



# DARRANG COLLEGE (AUTONOMOUS)

**REPORT ON ACTION TAKEN ON STUDENTS FEEDBACK 2025-2026**



**SUBMITTED  
TO  
IQAC, DARRANG COLLEGE  
TEZPUR (AUTONOMOUS)**

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The student feedback was collected to assess the effectiveness and quality of the teaching-learning process, curriculum, academic environment, examination system, learning resources, and overall relevance of the programme. The feedback provided valuable insights into students' perceptions and helped identify both strengths and areas requiring further improvement. Based on the feedback analysis, appropriate actions have been initiated to strengthen the quality of education, enhance the use of ICT and learning resources, improve career and competitive examination orientation, and promote a more effective and student-centred learning environment. The following table presents the major feedback parameters and the corresponding actions taken.

| Sl. No. | Feedback Parameter                                                  | Mean Score | Action Taken                                                                                                      |
|---------|---------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------|
| 1       | Programme/course content across different semesters                 | 3.66       | Course content was reviewed and suggestions for enrichment and updating were considered.                          |
| 2       | Academic ambience/learning environment                              | 3.49       | Interactive teaching, student participation, seminars, presentations and mentoring activities were strengthened.  |
| 3       | Quality of teaching                                                 | 3.76       | Faculty members were encouraged to continue learner-centred and innovative teaching practices.                    |
| 4       | Coverage of syllabus                                                | 3.67       | Regular monitoring of syllabus completion and systematic teaching plans were emphasized.                          |
| 5       | Clarity and relevance of textual/reading materials                  | 3.57       | Additional reading materials, articles, e-resources and updated references were incorporated.                     |
| 6       | Availability of text and reference books in library                 | 3.50       | Requirements for additional textbooks and reference materials were identified and recommended for procurement.    |
| 7       | Use of ICT and online tools in classroom                            | 3.27       | Greater use of ICT-enabled teaching, digital presentations, online resources and e-learning tools was encouraged. |
| 8       | Transparency and effectiveness of examination system                | 3.63       | Transparency in assessment, timely communication and proper evaluation procedures were reinforced.                |
| 9       | Usefulness of course in competitive examinations                    | 3.49       | Competitive-examination-oriented questions, discussions and relevant academic guidance were encouraged.           |
| 10      | Teacher links subject to real-life experiences and creates interest | 3.71       | Application-oriented teaching using real-life examples, case studies and contemporary issues was strengthened.    |
| 11      | Curriculum in terms of job readiness                                | 3.30       | Career guidance, skill-development activities, workshops and employability-oriented activities were emphasized.   |
| 12      | Teacher highlights learning goals and develops academic atmosphere  | 3.66       | Faculty members were encouraged to clearly communicate learning objectives                                        |

|    |                                                                                               |      |                                                                                                                                        |
|----|-----------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                               |      | and maintain a positive academic environment.                                                                                          |
| 13 | Learning values: knowledge, concepts, skills, analytical abilities and broadening perspective | 3.57 | Analytical discussions, problem-solving activities, presentations and seminars were promoted.                                          |
| 14 | Relevance of course in terms of higher education                                              | 3.70 | Students were provided guidance regarding higher education, postgraduate programmes, entrance examinations and research opportunities. |



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