



DARRANG COLLEGE

REPORT ON TEACHERS FEEDBACK 2025-2026



SUBMITTED
TO
IQAC, DARRANG COLLEGE
TEZPUR

TEACHERS' FEEDBACK ANALYSIS REPORT

INTRODUCTION

Teachers' feedback is an important component of the institution's quality assurance and continuous improvement mechanism. It provides valuable insights into the effectiveness, relevance, flexibility, and implementation of the curriculum, as well as the adequacy of teaching-learning resources, evaluation practices, institutional support, research environment, and faculty working conditions.

The institution conducted a structured feedback survey among its teaching staff to assess their perceptions regarding various academic and institutional aspects. A total of 39 responses were received from faculty members representing different streams and departments. The feedback was analysed quantitatively as well as qualitatively to identify areas of strength and areas requiring further improvement.

The findings of the survey are intended to support evidence-based academic planning, curriculum enrichment, improvement of teaching-learning practices, strengthening of infrastructure and ICT facilities, and enhancement of faculty support systems.

Demographics and Respondent Profile:

The survey collected a total of 39 responses from the teaching staff.

Gender: Male respondents account for 57.9%, while female respondents make up 42.1% (based on 38 responses to this specific question).

Stream Representation: The majority of respondents belong to the Science stream (56.4%), followed by Arts (35.9%) and Commerce (7.7%).

Departmental Breakdown: Education holds the highest representation at 12.8% (5 respondents), followed by Chemistry at 10.3% (4 respondents), and Geography at 7.7% (3 respondents). Multiple other departments, including Assamese, Bodo, Community Science, Political Science, Psychology, Sociology, Statistics, and Zoology, each account for 5.1% of the responses.

RESULTS

Curriculum and Syllabus Assessment:

Faculty response regarding the design and effectiveness of the curriculum is predominantly positive. Design and Flexibility: 87.2% of respondents either strongly agree (43.6%) or agree (43.6%) that there is a good balance between theory and application in their taught courses. Furthermore, academic flexibility is viewed favorably, with 53.8% agreeing and 38.5% strongly agreeing that the curriculum offers good flexibility.

Student Centricity:

A combined 92.3% agree or strongly agree that the course content fulfills student needs. Similarly, 89.8% feel the syllabus is suitable for both slow and fast learners.

Job Readiness: When assessing job readiness capability, 51.3% agree and 25.6% strongly agree, though 20.5% maintain a neutral stance, indicating slight room for improvement.

Optional Papers: The availability of optional papers shows more varied feedback; while 46.2% agree and 25.6% strongly agree that there are sufficient options, 17.9% remain neutral and 10.3% disagree.

Time Framework:

87.2% of teachers believe the timeframe is suitable for syllabus completion (46.2% agree, 41% strongly agree). Assessment Freedom and Transparency: Teachers report high autonomy and trust in the evaluation process. 84.7% agree or strongly agree they have the freedom to adopt new assessment techniques. The institutional evaluation system is widely considered transparent, with 64.1% strongly agreeing and 33.3% agreeing.

Infrastructure and Resources:

This area reveals the most significant gaps. Library: Only 25.6% strongly agree and 30.8% agree that prescribed books are available, while 23.1% are neutral and a notable 20.5% disagree.

ICT Facilities:

Satisfaction with computer-based ICT facilities in classrooms is moderate. While 38.5% agree and 23.1% strongly agree that they are available, 28.2% are neutral.

Institutional Environment and Support Leadership Approachability:

The college authority is widely seen as approachable, with 46.2% strongly agreeing and 46.2% agreeing. Research and Recognition: 74.3% agree or strongly agree that the institution encourages research-oriented work. However, feedback on individual recognition and incentives is slightly more critical: 43.6% agree and 20.5% strongly agree, but 20.5% are neutral and 15.4% disagree.

Faculty Suggestions and Qualitative Feedback:

The open-ended responses highlight specific areas for systemic and departmental improvement:

Technology Integration: Multiple faculty members strongly emphasize the urgent need for more ICT-enabled classrooms and modern teaching-learning tools to ensure effective curriculum delivery.

Curriculum Relevance: Teachers suggest making courses more practical and job-oriented. For

Commerce specifically, there is a call to integrate digital accounting, AI, GST, FinTech, data analytics, internships, and real-life case studies. It was also recommended to incorporate critical thinking into Skills papers and blend the philosophy of science with humanities.

Pedagogy and Policies: Suggestions include making classroom teaching more participatory and engaging to counter "brain rot," strictly enforcing student attendance, and exploring the delinking of syllabus framing, teaching, and evaluation.

Faculty Work Environment: Qualitative feedback notes a need for a more collaborative approach to syllabus decisions. One comment highlights that faculty opinions are sometimes sidelined in favor of one-way workload assignments and requests dedicated workspaces for teachers to focus on research. There is also a call to update the library with new books.



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