



DARRANG COLLEGE

REPORT ON STUDENTS FEEDBACK 2024-2025



SUBMITTED
TO
IQAC, DARRANG COLLEGE
TEZPUR

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to all the students, teachers, non-teaching staff, and alumni who generously shared their time and insights by providing valuable feedback to Darrang College. Your voices are not just heard—they are instrumental in shaping the path forward. Each response reflects a shared commitment to excellence and a collective vision for a brighter academic future.

At Darrang College, we believe that meaningful progress begins with listening. Your thoughtful contributions will guide our efforts to enhance the learning environment, refine our curriculum, and elevate the overall educational experience. Together, we are building a dynamic institution that evolves with purpose and meets the aspirations of every member of our college community.

Thank you for being active partners in our journey of growth and transformation.

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INTRODUCTION

Established in 1945 by the people of Tezpur, Darrang College was permanently affiliated to Gauhati University in 1953. With the motto of “Be a Jewel among men”, it has been uninterruptedly working for the fruitful dissemination of knowledge to its pupils with the solemn aim of making them worthy citizens of the country. The claim has been vindicated by a large number of alumni glittering in the national and international arena. To assess the quality of our educational programs, services, and facilities, as well as identify areas for improvement and enhancement, each year Darrang College conducts a Student Feedback survey to provide actionable insights that will inform decision-making and initiatives aimed at enhancing the overall student experience.

This report has been prepared based on the feedback received from the students of Darrang College during March 2025. This report provides a comprehensive overview of the feedback gathered from students. This report serves as a valuable tool for assessing the quality of our educational programs, services, and facilities, as well as identifying areas for improvement and enhancement.

Aims and Objective of the survey:

1. This report serves as a valuable tool for assessing the quality of our educational programs, services, and facilities, as well as identifying areas for improvement and enhancement. In this report, the authority will find a summary of the feedback received from students across various aspects of their college experience, including teaching and learning, campus resources, extracurricular activities, and student support services. The feedback has been analyzed and organized to provide actionable

insights that will inform decision-making and initiatives aimed at enhancing the overall student experience

2. This survey aims to understand the key differences between students from the Arts, Science, Commerce and BCA streams in terms of various aspects of their college experience, including teaching and learning, campus resources, extracurricular activities, and student support services.

METHODOLOGY

In this study, a mixed-methods approach was employed to analyze both quantitative and qualitative data collected through the survey. Quantitative data were analyzed using descriptive and inferential statistical techniques to identify patterns, trends, and relationships among variables.

For the qualitative component, open-ended survey responses were subjected to thematic analysis. This method allowed for the identification of recurring themes, insights, and patterns within the textual data, providing a deeper understanding of participants' perspectives. The integration of both quantitative and qualitative analyses enabled a comprehensive interpretation of the research findings, enhancing the validity and richness of the results.

Population of study: All the students of PG and UG of Darrang College.

Size of the Sample: 1610

Tools used for data collection: A 14-item nonstandardized self-prepared 5-point Likert scale is used to understand various aspects of the student's college experience, including teaching and learning, campus resources, extracurricular activities, and student support services. The Likert scale was created by Rensis Likert in 1932. The Likert scale is a type of rating scale. A rating scale is a measurement instrument used to determine a respondent's attitude toward self, others, or situations. Since it is 5 points, it contains a midpoint and allows respondents to be undecided. The purpose of the Likert scale is to determine a respondent's attitude or opinion regarding themselves, others, or situations. The Likert scale allows researchers to obtain quantitative data from qualitative notions such as providing

respondents with a statement and asking them to respond on an agree/disagree continuum (Waltz, T.B.2023).

Google Form: A link is created by using Google Form, including the survey questionnaire.

Google Forms is a survey administration software included as part of the free, web-based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Slides, Google Drawings, Google Sites, and Google Keep. Google Forms is only available as a web application. The app allows users to create and edit surveys online while collaborating with other users in real time. The collected information can be automatically entered into a spreadsheet (Wikipedia 2024).

Procedure: The Google form including the survey questioner circulated to the students of UG and PG of Darrang College from 20/02/2025 to 9/04/2025 through the website of Darrang College Tezpur.

Statistical tools: For quantative analysis of data Tables, Pie charts, Line graphs, ANOVA etc are used. For qualitative analysis thematic analysis are used.

Ethical Consideration: In this current survey ethical concern and confidentiality is maintained. When necessary their identity and other confidential details are removed.

RESULTS

Table 1 Distribution of sample by gender		
Gender	Total Nos.	Percentage share
Male	598	37%
Female	1012	63%
Other	0	0%

Table 1 shows the distribution of the sample by Gender. Among the 1610 respondent 598 (37%) are male and 1012 (63%) are female.

FIGURE 1

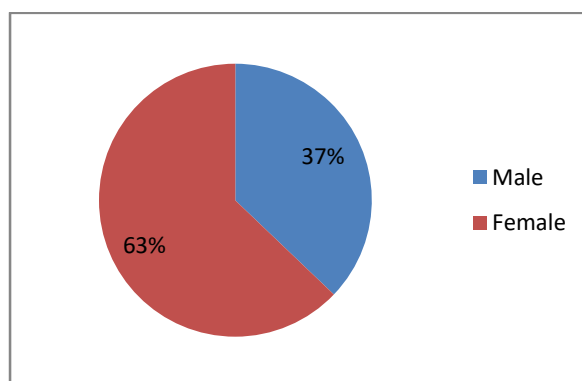


Figure 1 shows the graphical representation of the sample by gender.

Table 2 distribution of the sample by stream.		
Stream	Total Nos.	Percentage
Arts	898	56%
Science	360	22%
Commerce	275	17%
BCA	77	5 %

Table 2 shows the stream wise distribution of the sample. Among 1610 respondents 893(48%) are from Arts, 360 (22%) are from science, 275 (34%) are from commerce and 77(5 %) are from BCA stream.

FIGURE 2

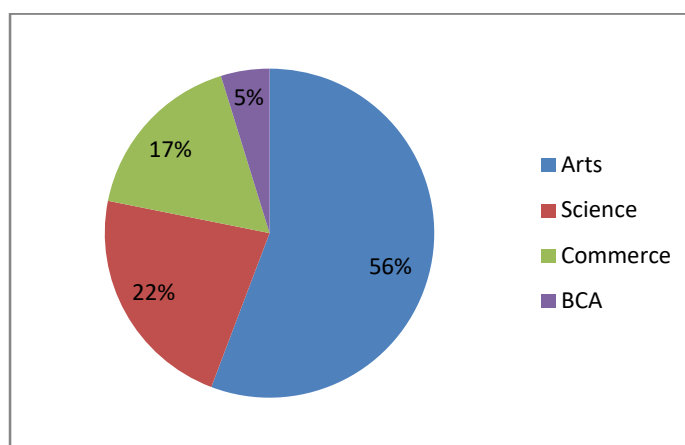


Figure 2 shows the graphical representation of the sample by Stream.

Semester	Total Nos.	Percentage
Semester II	580	36%
Semester IV	505	31%
Semester VI	525	33%

Table 3 shows the distribution of the sample by different semesters. Among 1610 respondents 580 (36%) are from 2nd semester 505(31%) are from 4th semester and 525 (33%) are from 6th semester.

FIGURE 3

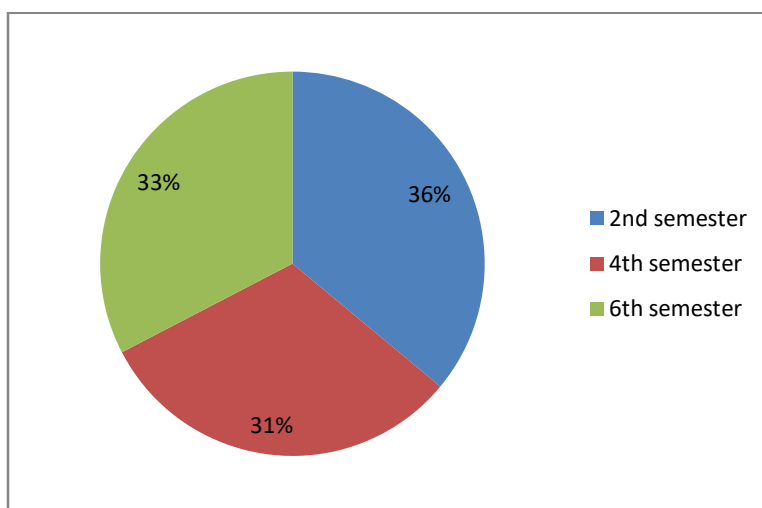


Figure 3 shows the diagrammatic representation of sample by different semesters.

STATEMENT WISE ANALYSIS OF RESPONSES

In this current survey, 14 nos. of statements are included to understand various aspects of the student's college experience, including teaching and learning, campus resources, extracurricular activities, student support services, etc. Statement-wise analysis of the responses is mentioned below.

Table 5		
Statement 1		
How do you rate the programme you are undergoing in terms of the content of the courses in different semesters?		
Response	Total Nos.	Percentage
Excellent	347	22
Very Good	615	38
Good	430	27
Fair	135	8
Poor	83	5
Not responded (Blank)	0	0

Table 5 represent the results of Statement 1(i.e. How do you rate the programme you are undergoing in terms of the content of the courses in different semesters?) Among 1610 respondents 347 (22%) responded Excellent, 615(38%) responded very good, 430 (27%) responded Good, 135(8%) responded Fair, 83(5%) responded poor.

Figure 5

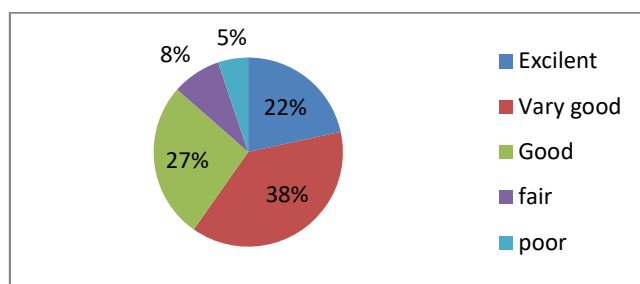


Figure 5 shows the diagrammatic representation of the Table 5

Table 6		
Statement 2 How do you rate the academic ambience of the college for effective learning?		
Response	Total Nos.	Percentage
Excellent	378	23
Very good	589	37
Good	381	24
Fair	170	11
Poor	92	6
Not Responded	0	0

Table 6 represents the results of Statement 2 (i.e. How do you rate the academic ambience of the college for effective learning?) Among 1610 respondents 378 (23%) responded Excellent, 589 (37%) responded very good, 381(24%) responded Good, 170(11 %) responded Fair, 92(6%) responded poor and 0 respondent have not responded to the statement.

FIGURE 6

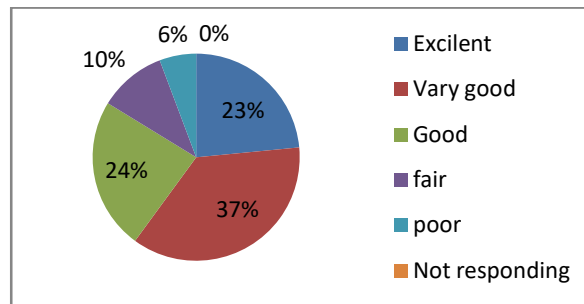


Figure 6 shows the diagrammatic representation of Table 6

Table 7		
Statement 3		
How do you rate the quality of the teaching in the college?		
Response	Total Nos.	Percentage
Excellent	485	30
Very good	592	37
Good	319	20
Fair	121	8
Poor	93	6
Not Responded	0	0

Table 7 represents the results of Statement 3 (i.e. How do you rate the quality of the teaching in the college?) Among 1610 respondents 485 (30 %) responded Excellent, 592 (37%) responded very good, 319 (20%) responded Good, 121(8 %) responded Fair, 93(6%) students responded poor.

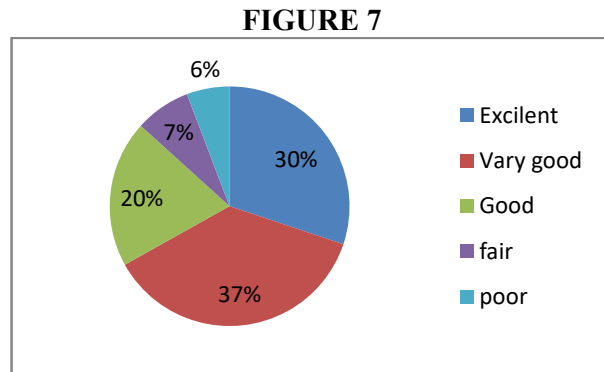


Figure 7 shows the diagrammatic representation of Table 7

Table 8		
Statement 4 How do you rate the coverage of syllabus?		
Response	Total Nos.	Percentage
Excellent	390	24
Very good	592	37
Good	405	25
Fair	146	9
Poor	77	5
Not Responded	0	0

Table 8 represents the results of Statement 4 (i.e. How do you rate the coverage of syllabus?) Among 1610 respondents 390 (24 %) responded Excellent, 592 (37%) responded very good, 405 (25%) responded Good, 146(9%) responded Fair, 77(5%) respondent have responded poor.

FIGURE 8

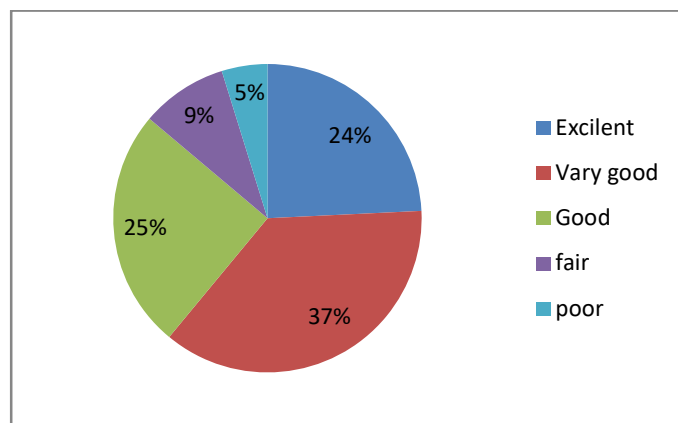


Figure 8 shows the diagrammatic representation of Table 8

Table 9		
Statement 5 How do you rate the clarity and relevance of textual, reading materials?		
Response	Total Nos.	Percentage
Excellent	345	21
Very good	592	37
Good	434	27
Fair	168	10
Poor	71	4
Not Responded	0	0

Table 9 represents the results of Statement 5 (i.e. How do you rate the clarity and relevance of textual, reading materials?) Among 1610 respondents 345(21 %) responded Excellent, 592 (37%) responded very good, 434 (27%) responded Good, 168(10%) responded Fair and 71(4%) respondent have responded poor.

Figure 9

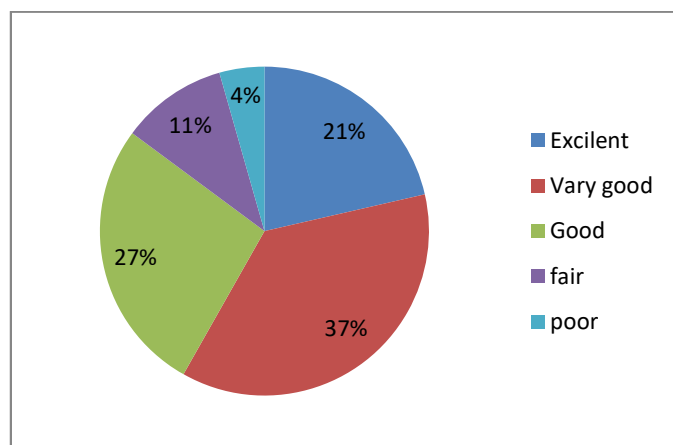


Figure 9 shows the diagrammatic representation of Table 9

Table 10		
Statement 6 How do you rate the availability of the text and reference books in the library?		
Response	Total Nos.	Percentage
Excellent	379	24
Very good	511	32
Good	419	26
Fair	186	12
Poor	115	7
Not Responded	0	0

Table 10 presents the feedbacks to Statement 6, which is ‘How do you rate the availability of the text and reference books in the library?’.

Out of 1,610 respondents, 379 (24%) rated the availability as Excellent, 511 (32%) as Very Good, 419 (26%) as Good, 186 (12%) as Fair, and 115 (7%) as Poor.

FIGURE-10

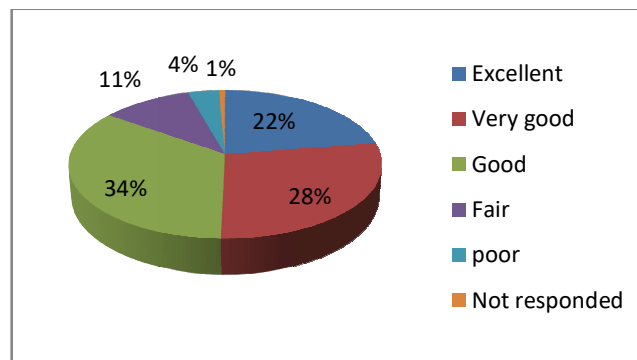


Figure 10 shows the diagrammatic representation of Table10

These results indicate that the majority of respondents (82%) perceived the availability of library resources to be good or better, suggesting a generally positive assessment of library holdings.

Table 11		
Statement 7 How do you rate the uses of ICT and online tools in the classroom?		
Response	Total Nos.	Percentage
Excellent	282	18
Very good	404	25
Good	517	32
Fair	244	15
Poor	163	10
Not Responded	0	0

Table 10 presents the feedbacks to Statement 7, which is ‘How do you rate the uses of ICT and online tools in the classroom?’.

Out of 1,610 respondents, 282(18%) rated the use of ICT as Excellent, 404 (25%) as Very Good, 517 (32%) as Good, 244 (15%) as Fair, and 163 (10%) as Poor.

Figure 11

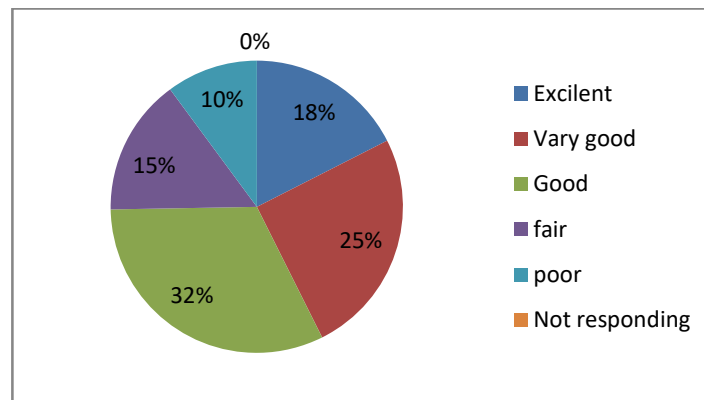


Figure 11 shows the diagrammatic representation of Table 11

Overall, 75% of participants rated ICT use as good or better, reflecting a generally favourable perception. However, the 25% of respondents who indicated fair or poor ratings highlight areas where improvements in ICT infrastructure or support may be needed.

Table 12		
Statement 8 How do you rate the transparency and effectiveness of examination system?		
Response	Total Nos.	Percentage
Excellent	400	25
Very good	576	36
Good	372	23
Fair	162	10
Poor	100	6
Not Responded	0	0

Table 12 presents the responses to Statement 8, which is “How do you rate the transparency and effectiveness of examination system?” Among the 1,610 respondents, 400 (25%) rated the system as Excellent, 576 (36%) as Very Good, 372 (23%) as Good, 162 (10%) as Fair, and 100 (6%) as Poor.

FIGURE 12

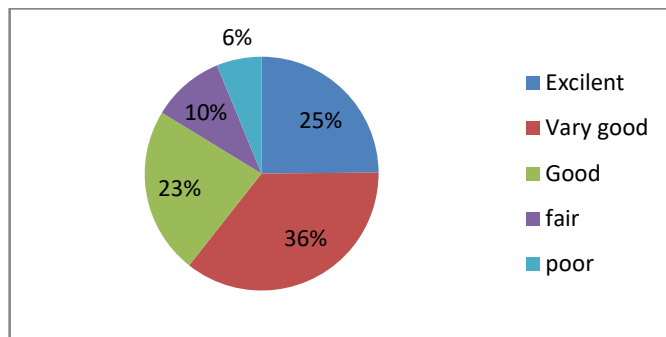


Figure 12 shows the diagrammatic representation of Table 12

Overall, 84% of respondents rated the examination system as good to Excellent, indicating a strong level of satisfaction with its transparency and effectiveness. However, the 16% of responses falling in the fair or poor categories suggest that there are still areas where improvements can be made to further enhance trust and efficiency in the examination process.

Table13		
Statement 9 How do you rate the usefulness of the course in competitive examination?		
Response	Total Nos.	Percentage
Excellent	319	20
Very good	561	35
Good	438	27
Fair	192	12
Poor	100	6
Not Responded	0	0

Table 13 presents the responses to Statement 9, which is “How do you rate the usefulness of the course in competitive examination? Out of 1,610 respondents, 319 (20%) rated the usefulness of the course in competitive examination as Excellent, 561 (35%) as Very Good, 438 (27%) as Good, 192 (12%) as Fair, and 100 (6%) as Poor.

FIGURE 13

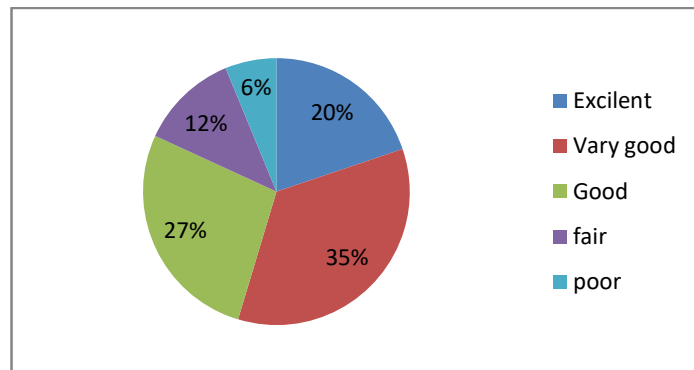


Figure 13 shows the diagrammatic representation of Table 13

The data show that a significant majority (82%) perceived the course as good or better in terms of its relevance to competitive examinations. This suggests a generally favorable opinion regarding the course content and its alignment with competitive exam requirements. Nonetheless, the 18% of respondents who rated it as fair, poor indicate

potential areas for curricular improvement or better communication about competitive exam preparation support.

TABLE-14		
Statement 10 The teacher links the subject to real life experiences and creates interest in the subject?		
Response	Total Nos.	Percentage
Excellent	524	33
Very good	520	32
Good	329	20
Fair	137	9
Poor	100	6
Not Responded	0	0

Table 14 presents the responses to Statement 10, which is “The teacher links the subject to real life experiences and creates interest in the subject? Out of 1,610 respondents, 524 (33%) rated the usefulness of the course in competitive examination as Excellent, 520 (32%) as Very Good, 329 (20%) as Good, 137 (9%) as Fair, and 100 (6%) as Poor.

FIGURE-14

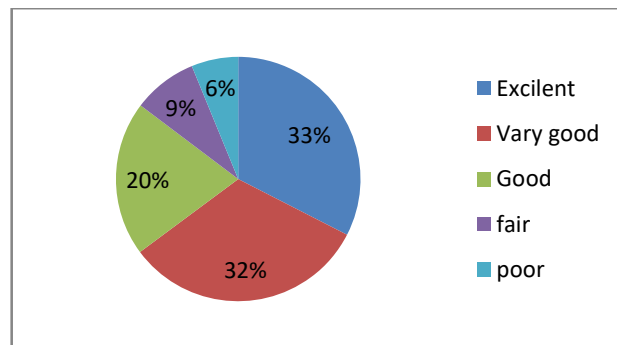


Figure 14 shows the diagrammatic representation of Table 14

In total, 85% of respondents rated the teaching approach as good or better, reflecting a strong perception of the teachers’ effectiveness in contextualizing subject content and engaging students. However, the remaining 15% who rated this aspect as fair or poor suggest there may still be variability in teaching practices, highlighting a potential

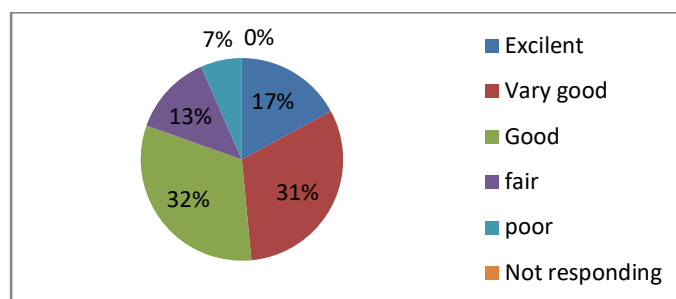
area for professional development focused on pedagogical strategies that enhance student engagement and real-world application.

Table 15		
Statement 11		
How do you rate your curriculum in terms of job readiness?		
Response	Total Nos.	Percentage
Excellent	275	17
Very good	506	31
Good	514	32
Fair	209	13
Poor	106	7
Not Responded	0	0

Table 15 presents the responses to Statement 11, which is “How do you rate your curriculum in terms of job readiness?” Among the 1,610 respondents, 275 (17%) rated the curriculum as Excellent, 506 (31%) as Very Good, 514 (32%) as Good, 209 (13%) as Fair, and 106 (7%) as Poor.

FIGURE 15

Figure 15 shows the diagrammatic representation of Table 15



The data indicate that a significant majority (80%) of respondents perceived the curriculum to be good or better in preparing them for employment, reflecting a generally favourable assessment. However, the 20% of respondents who rated the curriculum as fair or

poor suggest that there is room for improvement in aligning academic content with job market requirements and practical skills development.

Table 16		
Statement 12 The teacher highlights the learning goals and develops an academic atmosphere whenever he/she enters the classroom?		
Response	Total Nos.	Percentage
Excellent	440	27
Very good	566	35
Good	377	23
Fair	130	8
Poor	97	6
Not Responded	0	0

Table 16 presents the responses to Statement 12, which is “ The teacher highlights the learning goals and develops an academic atmosphere whenever he/she enters the classroom?”Among the 1,610 respondents, 440 (27%) rated this aspect as Excellent, 566 (35%) as Very Good, 377 (23%) as Good, 130 (8%) as Fair, and 97 (6%) as Poor.

FIGURE-16

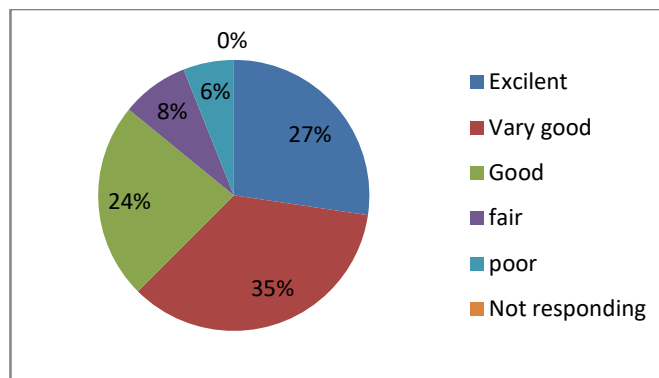


Figure 16 shows the diagrammatic representation of Table 16

The data indicate that 85% of respondents viewed the teacher's ability to clarify objectives and establish a conducive learning environment as good or better. This reflects a generally positive perception of instructional clarity and classroom management. However, the 14% of

respondents who rated this dimension as fair or poor suggest a need for further emphasis on goal-setting and engagement strategies in some instructional settings.

Table 17		
Statement 13 How do you rate the learning values (in terms of knowledge , concepts , skills, analytical abilities and broadening of perspective)?		
Response	Total Nos.	Percentage
STRONGLY AGREE	375	23
AGREE	592	37
UNDECIDED	435	27
DISAGREE	124	8
STRONGLY DISAGREE	84	5
NOT RESPONDED	0	0

Table 17 presents the responses to Statement 13, which is “How do you rate the learning values in terms of knowledge , concepts , skills, analytical abilities and broadening of perspective?” Among the 1,610 respondents, 375 (23%) rated the learning values as Excellent, 592 (37%) as Very Good, 435 (27%) as Good, 124 (8%) as Fair, and 84 (5%) as Poor.

FIGURE17

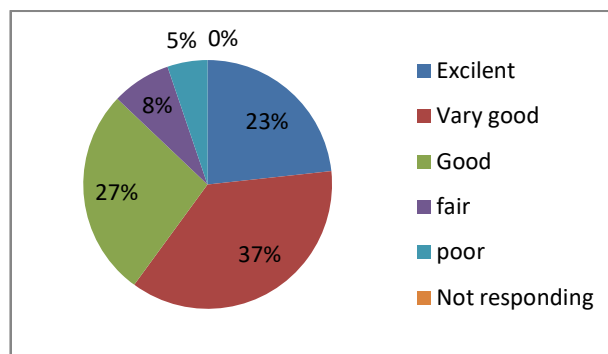


Figure 17 shows the diagrammatic representation of Table 17.

The data show that 87% of respondents rated the learning outcomes as good or better, indicating strong overall satisfaction with the academic value provided by the curriculum. These results suggest that the program is effectively supporting intellectual

growth and the development of core competencies. However, the 13% of respondents who rated this area as fair or poor may point to opportunities for enhancing the depth and application of learning in certain areas.

Table18		
Statement 14 How do you rate the relevance of course in terms of higher education?		
Response	Total Nos.	Percentage
STRONGLY AGREE	408	25
AGREE	615	38
UNDECIDED	379	24
DISAGREE	124	8
STRONGLY DISAGREE	84	5
NOT RESPONDED	0	0

Table 18 presents the responses to Statement 14, which is “How do you rate the relevance of course in terms of higher education?”. Among the 1,610 respondents, 408 (25%) rated the course as Excellent, 615 (38%) as Very Good, 379 (24%) as Good, 124 (8%) as Fair, and 84 (5%) as Poor.

FIGURE-18

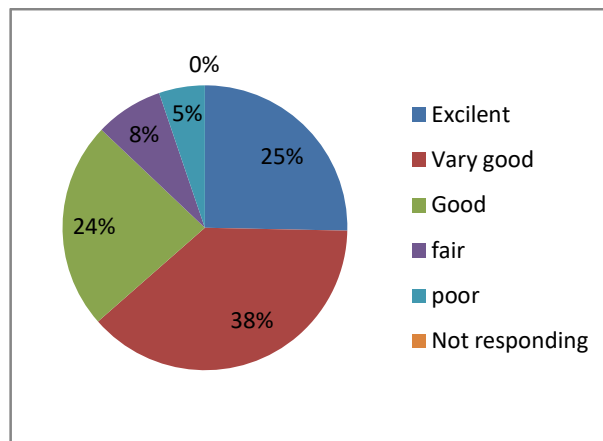


Figure 18 shows the diagrammatic representation of Table 18.

The data indicate that 87% of respondents found the course to be good or better in supporting their aspirations for advanced study, suggesting that the curriculum is generally perceived as well-aligned with the demands of higher education. The 13% of respondents who rated the course as fair or poor point to a potential need for greater academic rigor, depth, or exposure to advanced concepts to better support postgraduate readiness.

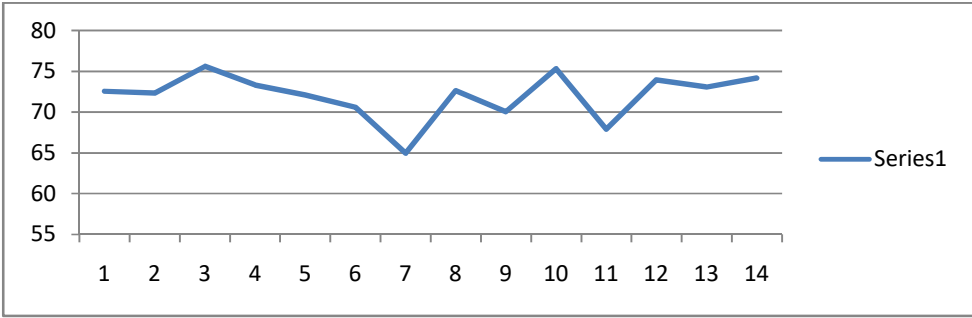
TABLE 19													
PERCENTAGE OF THE SUMMATION OF ALL RESPONDENTS' STATEMENT-WISE RESPONSES													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
73	72	76	73	72	71	65	73	70	75	68	74	73	74

Table 19 shows the percentage of the summation of all respondents' statement- wise responses. To calculate it a simple equation is applied.

$$\frac{\text{summation of all respondents' statement wise responses}}{N \times 5} \times 100$$

Figure 19

Percentage of the summation of all respondents' statement-wise responses



The Diagrammatic representation of Table 19 is shown in figure 19 .By analyzing table 19 and Figure 19 a high percentage is observed in statement 3 (76 %) followed by

statement 10(75%) and statement 12 and 14 (74%) . A low Percentage is observed in statement 7(65%) followed by statement 11(68%).

The 2nd objective of the survey is to understand the key differences between students from the Arts, Science, Commerce and BCA streams in terms of various aspects of their college experience, including teaching and learning, campus resources, extracurricular activities, and student support services.

Null Hypothesis (H_0):

There is no significant difference in the feedback responses among students from different academic streams in terms of various aspects.

To determine the significant difference in the feedback responses among students from different academic streams in terms of various aspects. One Way ANOVA is applied.

Table 20						
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	3827.044	3	1275.681	7.73328006	0.0000396	2.610443
Within Groups	264925.6	1606	164.9599			
Total	268752.7	1609				

Interpretation: Since $p\text{-value} = 0.0000396 < \alpha (0.05)$, **we reject H_0** . It can be conclude that at least some group means are significantly different.

After finding a significant result in ANOVA ($p\text{-value} < 0.05$), we use Tukey-Kramer to determine which specific group means differ.

Tukey Kramer

The means of the following pairs are significantly different: x1-x2, x1-x4, x2-x3, x3-x4.

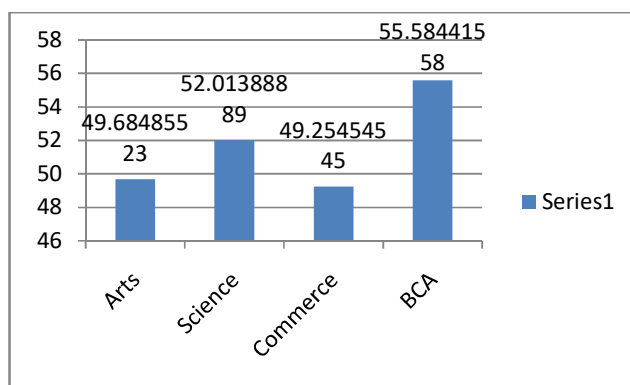
Table 21							
Tukey Kramer							
Pair	Difference	SE	Q	Lower CI	Upper CI	Critical Mean	p-value
x1-x2	2.329	0.5665	4.111	0.2686	4.3895	2.0605	0.01936
x1-x3	0.4303	0.6259	0.6875	-1.8461	2.7068	2.2764	0.9622
x1-x4	5.8996	1.0784	5.4705	1.9773	9.8218	3.9222	0.000658
x2-x3	2.7593	0.7274	3.7937	0.114	5.4047	2.6453	0.03704
x2-x4	3.5705	1.1403	3.1312	-0.5767	7.7178	4.1472	0.1198

Interpretation: Significant differences found between these group pairs:

- Arts – Science (x1–x2)
- Arts – BCA (x1–x4)
- Science – Commerce (x2–x3)
- Commerce – BCA (x3–x4)

TABLE 22				
SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Arts	898	44617	49.68486	184.6151773
Science	360	18725	52.01389	145.5569096
Commerce	275	13545	49.25455	132.5189117
BCA	77	4280	55.58442	141.588175

Figure 22



Diagrammatic representation of the average score of four streams.

Interpretation:

BCA stream received the highest feedback score (55.58), suggesting students are highly satisfied with the program—likely due to practical exposure, technical training, and digital resources.

Science stream followed with a score of 52.01, showing relatively strong performance but with potential for further enhancement in teaching methodology or infrastructure.

Arts and Commerce stream scored 49.68 and 49.25 respectively. These scores suggest an average level of satisfaction, and improvements could be made in student engagement, curriculum relevance, or faculty interaction.

THEMATIC ANALYSIS OF THE OPEN-ENDED QUESTION

ARTS

Based on a thematic analysis of the open-ended suggestions for Question 15: “Write your suggestions on curriculum/syllabus or any other matter”), here is a structured summary identifying key themes, strengths, and weaknesses, along with recommendations.

Key Strengths Identified:

Theme Examples / Evidence from Responses:

SI	Theme	Evidence from Responses
1	Quality of Teaching	“Teachers are helpful”; “Teachers complete syllabus on time”; “Best teachers”, “Very good teaching”.
2	Curriculum Relevance	“Curriculum is useful for competitive exams”; “Makes us job-ready”; “Covers real-world scenarios”.
3	Interactive Learning Methods	“Debates and discussions make classes interactive”; “Real-life examples make learning relevant”.
4	Supportive Environment	“Good academic support”; “Very good environment for learning”.

Key Weaknesses Identified:

SI	Theme	Description / Examples from Feedback	Frequency
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1	Vast and Overloaded Syllabus	“Too vast to complete in one semester”; “Need to reduce syllabus”; “Overloaded with irrelevant topics”.	Very High
2	Lack of Practical Learning	“Need more real-world exposure”; “Focus too much on theory”; “More fieldwork and internships needed”.	High
3	Incomplete or Delayed Syllabus	“Syllabus not completed before exams”; “Classes missed”; “SEC and practicals often neglected”.	High
4	Disorganized Class Routines	“VAC/MDC timings unclear”; “Long gaps between classes”; “Inconvenient timing for commuting students”.	Medium
5	Limited Interdisciplinary Options	“Allow electives from other streams”; “Engineering students should learn business basics, vice versa”.	Medium
6	Limited Interdisciplinary Options	“Allow electives from other streams”; “Engineering students should learn business basics, vice versa”.	Medium
7	Teaching Language Barrier	“Request for teaching in English”; “Notes in simple/basic English needed”.	Medium
8	Lack of Digital & Learning Resources	“Need projectors, ICT tools”; “Library lacks updated books”; “No digital classrooms in many departments”.	Medium
9	Infrastructure & Facilities Issues	“Toilets unclean”, “Library closes early”, “Ground maintenance poor”, “Back entrance too narrow”, “Lack of sports facilities”.	Medium
10	Need for Soft Skills & Career Prep	“Add communication & leadership training”; “More job-oriented content”; “Focus on skill development”.	Low–Medium

Conclusion:

The thematic analysis reveals that while many students are satisfied with the curriculum content and teaching efforts, there is a strong demand for practical learning, timely syllabus completion, and better support systems. Addressing these areas will significantly enhance the student experience and academic success.

SCIENCE

Based on a thematic analysis of the open-ended suggestions for Question 15: “Write your suggestions on curriculum/syllabus or any other matter”), here is a structured summary identifying key themes, strengths, and weaknesses.

STRENGTH

SI	Theme	Feedback Highlights
1	Well-Structured Syllabus (Zoology example)	Students appreciated how the syllabus is designed in a progressive and logical sequence, especially in Zoology (e.g., from micro flora to human physiology).
2	Supportive Teaching Staff	Multiple responses mentioned good teaching skills, cooperation, and guidance provided by faculty.
3	Syllabus Coverage	Some students felt that the syllabus is adequately covered and well-designed for academic growth.
4	Enjoyment of Learning	A few responses expressed genuine enjoyment of the curriculum and college environment.

WEEKNESS

SI	Theme	Feedback Highlights
1	Overloaded Curriculum	The syllabus is often too vast, especially with the inclusion of AEC, SEC, MDC, VAC subjects which students feel are irrelevant to their core discipline.
2	Rushed Completion	Several students complained that teachers rush to finish syllabus at the end of the semester, causing confusion and shallow understanding.
3	Language Barrier	Non-Assamese speaking students struggle with the medium of instruction, requesting more English-based teaching.
4	Laboratory Deficiencies	Many departments suffer from outdated, insufficient lab equipment and large batch sizes that limit hands-on practice.
5	Limited Real-World Application	Courses tend to be theory-heavy, lacking practical exposure, fieldwork, or skill-based learning.
6	Exam-Related Issues	Late syllabus distribution, sessional exams with difficult or unclear questions, and delayed results were highlighted as problematic.
7	Infrastructure and Amenities	Issues with unhygienic restrooms, dirty common rooms, expensive and poor-quality canteen food, and lack of identity cards were raised.

CONCLUSION:

While a significant number of students are satisfied and appreciate their learning experience, constructive feedback reveals a consistent demand for modernization, clarity, inclusivity, and practical exposure.

COMMERCE

Based on a thematic analysis of the open-ended question for Question no 15:

“Write your suggestions on curriculum/syllabus or any other matter”, here is a structured summary identifying key themes, strengths, and weaknesses, along with recommendations.

STRENGTHS

SI	Theme	Feedback Highlights
1	Good Teaching Quality	- Teachers are well-qualified and put in effort. - Good overall academic atmosphere.
2	Positive Perception of Curriculum	- Curriculum is appreciated by some students. - Subjects are generally useful and informative.
3	Supportive Environment	- Some students feel the college is providing everything expected. - Teachers are approachable.
4	Basic Infrastructure in Place	- Library exists (even if underutilized or outdated). - Classrooms function adequately.

WEAKNESSES

	Theme	Issues Identified
1		
2	Outdated / Inadequate Library Resources	- Many complaints about lack of updated books, especially related to the NEP and Commerce syllabus . - Limited access to current materials.
3	Lack of Practical Learning & Case Studies	- Strong demand for case studies, internships, projects, and real-world exposure .
4	Inadequate Infrastructure	- Poor condition of desks, benches, fans , and lack of smart classrooms . - Some students mention excessive noise and discomfort in classrooms.

5	Curriculum Overload / Time Issues	- Syllabus is too lengthy and hard to complete in time. - Concerns over rushed semesters (4 months).
6	Limited Use of Technology	- Lack of projectors, PPTs, and online/digital tools in teaching.
7	Need for Skill Development	- Need for soft skills, AI tools, communication, career guidance, corporate training, and personality development.
8	Inconsistent Teacher Availability / Shortage	- Not enough faculties to manage all classes. - Syllabus often remains incomplete.
9	Classroom Management & Language Barrier	- Long periods without breaks. - Use of regional language (Assamese) creates barriers for non-speakers.

CONCLUSION:

This feedback reveals that while students appreciate the effort and dedication of their teachers and some aspects of the curriculum, there's a clear and repeated demand for:

- Updated resources (especially library books),
- Modern teaching practices (use of technology, case studies),
- Infrastructure improvements,
- Practical and skill-based education,
- More structured, inclusive, and interactive approaches.

References:

Waltz, T.B.- (2023) *Likert Scale | Definition, Examples & Importance*, *study.com*. Available at: <https://study.com/learn/lesson/likert-scale-examples-analysis.html> (Accessed: 20 April 2024).

Google forms (2024) *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Google_Forms (Accessed: 23 April 2024).

Annexure 1

Student Feedback

1. How do you rate the programme you are undergoing in terms of the content of the courses in different semesters?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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2. How do you rate the academic ambience of the college for effective learning?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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3. How do you rate the quality of the teaching in the college?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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4. How do you rate the coverage of syllabus?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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5. How do you rate the clarity and relevance of textual, reading materials?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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6. How do you rate the availability of the text and reference books in the library?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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7. How do you rate the uses of ICT and online tools in the classroom?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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8. How do you rate the transparency and effectiveness of examination system?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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9. How do you rate the usefulness of the course in competitive examination?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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10. The teacher links the subject to real life experiences and creates interest in the subject?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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11. How do you rate your curriculum in terms of job readiness?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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12. The teacher highlights the learning goals and develops an academic atmosphere whenever he/she enters the classroom?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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13. How do you rate the learning values (in terms of knowledge , concepts , skills, analytical abilities and broadening of perspective)?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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14. How do you rate the relevance of course in terms of higher education?

Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
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