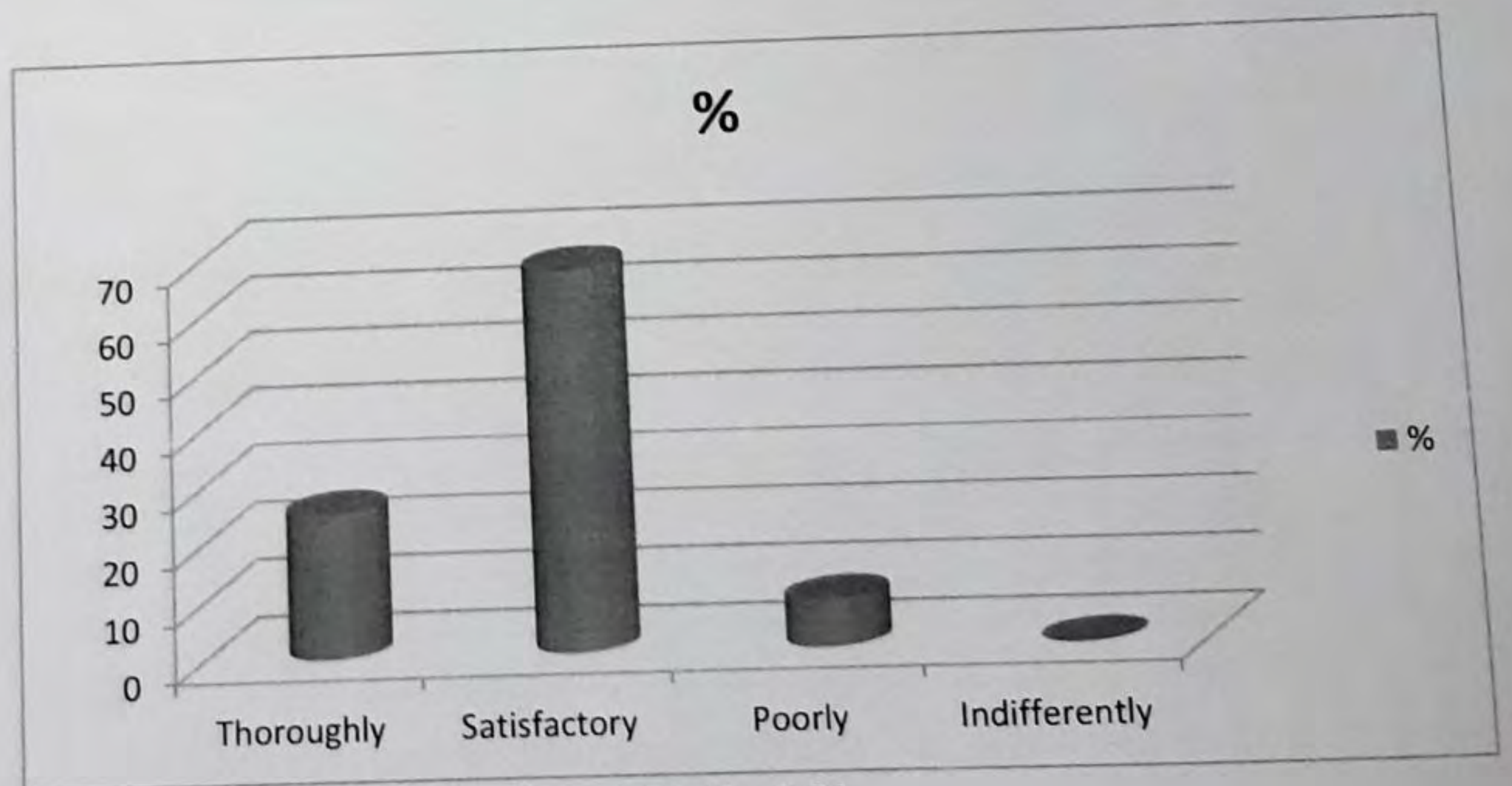


Fig No.1.01



TABLE No.2.02: Showing the responses of student in terms of teachers explanation to unit II

Q No.2 Unit II Alauddin Khilji was the first monarch who insisted land revenue should be assessed on the basis of measurement of the land under cultivation. Are you able to understand those land revenue measures which yours teachers have thought in the class?

Variable	Grade	No. of Response	%
Thoroughly	4	26	23.21
Satisfactory	3	68	60.71
Poorly	2	17	15.19
Indifferently	1	1	0.89

Table No.2.02

Students' response for the questionnaire no.2 clearly shows that 60.71 % of the students marked satisfactory which can be clearly seen in the response of the students and only 23.21% clearly understood of the topic. 15.19% - 0.89% students are not clear.

Variable	%
Thoroughly	23.21
Satisfactory	60.71
Poorly	15.19
Indifferently	0.89

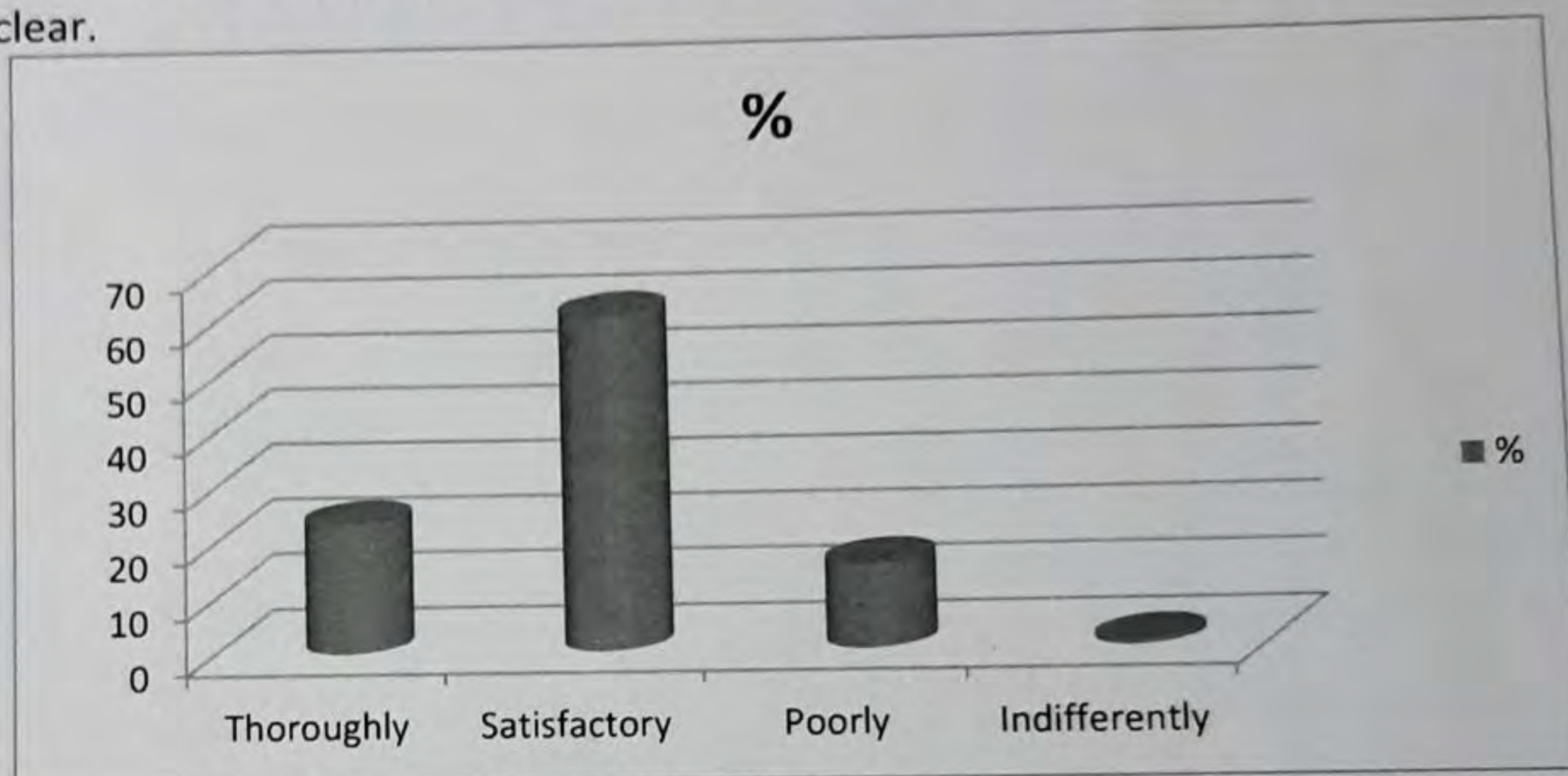


Fig No. 2.02

TABLE No.3.03 Showing the responses of student in terms of teachers explanation to unit III

Q No.3 Unit III The Mughals are said to be Great Builders and most of the building activities has taken place during their time. Does your teacher mentioned different architectural developments that took place during the Mughal period?

Variable	Grade	No. of Response	%
Significantly	4	19	16.96
Very well	3	81	72.32
Moderately	2	12	10.71
Not at all	1	0	0

Table No.3.03

The response to the question of Mughal architecture was marked by the students as very well understood and as per the response of the students' it was 72.32%. It is also clearly understood that the students' are well aware about the architectural developments of the period as well.



Variable	%
Significantly	16.96
Very well	72.32
Moderately	10.71
Not at all	0

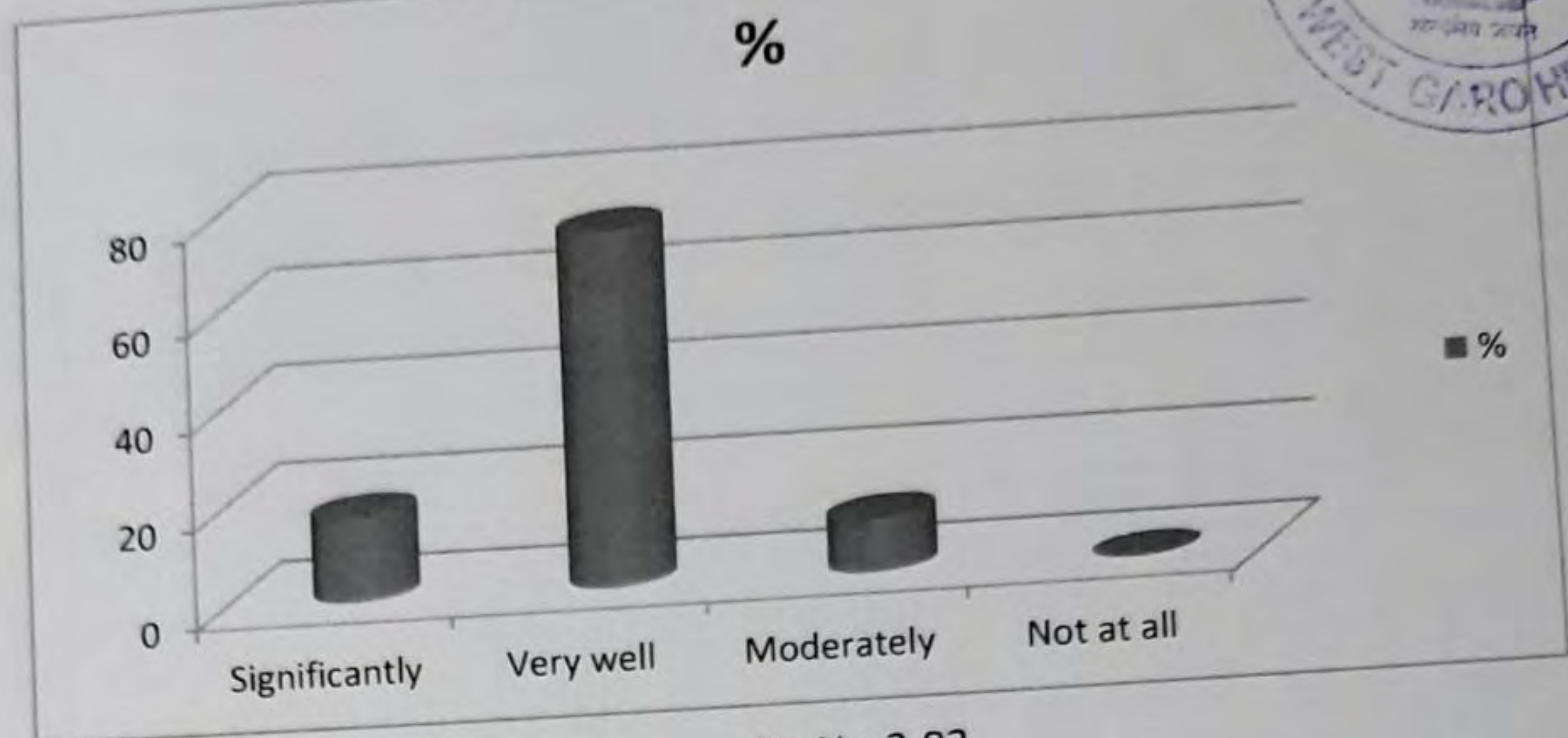


Fig No.3.03

TABLE No.4.04 Showing the responses of student in terms of teachers explanation to unit III
 Q No.4 Unit III The real expansion and foundation of Mughal Empire began during the reign of Aurangzeb.
 Did your teacher tell you why he became so unpopular among the people?

Variable	Grade	No. of Response	%
Strongly agree	4	39	34.82
Agree	3	66	58.93
Neutral	2	7	6.25
Disagree	1	0	0

Table No.4.04

The above response of the students on the topic, about the reign of Aurangzeb and his responsibility for the downfall of the Mughal empire was well understood by the class. Only 6.25% students are confused and not clear.

Variable	%
Strongly agree	34.82
Agree	58.93
Neutral	6.25
Disagree	0

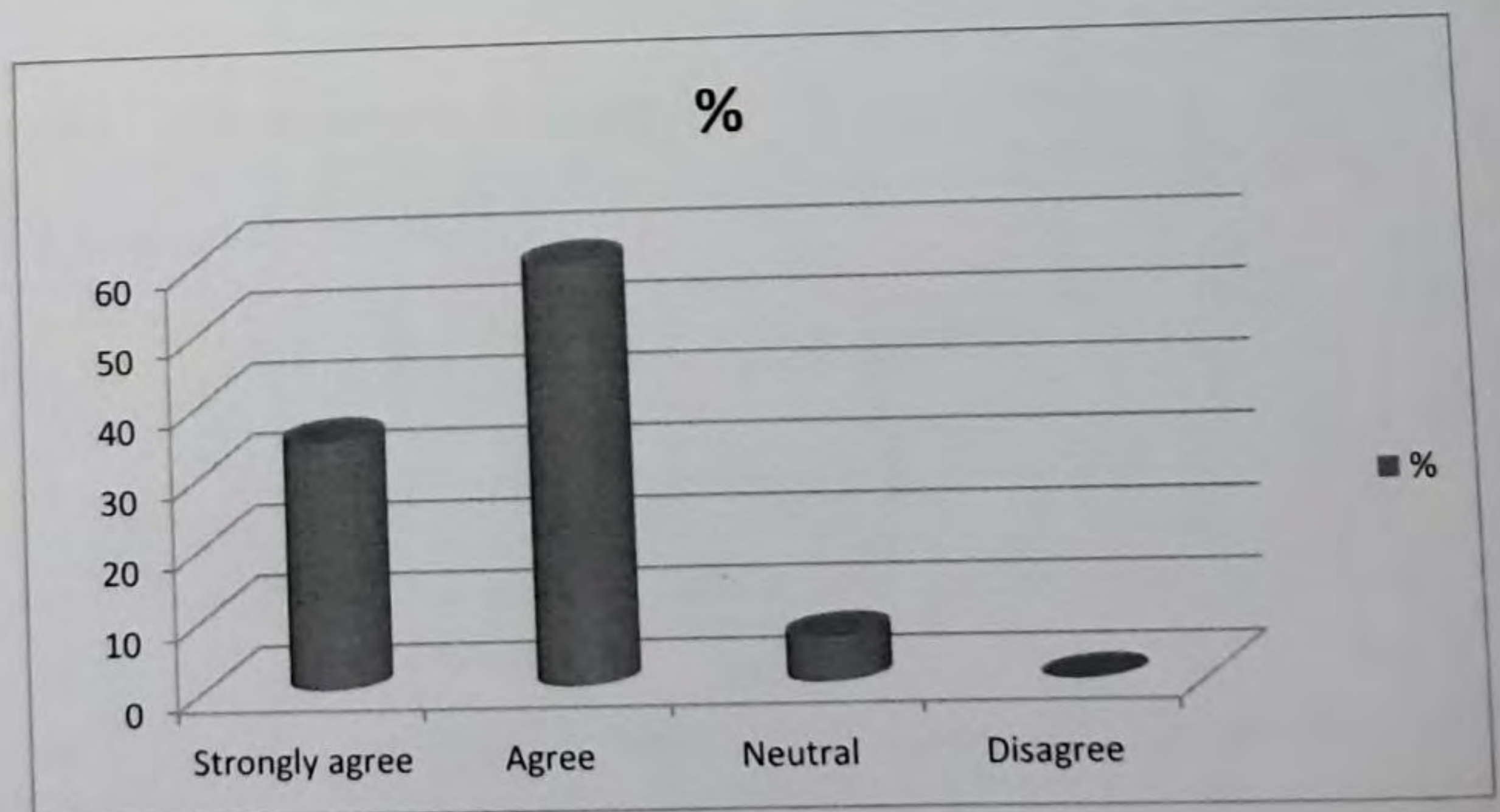


Fig No. 4.04



TABLE No.5.05 Showing the responses of student in terms of teachers explanation to unit IV
 Q No.5 Unit IV The signs for the downfall of the Great Mughal Empire began during the reign of Aurangzeb, Did your teacher tell you why he became so unpopular among the people?

Variable	Grade	No. of Response	%
Everytime	4	64	57.14
Sometime	3	32	28.57
Usually	2	13	11.6
Rarely	1	3	2.68

Table No.5.05

Response of the students for the above question shows that students were told in the class the importance of the topic, and maximum no. Students graded 4 for the question.

Variable	%
Everytime	57.14
Sometime	28.57
Usually	11.6
Rarely	2.68

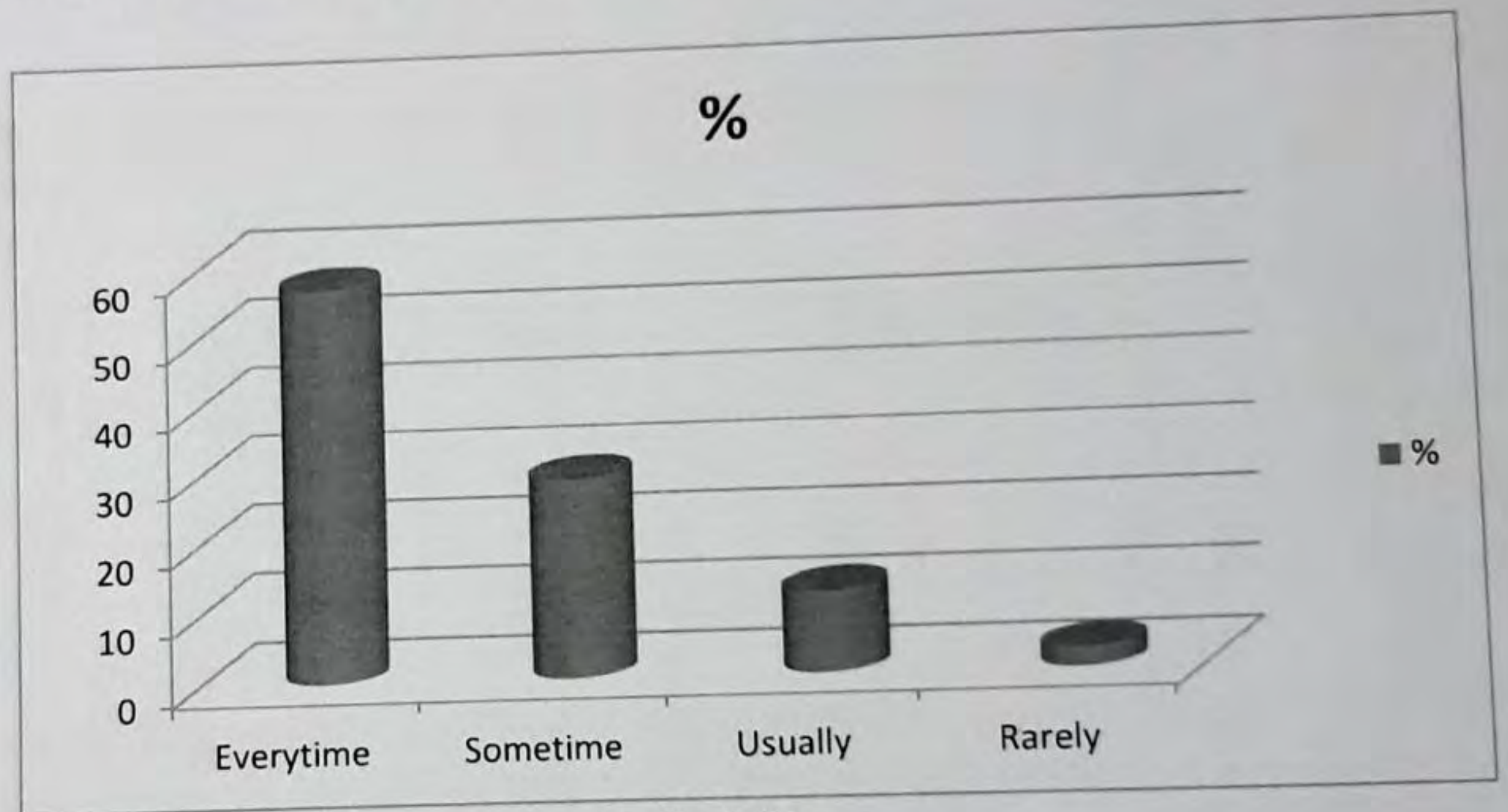


Fig No.5.05

TABLE No.6.06 Showing the responses of student in terms of teachers explanation to unit IV
 Q No.6 Unit IV There was no single cause but different factors were responsible for the downfall of Mughal Empire. Does your teacher discuss these causes in the class?

Variable	Grade	No. of Response	%
Significantly	4	28	25
Very Well	3	76	67.86
Moderately	2	8	7.14
Marginally	1	0	0

Table No.6.06

Response of the students for the question no. 6 regarding the downfall of the Mughals was understood by the students. None responded for variable '0'.



Variable	%
Significantly	25
Very Well	67.86
Moderately	7.14
Marginally	0

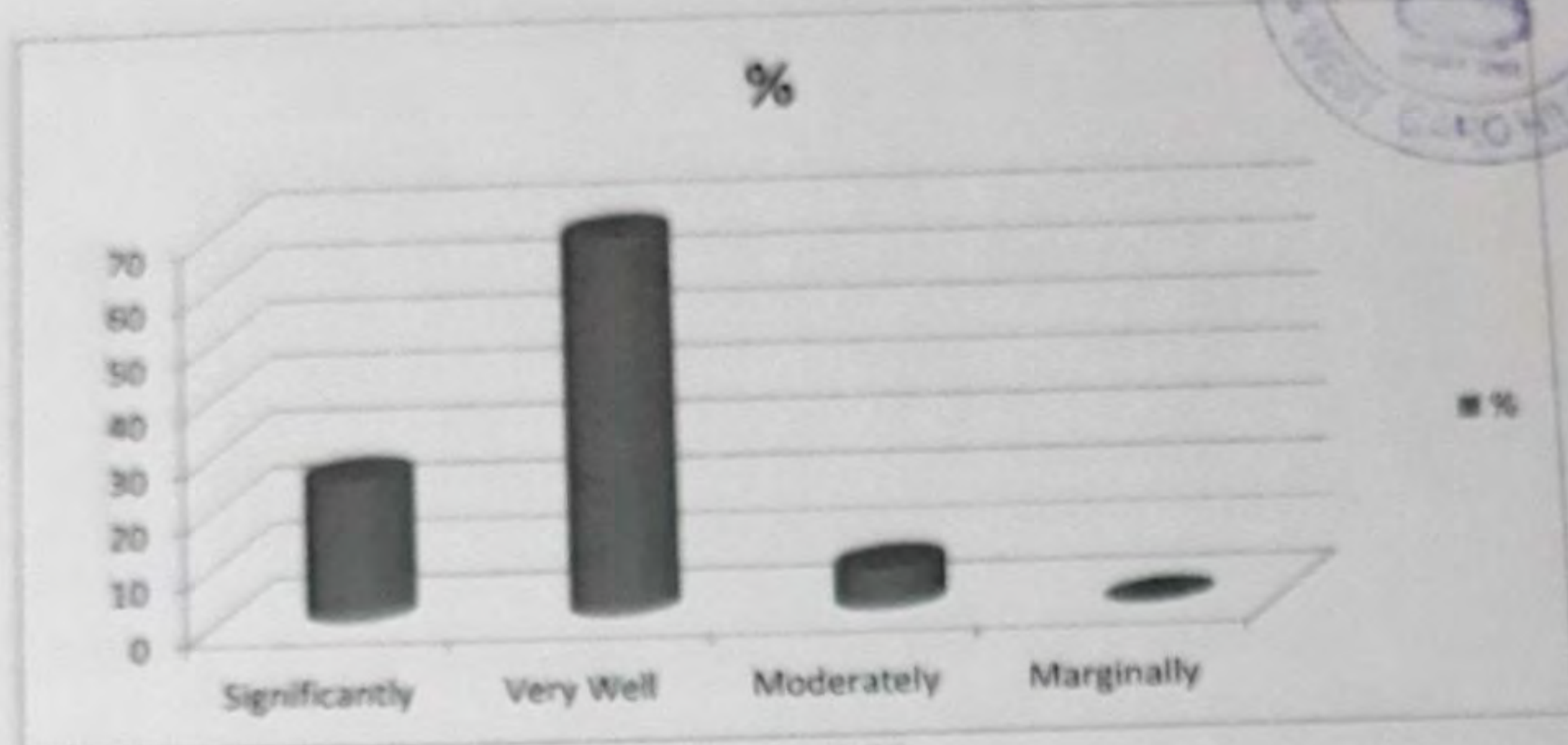


Fig No 6,06

TABLE No.7.07 Showing the responses of student in terms of teachers explanation to unit IV
Q No.7 Unit IV Muhammad of Ghazni invaded India mainly to loot the wealth of India and satisfy his ego as one of the greatest conquerors of the world.

Variable	Grade	No. of Response	%
Strongly agree	4	35	31.25
Agree	3	70	62.5
Neutral	2	7	6.25
Disagree	1	0	0

Table No.7.07

Muhammad of Ghazni invaded India to loot its wealth and to satisfy his ego and he was also one of the greatest. The statement given was strongly agreed by 31.25% students and agreed by 62.5 % students, showing larger number of students are agreed to the question.

Variable	%
Strongly agree	31.25
Agree	62.5
Neutral	6.25
Disagree	0

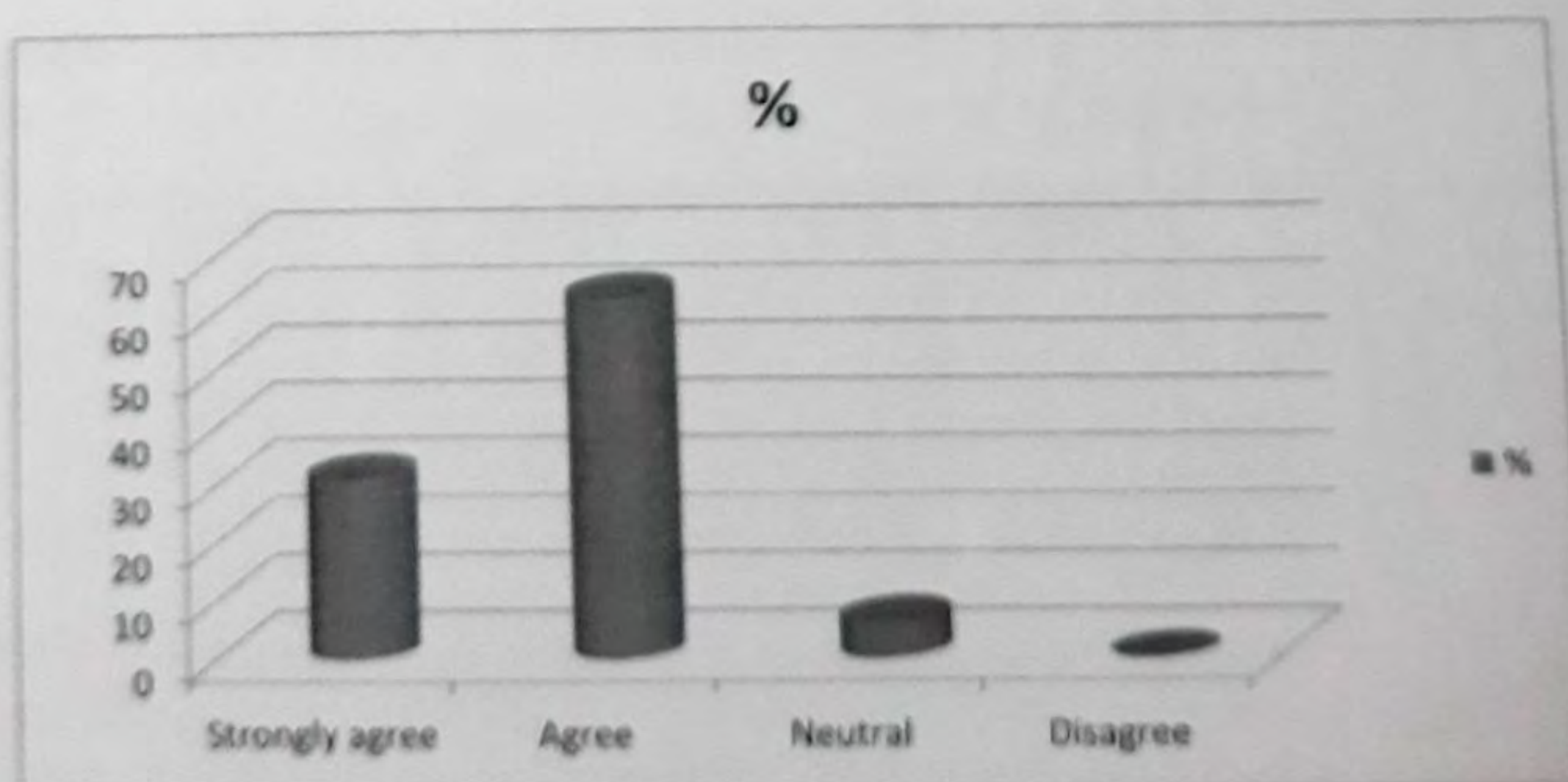


Fig No.7.07



TABLE No.8.08 Showing the responses of student in terms of teachers explanation to unit IV
 Q No.8 Unit IV Guru Nanak was the founder of Sikh religion. Does your teacher taught you that he opposed ritualism, blind faith, the caste system and idol worship.

Variable	Grade	No. of Response	%
Thoroughly	4	51	45.54
Satisfactory	3	57	50.89
Poorly	2	4	3.57
Indifferently	1	0	0

Table No.8.08

The survey on the above question and the response given by the students on Guru Nanak's teaching opposing ritualism, blind faith, the caste system and idol worship was clearly understood by the students and only 3.57 % students do not know the answer.

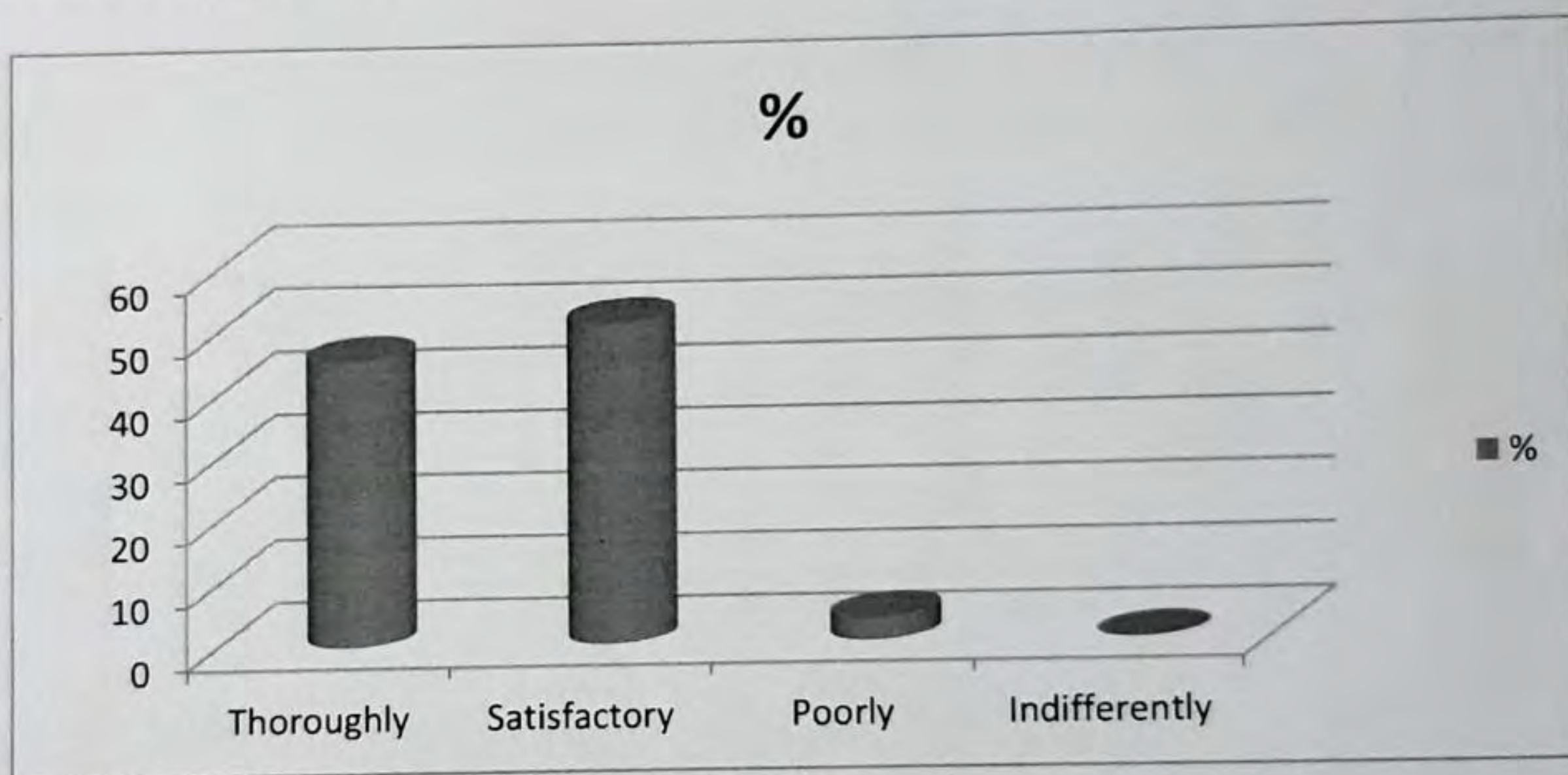


Fig No.8.08

TABLE No.9.09 Showing the responses of student in terms of teachers explanation to unit IV
 Q No.9 Unit IV The Bhakti Movement is a reform movement within Hinduism. Do you agree with the statement?

Variable	Grade	No. of Response	%
Yes	4	104	92.86
No	3	5	4.46
Don't know	2	3	2.68
Can't say	1	0	0

Table No.9.09

The Bhakti movement is a reform movement within Hinduism which became popular among the people as per the response of the students almost all students seemed to understand the topic and graded 4 marks for the question.

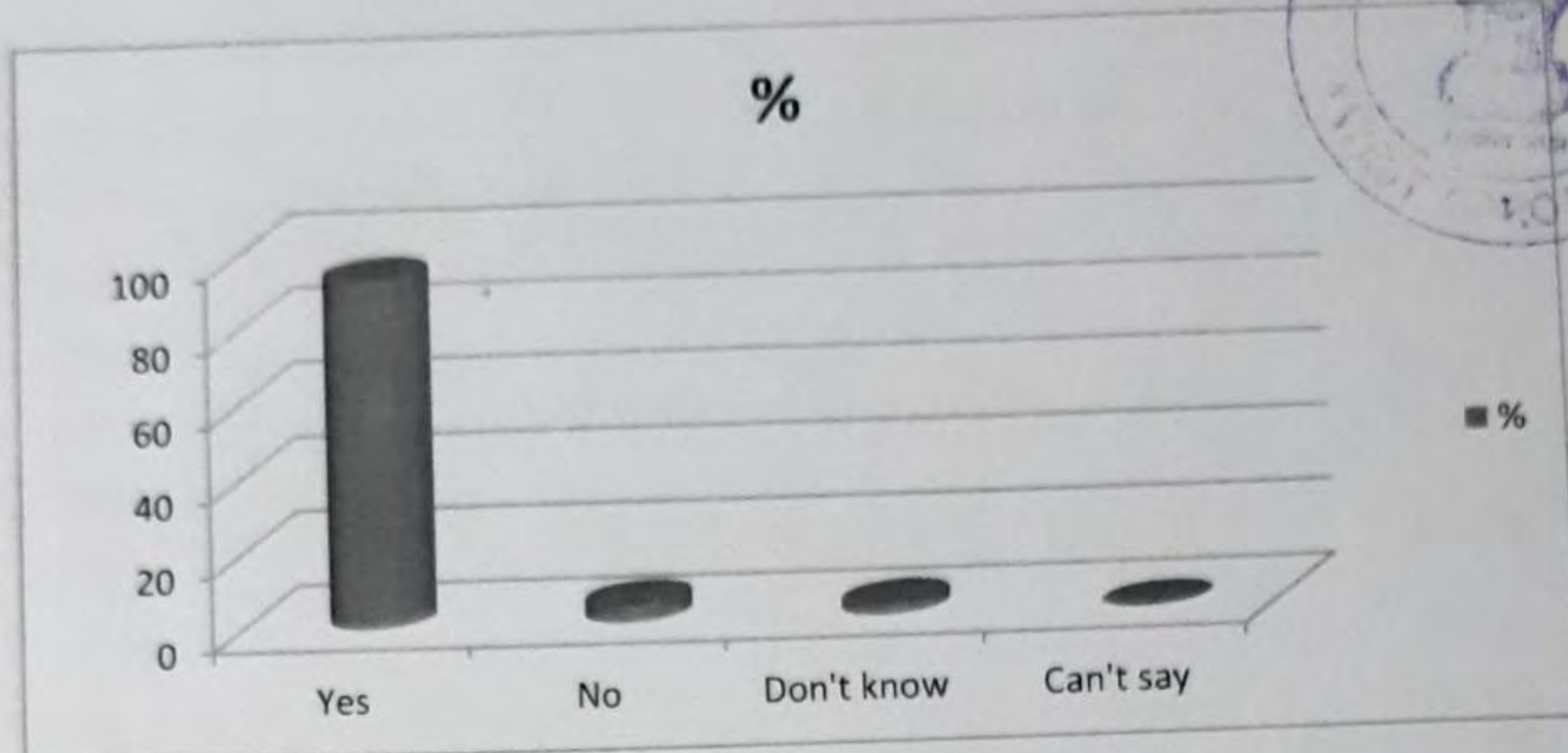


Fig No.9.09

TABLE No.10 Showing the responses of student in terms of teachers explanation to unit IV

Q No. 10 Unit IV During the 18th Century the political organisation of the Marathas was at the highest level under Shivaji. Do you agree with the statement?

Variable	Grade	No. of Response	%
Yes	4	84	75
No	3	4	3.57
Don't know	2	23	20.54
Can't say	1	1	0.89

Table No.10

The questionnaire on 18th century political organisation of the Maratha's was at the highest level under Shivaji was responded with 4 marks by 75.% by the students and as per the response yet another 20.54 % respondents do not knew it.

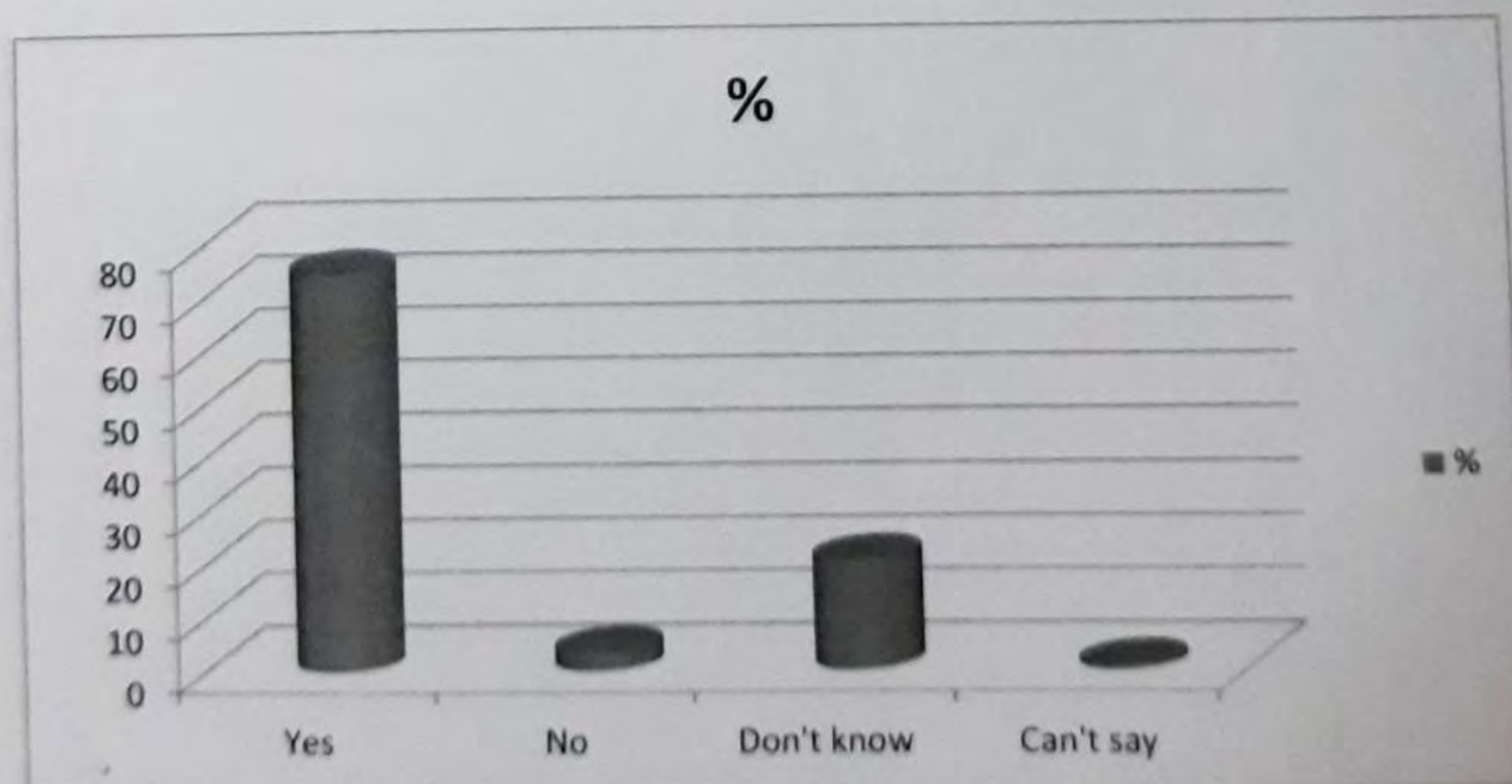


Fig No.10

Variable	%
Yes	75
No	3.57
Don't know	20.54
Can't say	0.89

**Findings:**

1. Out of the 112 students, overall response of 42.67% graded "A" for the questionnaires.
2. 47.67% showed satisfactory and agreed to the courses covered.
3. 00.04-09-19 % are not sure or they are indiffererent to certain questions

Actions to be taken:

1. To find out the needs of the students and solve them by interacting more with the students.
2. To be more strict with the attendance of the students.
3. To identify the students who are in need of extra care and to encourage them to work harder.

Teachers' Feedback:

Based on the evaluation of the students curriculum feedback it was found that the amount of lectures given on each topic is satisfactory. The prescribed syllabus would have been more interesting with the provision of ICT. Unit I and III deals more with archaeological remains, art and architecture, visual aids would have helped the students to have a better understanding of the aforesaid topics. Certain units in the syllabus like II, III, & IV are vague and not specifically given. More elaboration on the lengthy topics are time consuming and makes it very difficult for the teachers to complete the syllabus in time. In spite of time constraints every effort is given on the part of the teachers to complete the syllabus.

NAAC
CRITERIA-1
Survey on curriculum Feedback
Department of History
IV Semester-2018-19.

Total No. Of Students: 38
No. Of Respondents 26

ANALYSIS AND INTERPRETATION OF DATA:

TABLE 1.01: Showing the responses of student in terms of teachers explanation to unit A
Q 1 Unit A Historiography means the art of writing history or historical writings .Do you agree?

Variable	Grade	No. of Response	%
Strongly Agree	4	18	69.23
Agree	3	8	30.77
Neutral	2	0	0
Disagree	1	0	0

Table No. 1.01

As per the response of the students 60.23% strongly agreed to the question asked from the unit A and 30.77% students agree to the same question showing that overall understanding of the students is very good.

Variable	%
Strongly Agree	69.23
Agree	30.77
Neutral	0
Disagree	0

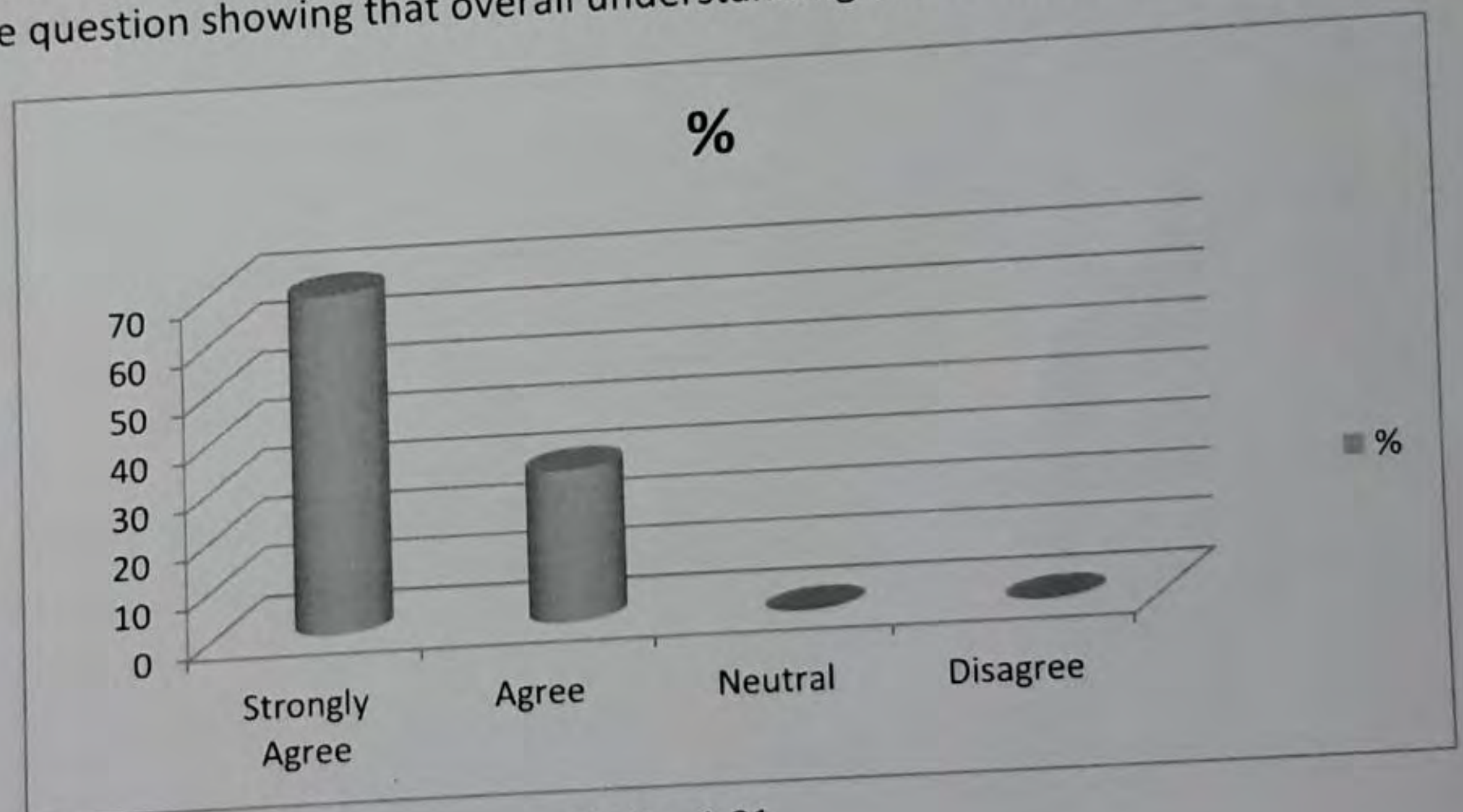


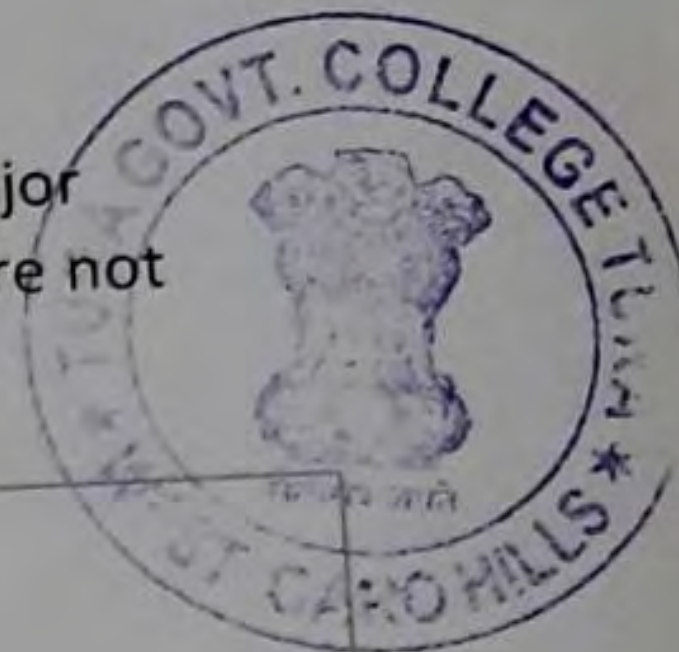
Fig No. 1.01

TABLE 2.02: Showing the responses of student in terms of teachers explanation to unit A
Q No.2 Unit A What is History? Were you made aware of definetion of History?

Variable	Grade	No. of Response	%
Always	4	21	80.77
Sometimes	3	5	19.23
Poorly	2	0	0
Not at all	1	0	0

Table No. 2.02

The topic seemed to be interesting to the students and majority of the students understood the major definition of history as 88.46% students scored 4 in the variables. Only 3.85% and 7.69 %Students are not sure as per the students' curriculum feedback.



Variable	%
Always	80.77
Sometimes	19.23
Poorly	0
Not at all	0

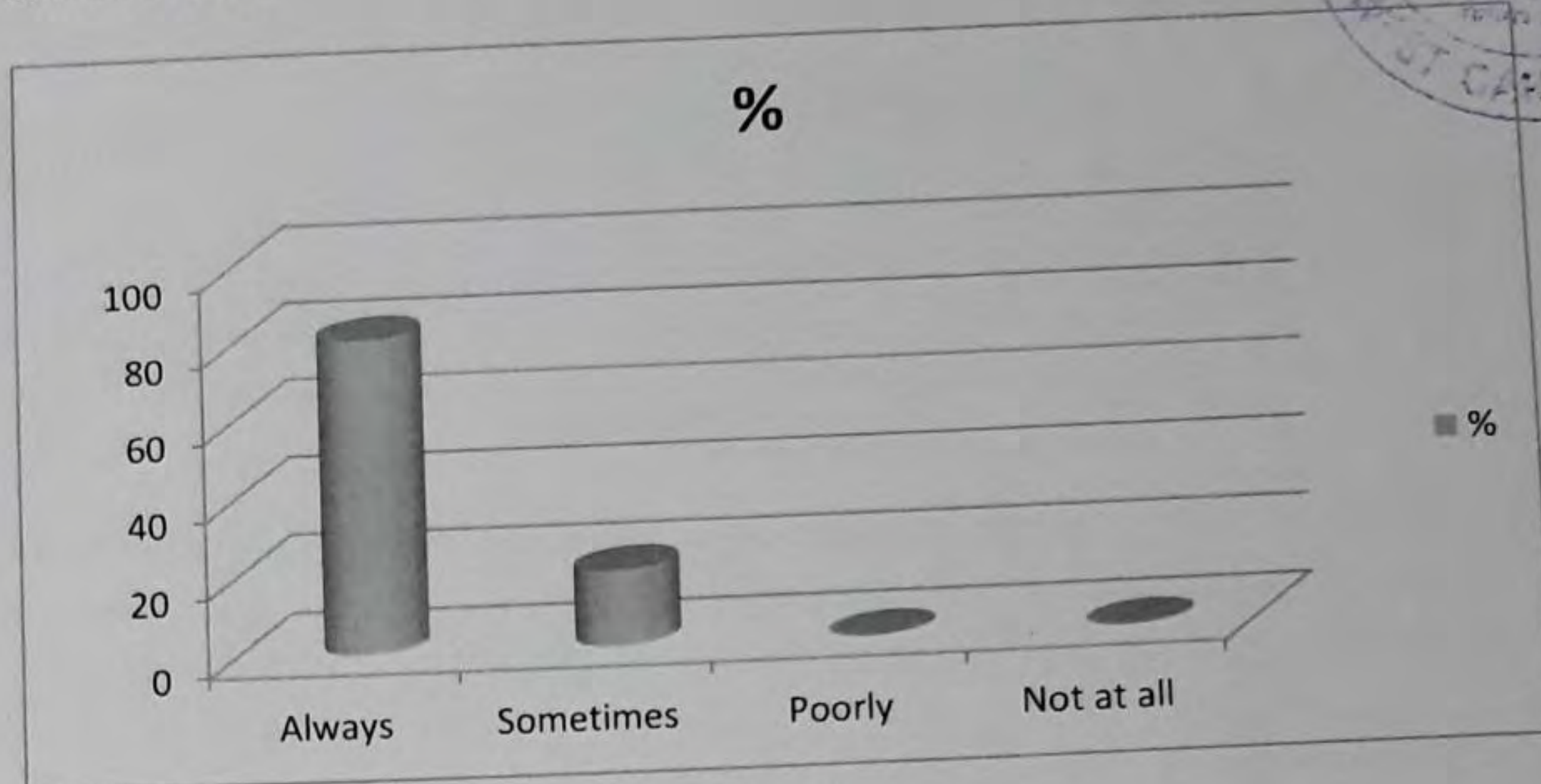


Fig No. 2.02

TABLE 3.03: Showing the responses of student in terms of teachers explanation to unit B
Q No.3 Unit B Do you understand the concept of generalisation in History?

Variable	Grade	No. of Response	%
Yes	4	21	80.77
No	3	3	11.54
Not sure	2	2	7.69
Don't know	1	0	0

Table No. 3.03

The concept of Generalisation is the new topic to the class. But the students grasp the concept clearly as per the survey, majority of the students scored 4 in the questionnaire supplied to them.

Variable	%
Yes	80.77
No	11.54
Not sure	7.69
Don't know	0

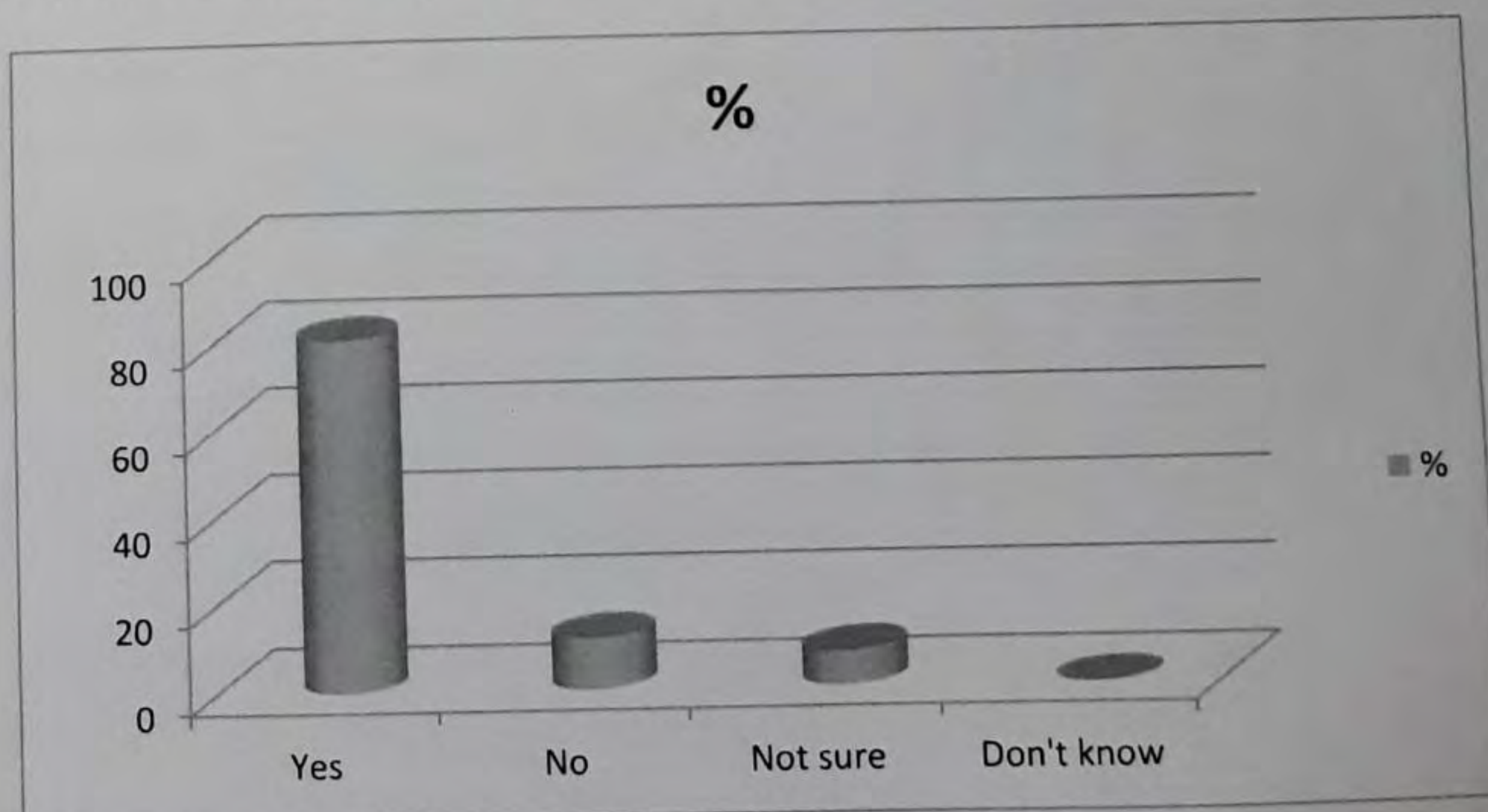


Fig No 3.03

TABLE 4.04: Showing the responses of student in terms of teachers explanation to unit B
Q No.4 Unit B Objectivity in History holds that any historical writings should be baised on facts, devoid of sentiments biases and prejudice.

Variable	Grade	No. of Response	%
Strongly Agree	4	20	76.92
Agree	3	3	11.54
Neutral	2	1	3.85
Disagree	1	2	7.69

Table No. 4.04

The survey shows that the students understood the topic well. The percentage of the score was between 4% and 1% which clearly shows objectivity is a must in history writing based on facts devoid of sentiments biases and prejudices, inspite of that, objectivity in history can not be achieved totally. Mixed response of the students shows that students understood the topic well.

Variable	%
Strongly Agree	76.92
Agree	11.54
Neutral	3.85
Disagree	7.69

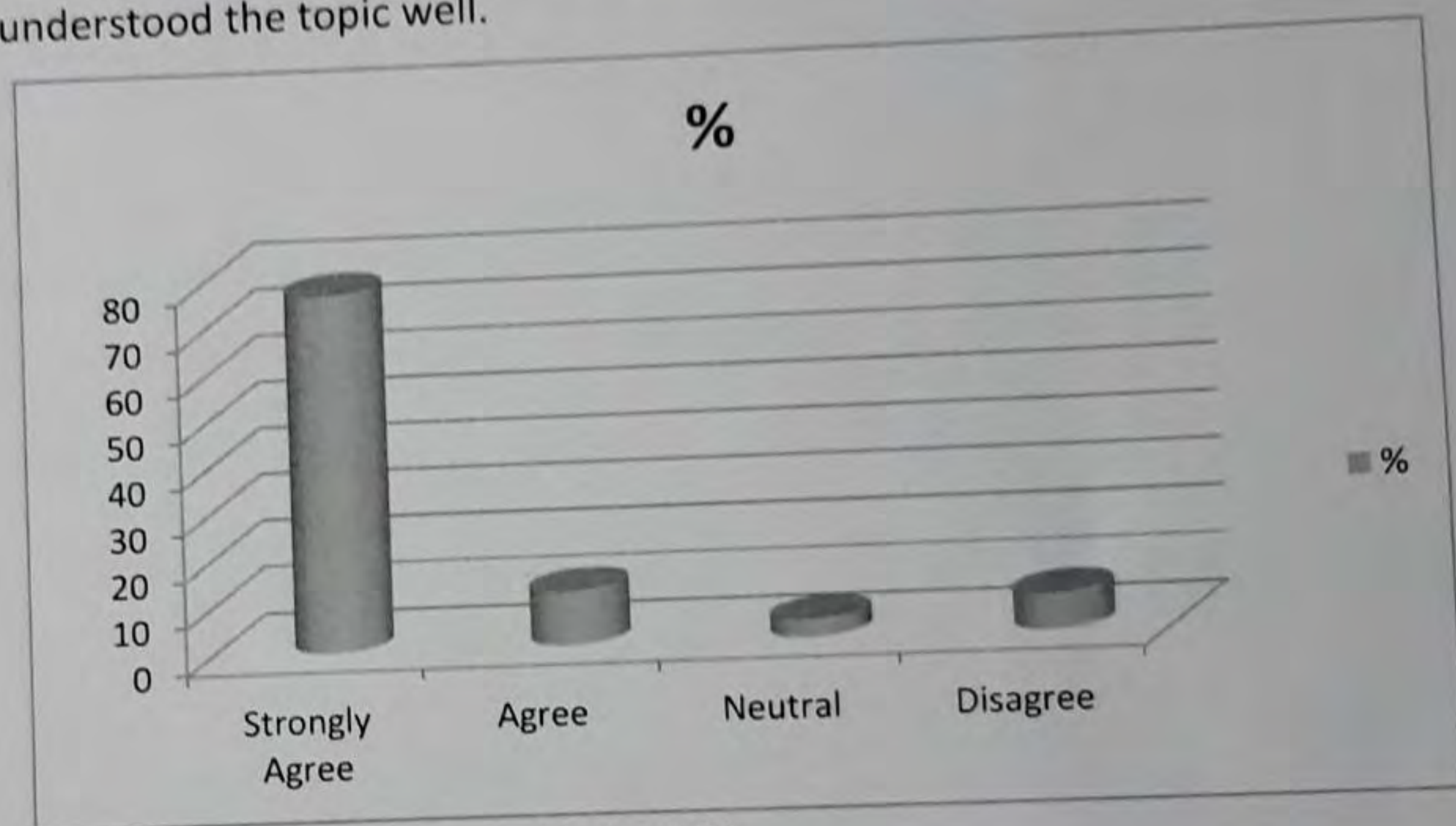


Fig No 4.04

TABLE 5.05: Showing the responses of student in terms of teachers explanation to unit C
Q No. 5 Unit C History and other social sciences like Archaeology, Political Sciences are corelated.

Variable	Grade	No. of Response	%
Yes	4	23	88.46
No	3	1	3.85
Not sure	2	2	7.69
Don't know	1	0	0

Table No. 5.05

It is once again very clear from the survey that majority of the students understood the topic thouroughly and 88.45 % of the students has given the score 4 which is the highest, and only 3.85-7.69 students are not clear and not sure.



Variable	%
Yes	88.46
No	3.85
Not sure	7.69
Don't know	0

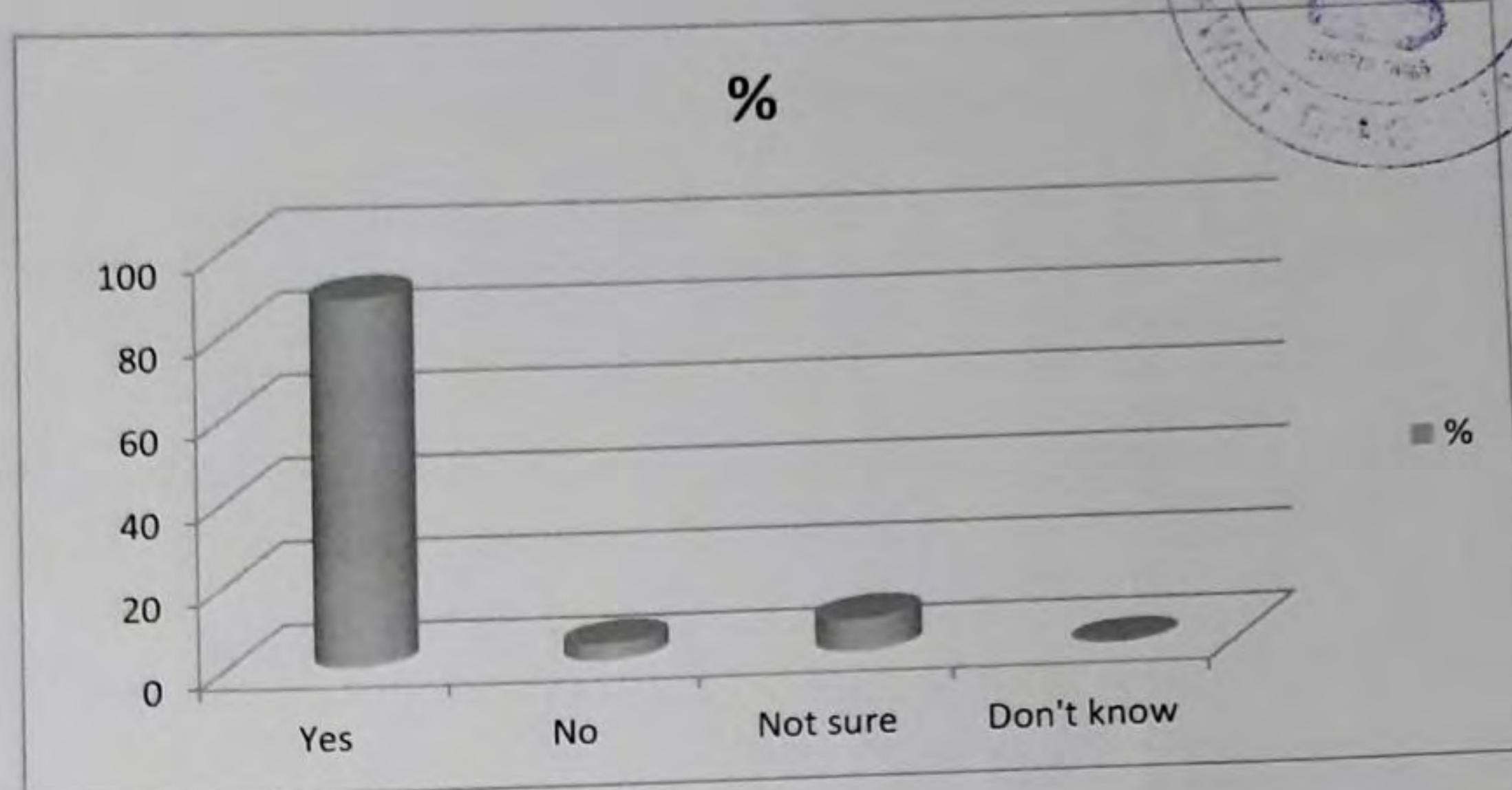


Fig No. 5.05

TABLE 6.06: Showing the responses of student in terms of teachers explanation to unit C
 Q No.6 Unit C Do you agree that Periodization helps in understanding Indian History better.

Variable	Grade	No. of Response	%
Strongly Agree	4	11	42.31
Agree	3	12	46.15
Neutral	2	3	11.54
Disagree	1	0	0

Table No. 6.06

As per the survey of the students the topic from Unit C Periodising Indian History better seemed to be not thorough, and response of the students is mixed with strongly agree and still some are neutral and seemed to be not clear.

Variable	%
Strongly Agree	42.31
Agree	46.15
Neutral	11.54
Disagree	0

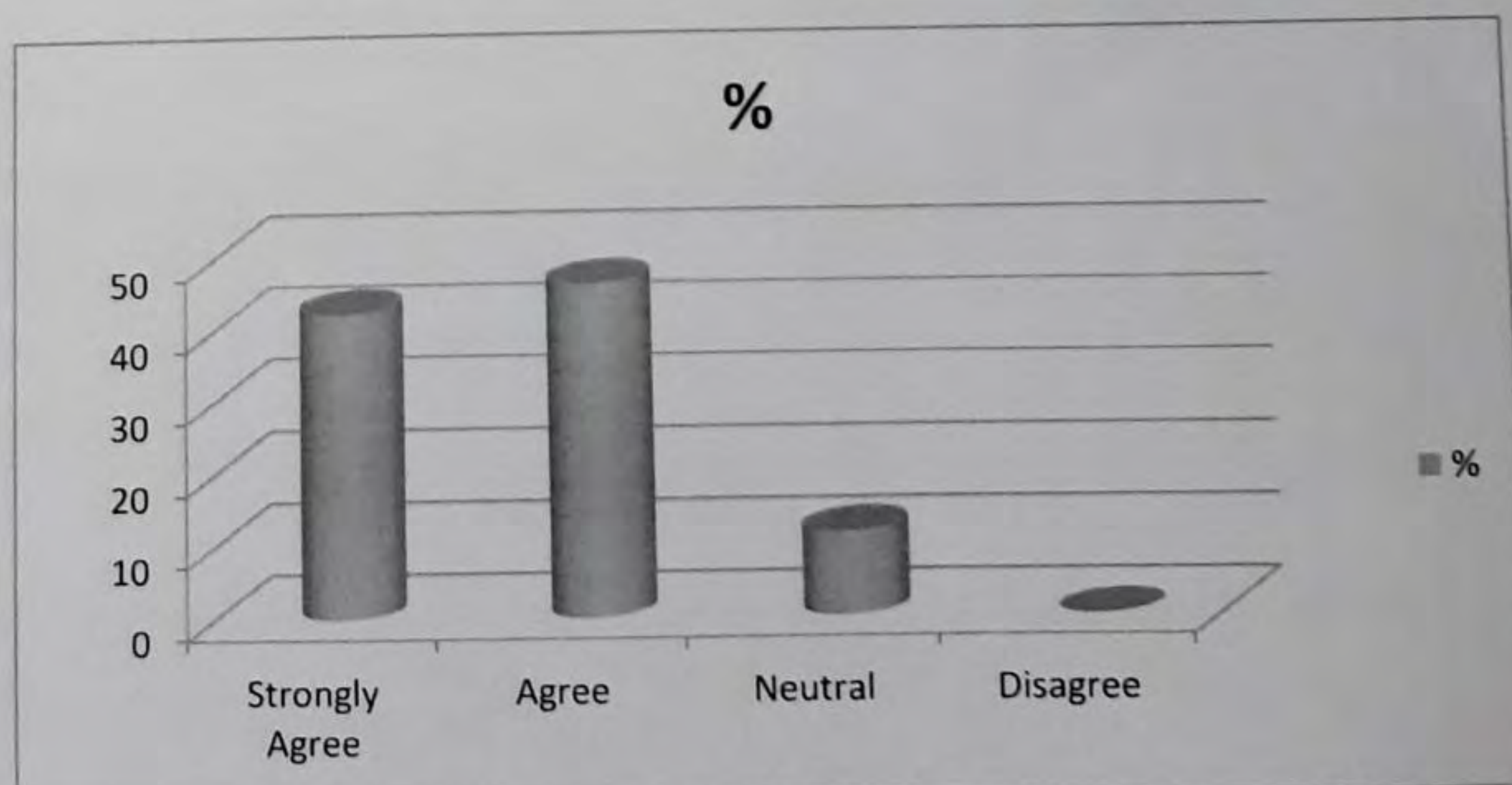


Fig No. 6.06



TABLE 7.07: Showing the responses of student in terms of teachers explanation to unit D
Q No. 7 Unit D Historical Materialism developed by Karl Marx denotes that the basic causative factor in history at all time the economic factors. Was it explained to you?

Variable	Grade	No. of Response	%
Thoroughly	4	19	73.08
Satisfactorily	3	7	26.92
Poorly	2	0	0
Indifferently	1	0	0

Table No. 7.07

Historical Materialism denoting that the basic causative factor in history is at all time the economic factor in history seemed to have understood by the students. Majority of the students scored 4 and only 26.92 scored satisfactory.

Variable	%
Thoroughly	73.08
Satisfactorily	26.92
Poorly	0
Indifferently	0



Fig No. 7.07

TABLE 8.08: Showing the responses of student in terms of teachers explanation to unit D
Q No.8 Unit D The theme of Arnold Joseph Toynbee's Historical work is a philosophical investigation into the origin, growth and breakdown of civilization.

Variable	Grade	No. of Response	%
Strongly Agree	4	3	11.54
Agree	3	22	84.62
Neutral	2	0	0
Disagree	1	1	3.85

Table No. 8.08

Arnold J Toynbee's historical work is a philosophical investigation into the origion, growth and breakdown of the civilisation is responded by the students that they agree with the statement only 11.54% strongly agree which shows majority agree but are not strongly agree.



Variable	%
Strongly Agree	11.54
Agree	84.62
Neutral	0
Disagree	3.85

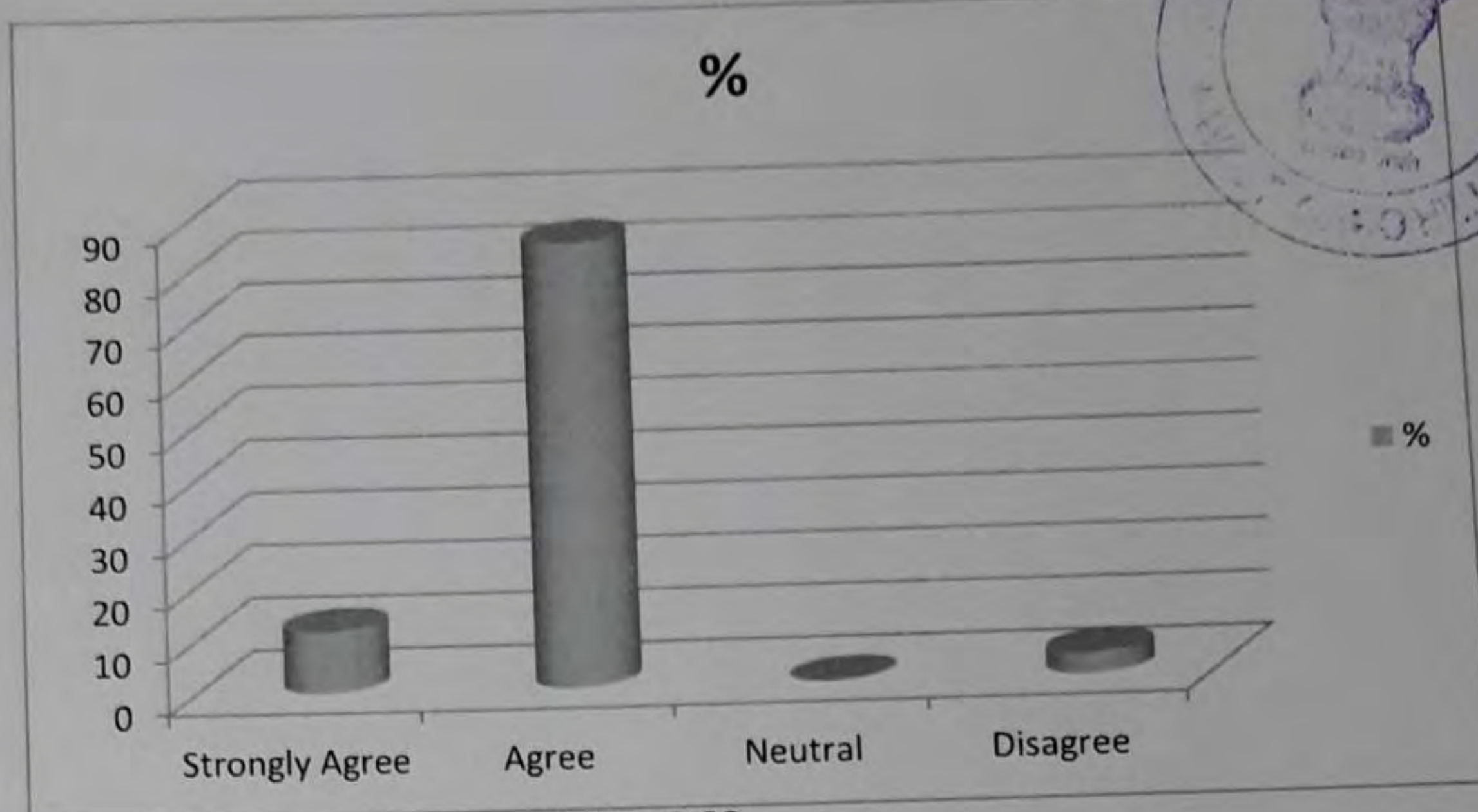


Fig No. 8.08

TABLE 9.09: Showing the responses of student in terms of teachers explanation to unit E
 Q No. 9 Unit E was the major trends in Indian Historiography (Imperialist, Nationalists and Marxists school) clearly understood or explained?

Variable	Grade	No. of Response	%
Strongly Agree	4	15	57.69
Agree	3	11	42.31
Neutral	2	0	0
Disagree	1	0	0

Table No. 9.09

For the ninth questionnaire 57.69% of the students strongly agreed with the question asked in the questionnaire showing clearly that majority of them understood the topic and was explained well. No students disagreed with the question.

Variable	%
Strongly Agree	57.69
Agree	42.31
Neutral	0
Disagree	0

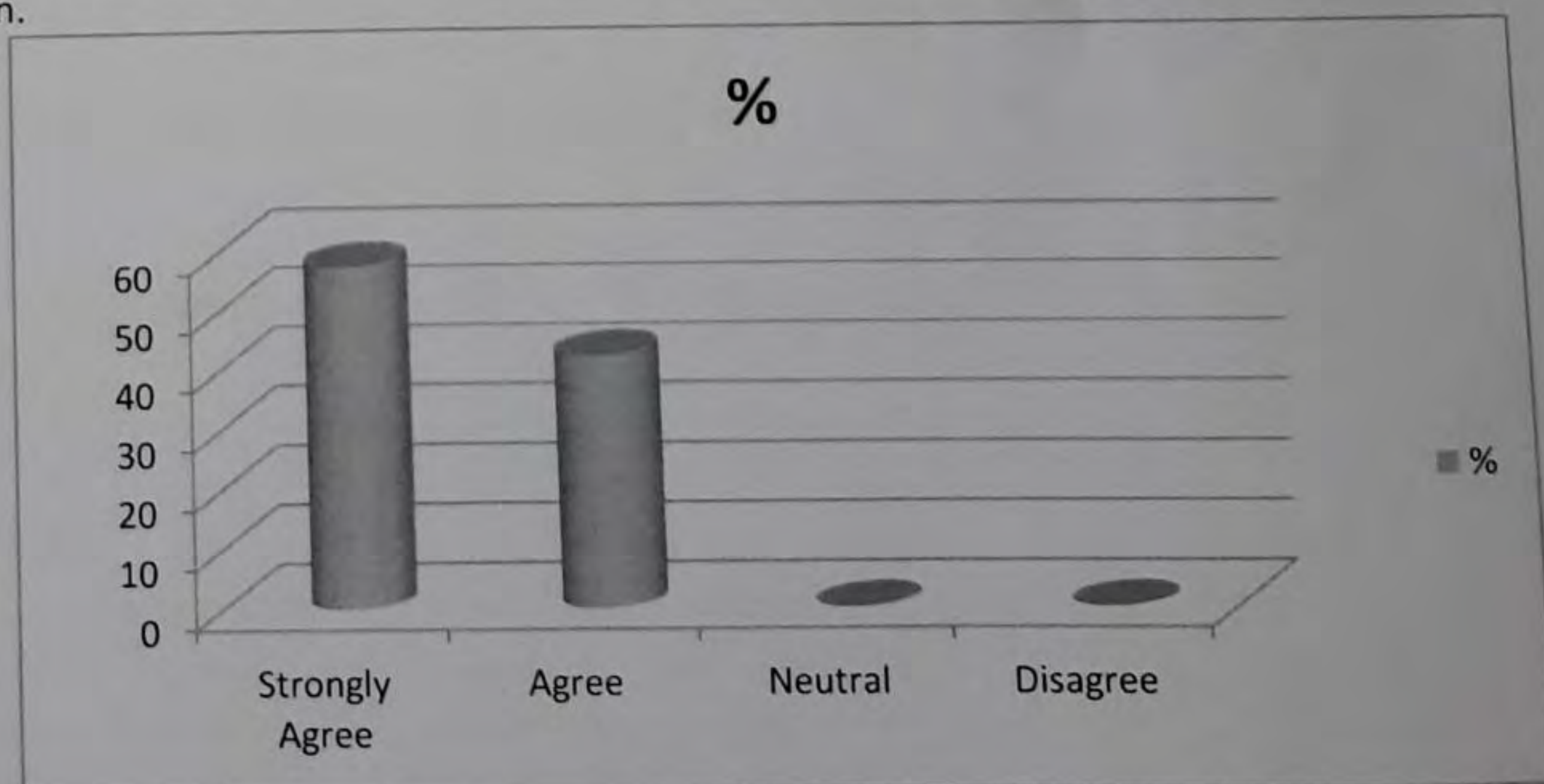


Fig No. 9.09

TABLE 10: Showing the responses of student in terms of teachers explanation to unit E
Q No. 10 Unit E Subaltern Studies focus their writings on the inferior rank in the society, who had so far been not mentioned in many historical writings.

Variable	Grade	No. of Response	%
Strongly Agree	4	4	15.38
Agree	3	18	69.23
Neutral	2	4	15.38
Disagree	1	0	0

Table No. 10

Subaltern Studies and the focus on the inferior rank in the society has not been mentioned in many history writings. The same was a fact and the students seemed to have understood as per the response of the students. Only 15.38% students are not totally clear about the topic.

Variable	%
Strongly Agree	15.38
Agree	69.23
Neutral	15.38
Disagree	0

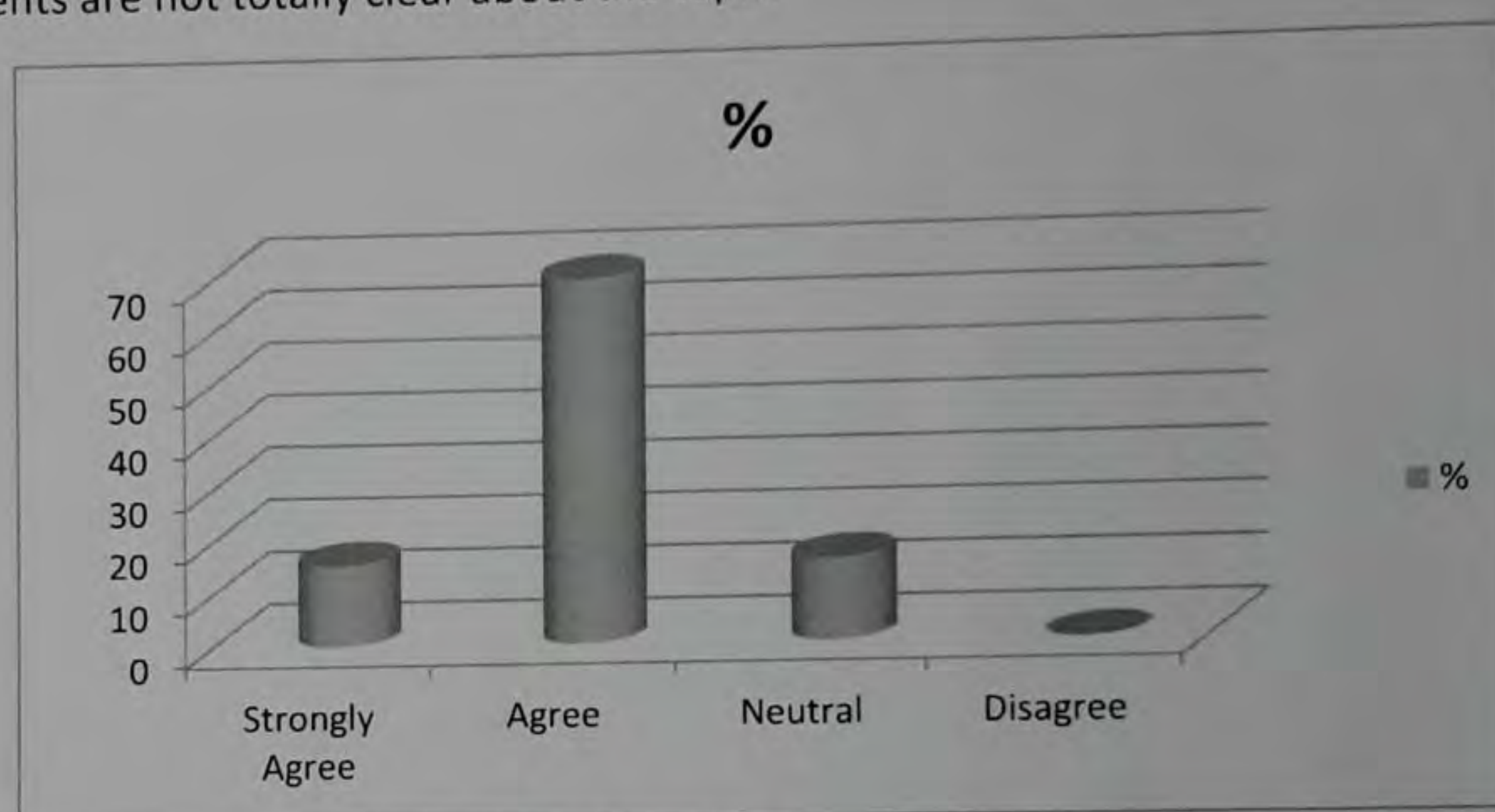


Fig No. 10

Findings

1. The summary report shows 59.61 percent of the students responded positively for all the questionnaires.
2. 34.61% of students agreed to the statements on the mentioned topics.
3. Only 04.61 % to 01.15 % students responded indifferently or disagree.

Actions to be taken:

1. 04.61% to 01.15 % students who responded indifferently had to be taken care of.
2. Strict attendance to be maintained.
3. More mentoring is required .

Teachers' Feedback:

Curriculum feedback of the students' reflect that they have a good understanding of the subject but there are few topics which needs to be taught indept interpretation. Some of the topics like Periodization of Indian History has limited reading materials; however every effort is made to impart the best understanding on the topic. Improvement of teaching aids could assist in better and clear understanding of the topics. One of the topics on which the students' feedback shows students need more explanation is Subaltern historiography which is a new topic for the students. Overall response is clear that the students enjoy the paper and the syllabus is good for the under graduate course.

[Signature]
Principal
Tura Govt. Collage, Tura.