



DARRANG COLLEGE

REPORT ON STUDENTS FEEDBACK 2025-2026



SUBMITTED
TO
IQAC, DARRANG COLLEGE
TEZPUR

Introduction:

Student feedback is an important component of the institution's quality assurance and continuous improvement process. It provides an opportunity to understand students' perceptions regarding the quality of teaching, curriculum, learning environment, academic resources, assessment practices, use of ICT, employability, and the overall effectiveness and relevance of the academic programme.

The present Student Feedback Analysis is based on responses received from 1015 students across 14 academic parameters, covering key aspects of the teaching-learning process and academic experience. Students provided their responses on a five-point Likert scale, ranging from 1 to 5. For the purpose of analysis, ratings of 4 and 5 were considered High/Positive, rating 3 as Medium, and ratings of 1 and 2 as Low/Areas Requiring Improvement. In addition, open-ended suggestions provided by students were examined to identify specific areas for further improvement.

The analysis indicates an overall positive perception of the academic programme, particularly in relation to quality of teaching, linking classroom learning with real-life experiences, relevance of the course for higher education, syllabus coverage, and the academic learning process. At the same time, the feedback highlights areas requiring further attention, particularly ICT-enabled teaching, job readiness, library resources, competitive examination orientation, and the academic learning environment.

RESULTS

The following table presents the statement-wise results of the Student Feedback Survey. The feedback was collected on a five-point Likert scale, with 1 representing the lowest level of satisfaction and 5 representing the highest level of satisfaction. The responses were analysed in terms of mean score and the proportion of students providing high (4–5), medium (3), and low (1–2) ratings.

The analysis is based on 1015 valid student responses across 14 feedback parameters. The results provide an overview of students' perceptions regarding the curriculum, teaching-learning process, academic environment, learning resources, assessment system, ICT integration, employability, and relevance of the programme.

Overall, the results indicate a generally positive perception of the programme and teaching-learning process. The highest mean score was observed for quality of teaching (3.76), followed by linking subject matter with real-life experiences and creating interest (3.71) and relevance of the course for higher education (3.70). Syllabus coverage and the overall programme/course content also received positive responses.

At the same time, the results identify certain areas requiring further attention. Use of ICT and online tools in classroom teaching (mean 3.27) and curriculum in terms of job readiness (mean 3.30) received

comparatively lower mean scores. Library resources, competitive-examination usefulness and the academic learning environment also indicate scope for further strengthening.

The findings presented in the table therefore provide a basis for identifying areas of strength as well as areas requiring improvement and for planning appropriate academic and institutional measures for continuous quality enhancement.

Table 1

Statement SI No	Feedback Statement / Parameter	Mean Score	High (4–5) n (%)	Medium (3) n (%)	Low (1–2) n (%)	Feedback Analysis
1	Programme/course content across different semesters	3.66	316 (62.2%)	128 (25.2%)	64 (12.6%)	Majority of students expressed satisfaction with the programme/course content.
2	Academic ambience/learning environment for effective learning	3.49	271 (53.3%)	144 (28.3%)	93 (18.3%)	Feedback indicates a generally satisfactory learning environment, with scope for further improvement.
3	Quality of teaching	3.76	322 (63.4%)	110 (21.7%)	76 (15.0%)	Students reported a positive perception of teaching quality.
4	Coverage of syllabus	3.67	304 (59.8%)	127 (25.0%)	77 (15.2%)	Most students were satisfied with syllabus coverage.
5	Clarity and relevance of textual/reading materials	3.57	288 (56.7%)	133 (26.2%)	87 (17.1%)	Reading materials were viewed as reasonably clear and relevant, though further enrichment is possible.
6	Availability of text and reference books in library	3.50	281 (55.3%)	118 (23.2%)	109 (21.5%)	A comparatively higher proportion of students indicated scope for improvement in library resources.
7	Use of ICT and online tools in classroom	3.27	224 (44.1%)	150 (29.5%)	134 (26.4%)	This was one of the areas receiving relatively lower positive responses.

8	Transparency and effectiveness of examination system	3.63	320 (63.0%)	97 (19.1%)	91 (17.9%)	Majority of students expressed satisfaction with the examination system.
9	Usefulness of course in competitive examinations	3.49	271 (53.3%)	150 (29.5%)	87 (17.1%)	Students perceived moderate usefulness of the curriculum for competitive examinations.
10	Teacher links subject to real-life experiences and creates interest	3.71	322 (63.4%)	99 (19.5%)	87 (17.1%)	Students gave positive feedback regarding contextual and application-oriented teaching.
11	Curriculum in terms of job readiness	3.30	234 (46.1%)	162 (31.9%)	112 (22.0%)	Feedback indicates considerable scope for strengthening employability and career orientation.
12	Teacher highlights learning goals and develops academic atmosphere	3.66	318 (62.6%)	100 (19.7%)	90 (17.7%)	Majority of students perceived teachers as communicating learning goals and maintaining an academic environment.
13	Learning values: knowledge, concepts, skills, analytical abilities and broadening perspective	3.57	295 (58.1%)	123 (24.2%)	90 (17.7%)	Students generally perceived the programme as contributing to knowledge, skills and analytical development.
14	Relevance of course in terms of higher education	3.70	322 (63.4%)	106 (20.9%)	80 (15.7%)	Majority of students considered the course relevant for higher education.

DISCUSSION

The student feedback indicates an overall positive perception of the programme, particularly regarding quality of teaching, teacher–student linkage of subject matter with real-life experiences, relevance for higher education, syllabus coverage, and the overall academic learning process. At the same time, the feedback identifies areas requiring continued improvement, particularly ICT-enabled

teaching, job readiness, library resources, competitive-examination orientation and academic ambience. The institution/department may use these findings as inputs for continuous quality improvement, with actions focusing on digital pedagogy, experiential and skill-based learning, career orientation, enrichment of learning resources and strengthening of student support mechanisms.



Dr. Palash Moni Saikia
Principal,
Darrang College (Autonomous)
Principal
Darrang College (Autonomous)
Tezpur, Sonitpur, Assam