

Report on Feedback of Teachers Session 2024-2025

Darrang college, Tezpur

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to all the teachers who generously contributed their valuable feedback to Darrang College. Your insights and suggestions are invaluable in shaping the future direction of our institution. At Darrang College, we are deeply committed to utilizing this feedback to enhance the standard of quality education we provide. Your input guides us in meeting the evolving needs and expectations of our student community. We recognize that collaboration with all stakeholders is essential in this endeavour. Therefore, we pledge to work closely with students, faculty, staff, and alumni to implement meaningful changes that enrich the educational experience for all. Together, we will continue to strive for excellence and ensure that Darrang College remains a place of learning and growth for generations to come.

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 to identify areas for improvement and enhancement; each year Darrang College conducts a Feedback survey among the teaching staff of college to provide actionable insights that will inform decision making and initiatives aimed at enhancing the overall development of the institution. This report has been prepared based on the feedback received from the teaching staff of Darrang College during March 2025. This report provides a comprehensive overview of the feedback gathered from the teaching staff. It serves as a valuable tool for assessing the quality of our educational programs, services, and facilities, as well as identifying key areas for improvement and enhancement.

Aims and Objective of the survey:

- 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.
- Providing actionable insights that will inform decision-making and initiatives aimed at enhancing the overall experience.

Methodology:

Method: Descriptive survey method is applied for the study.

Population: All the teachers of darrang college

Sample size : 64

Tools used for data collection: A 15-item nonstandardized self-prepared 5-point Likert scale is used to understanding various aspects of the students' 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)

Tool used: https://darrangcollege.ac.in/teaching_staff_feedback.pdf

RESULTS

Analysis of qualitative data:

Statement 1 : The syllabus / courses taught by me have a good balance between theory and application.

Diagram 1

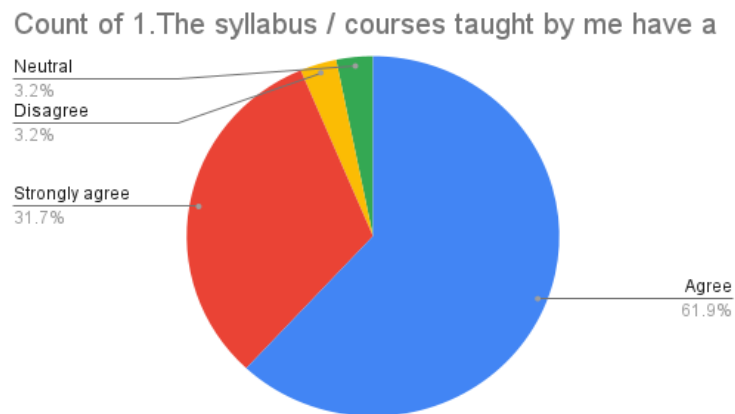


Diagram 1 illustrates the percentage distribution of responses to Statement 1.

Diagram 2

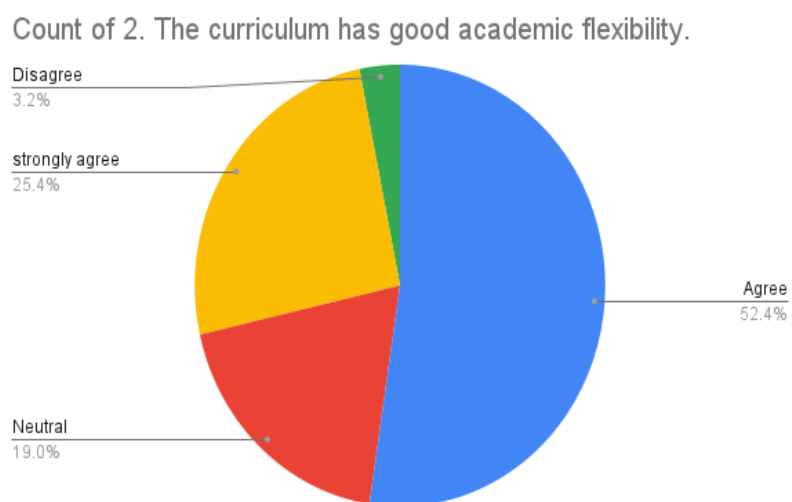


Diagram 2 illustrates the percentage distribution of responses to Statement 2

Diagram 3

Count of 3. The course content fulfills the need of the students.

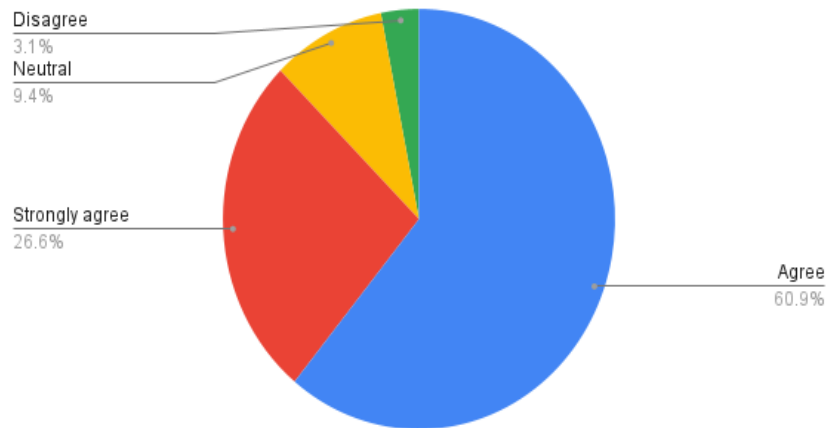


Diagram 3 Illustrates the percentage distribution of responses to Statement 3

Diagram 4

Count of 4. Syllabus is suitable for both slow and fast learners.

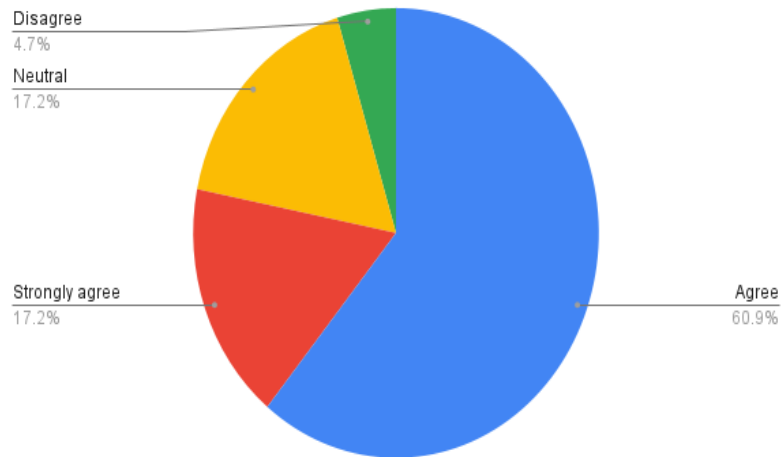


Diagram 4 Illustrates the percentage distribution of responses to Statement 4

Diagram 5

Count of 5. Syllabus has job readiness capability.

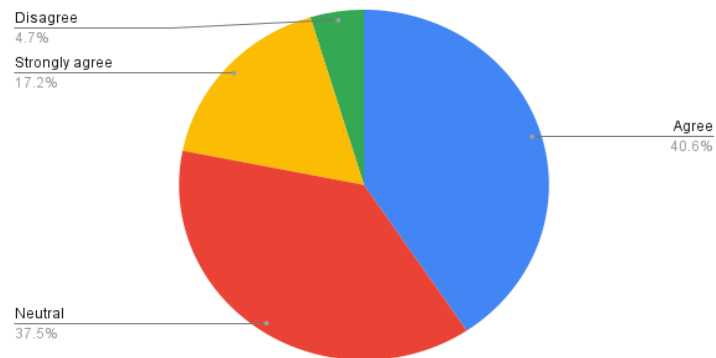


Diagram 5 Illustrates the percentage distribution of responses to Statement 5

Diagram 6

Count of 6. Time framework is suitable for completion of the syllabus during the semester.

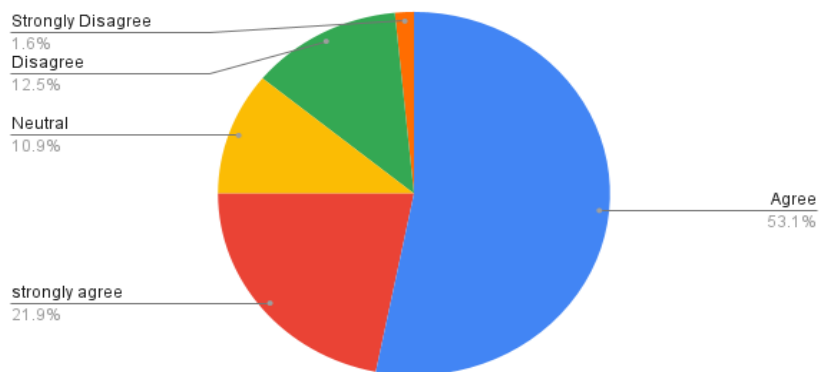


Diagram 6 Illustrates the percentage distribution of responses to Statement 6

Diagram 7

Count of 7. The course of the study carries sufficient number of optional papers for students.

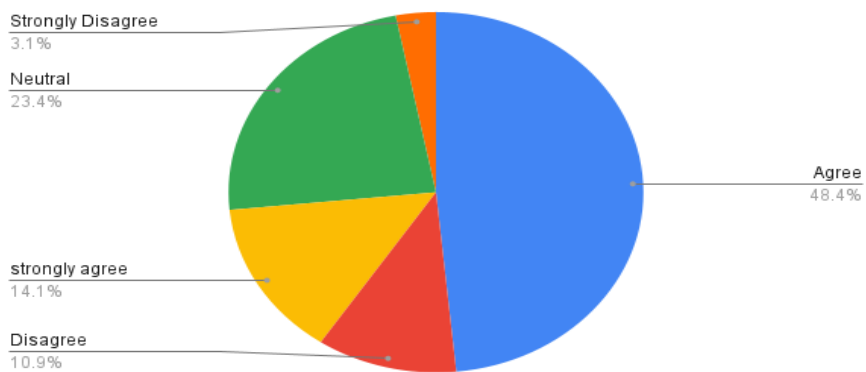


Diagram 7 Illustrates the percentage distribution of responses to Statement 7

Diagram 8

Count of 8. The course of the subject has made you more interested in the subject area.

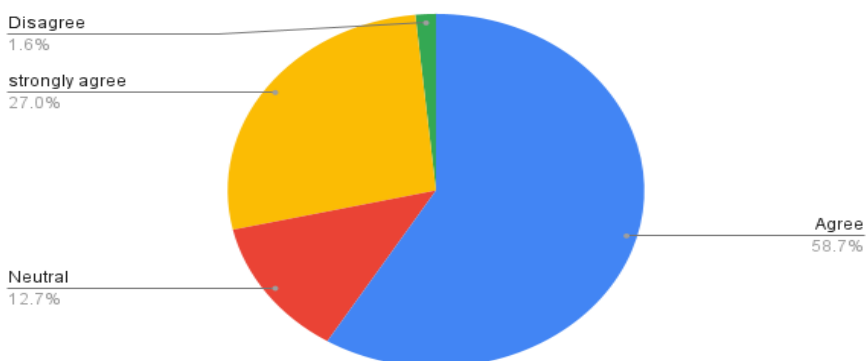


Diagram 8 Illustrates the percentage distribution of responses to Statement 8

Diagram 9

Count of 9. I have the freedom to adopt new techniques/strategies of testing and making assessment of

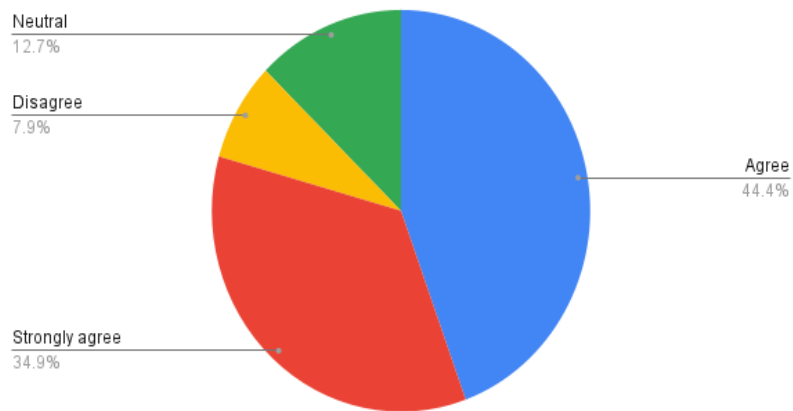


Diagram 9 Illustrates the percentage distribution of responses to Statement 9

Diagram 10

Count of 10. Evaluation system adopted by the institution is transparent.

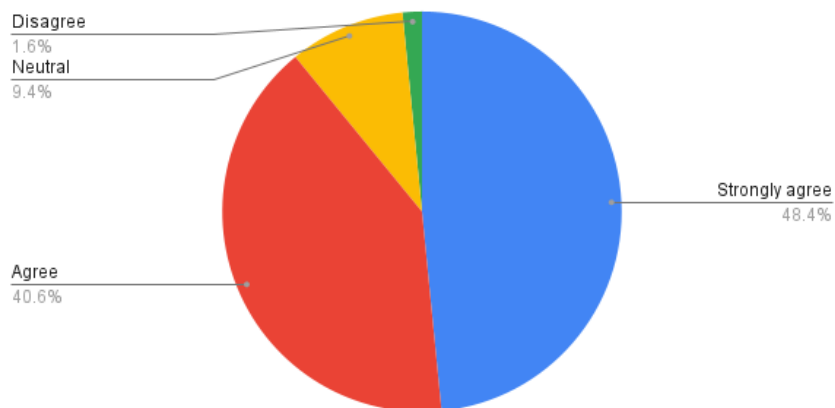


Diagram 10 Illustrates the percentage distribution of responses to Statement 10

Diagram 11

Count of 11. The prescribed books for students are available in the library.

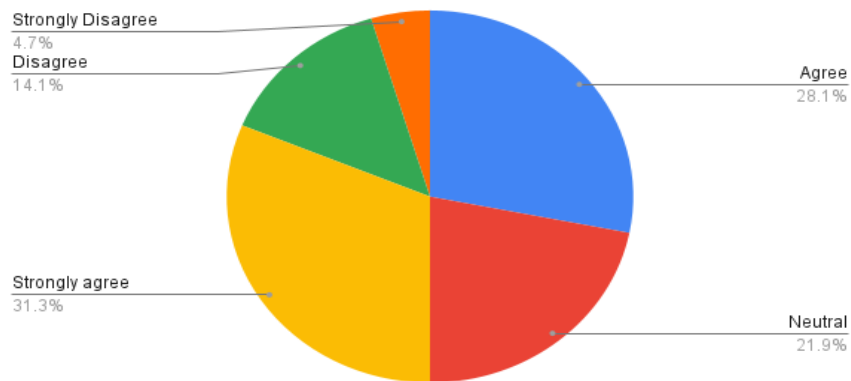


Diagram 11 Illustrates the percentage distribution of responses to Statement 11

Diagram 12

Count of 12. Computer based facilities are made available for ICT enabled teaching to students in classroom.

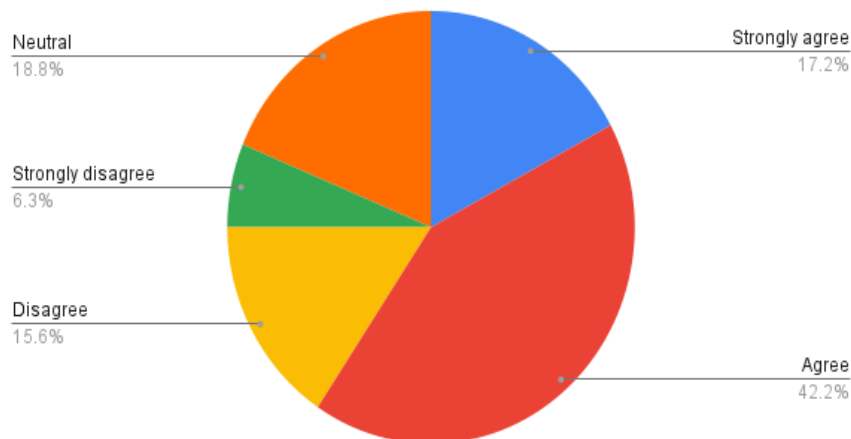


Diagram 12 Illustrates the percentage distribution of responses to Statement 12

Diagram 13

Count of 13. Encouragement to the teachers for their research oriented work is provided by the institution.

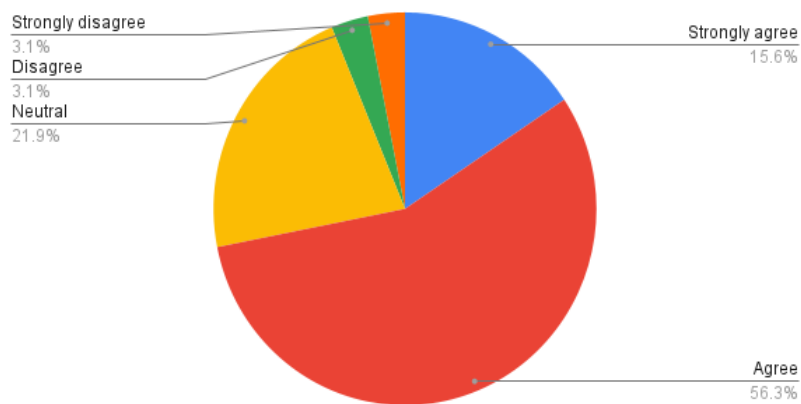


Diagram 13 Illustrates the percentage distribution of responses to Statement 13

Diagram 14

Count of 14. There is recognition /incentive/appreciation of the individual work is given in the college.

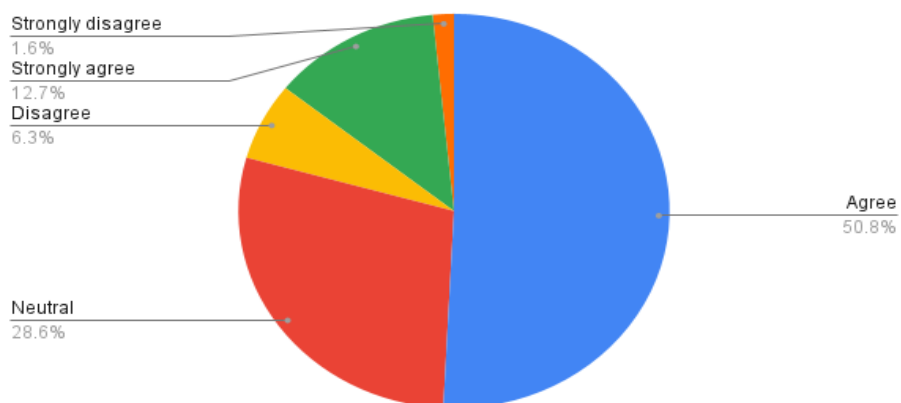


Diagram 14 Illustrates the percentage distribution of responses to Statement 14

Diagram 15

Count of 15. The authority is approachable and accessible.

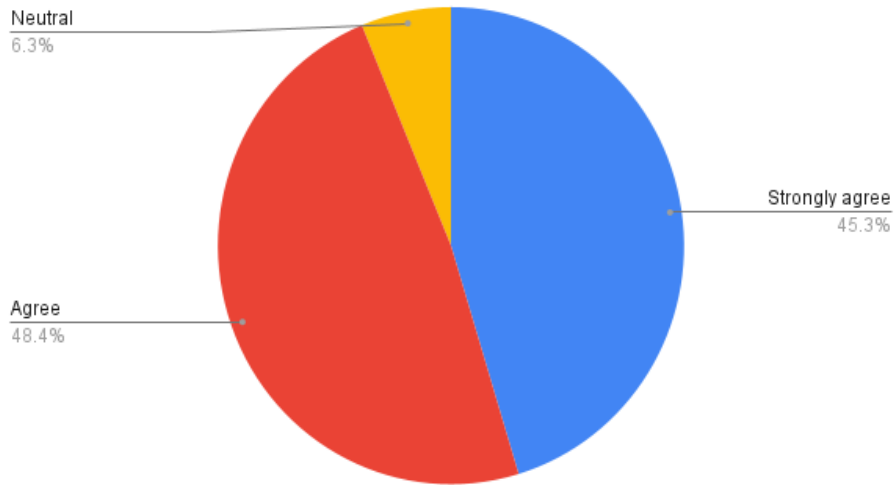


Diagram 15 Illustrates the percentage distribution of responses to Statement 15

Analysis of quantitative data:

The thematic analysis of the subjective responses given by the respondents are mentioned below

Table 1

Theme	Key Issues / Suggestions	Example Responses	Approx. Frequency
1. Curriculum and Syllabus	Curriculum not suitable for all-round development; need for modification; inclusion of multidisciplinary and skill-oriented content.	"Curriculum is not appropriate for all-round development... Need modification." "For improvement of the course, multidisciplinary approach, ICT integration, skill-oriented content to be executed."	High
2. Teaching–Learning Process	Student-centric learning to be improved; need to develop research environment; teachers require time and funds for research/publications.	"Student-centric learning experience to be more efficient; research environment to be developed." "Teachers should be given sufficient time and money for research works/publication."	Moderate
3. Infrastructure and ICT Facilities	Increase number of smart/digital classrooms; replace blackboards with white or digital boards; enhance ICT resources.	"At least 40% of classrooms should be converted into SMART/digital classrooms." "Black boards should be replaced by white boards and digital boards."	High
4. Resource Availability	Need more reference books (e.g., Sociology); creation of separate computer lab.	"Provide additional Sociology reference books for both Assamese and English medium students." "There should be a separate computer lab."	Moderate
5. Administrative & Academic Management	Equal distribution of academic duties; ensure regular classes and proper routine.	"Academic duties should be divided equally among all faculties." "More attention should be	Moderate

		given by the concerned authority towards regular classes and class routine."	
6. Internship & Student Opportunities	More internship opportunities; enhance practical exposure.	"Regarding internship programme, more opportunities should be given to the students."	Low
7. Miscellaneous / Neutral	No specific comments or neutral remarks ("Nil", "No", "Good", "N/A").	"Nil", "No", "Good", "N/A".	Low

Conclusion

The analysis of both quantitative and qualitative data reveals several key insights into the current curriculum, teaching–learning practices, and institutional facilities. Respondents highlighted the need for a more student-centric, skill-oriented, and multidisciplinary curriculum to support the all-round development of students. Improvements in the teaching–learning process, particularly the promotion of research culture and provision of adequate support for faculty research, were also emphasized.

A significant concern is the infrastructure and ICT facilities, including the need for additional smart classrooms, digital boards, and enhanced ICT resources to facilitate modern teaching practices. Respondents also pointed out the necessity for adequate academic resources, such as reference books and dedicated computer labs, as well as the fair distribution of academic responsibilities and better management of class routines.

While a few suggestions focused on internship opportunities and practical exposure, some respondents expressed satisfaction or provided neutral feedback. Overall, the analysis indicates a clear need for curriculum enhancement, ICT-enabled infrastructure, resource augmentation, and improved academic management, which, if addressed, can substantially strengthen the quality of education and learning experience at the institution.

Action taken

Theme / Area of Suggestion	Key Issues Identified	Action Taken / Proposed Action	Status
1. Curriculum and Syllabus	Curriculum not fully aligned with all-round student development; need for multidisciplinary and skill-based content.	Feedback communicated to the affiliating university through BOS meetings. Proposal for inclusion of skill-oriented and multidisciplinary courses under NEP framework.	Ongoing
2. Teaching–Learning Process	Need for more student-centric approaches and research-friendly environment.	Faculty encouraged to adopt participatory and experiential learning methods. FDPs and workshops conducted on innovative pedagogy and research methodology.	Implemented / Ongoing
3. Infrastructure and ICT Facilities	Demand for more smart classrooms, whiteboards, and ICT tools.	Additional smart classrooms sanctioned. Gradual replacement of blackboards with white/digital boards. ICT tools (projectors, LMS, online resources) being expanded.	In Progress
4. Resource Availability	Need for more books and computer lab facilities.	Library updated with new reference books, including Sociology (Assamese & English). Proposal submitted for setting up a separate computer lab.	Partially Implemented
5. Administrative & Academic Management	Uneven distribution of academic duties; irregularity in routine and class management.	Academic committee revised class timetable; responsibilities redistributed among faculty to ensure balance and regular monitoring.	Implemented
6. Internship & Student Opportunities	Need for more internship and practical exposure.	MoUs initiated with local organizations for student internships; proposal for structured internship under NEP guidelines.	Ongoing
7. Miscellaneous /	Some respondents	Acknowledged and	Closed

Neutral	expressed satisfaction; no major issues.	noted for record.	
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