

To,
President
Governing Body
Baosi Banikanta Kakati College
Nagaon, Barpeta, Assam

Thorough the Chairman IQAC, B.B.K. College

Sub: Discussion on the results of feedback for the session 2018-19 and implications thereof

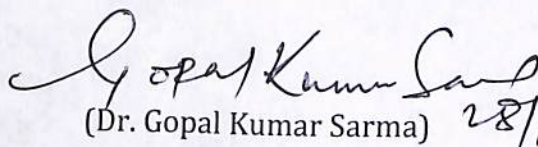
Sir,

I have the honour to state that the Internal Quality Assurance Cell, B.B.K. College conducted student feedback for the academic year 2018-19 on various aspects, which is implicit in the attached report.

In this connection, I request your authority to kindly have a discussion on the results and on its implications. Your valuable suggestions and guidelines will help us to formulate effective policy for holistic academic development of the institution.

This is for your kind consideration and necessary action.

With regards,


(Dr. Gopal Kumar Sarma) 28/12/2019
Coordinator, IQAC

B.B.K. College, Nagaon, Barpeta

~~Chairman~~/Co-ordinator
Internal Quality Assurance Cell
Baosi Banikanta Kakati College
Nagaon, Barpeta (Assam)

FEEDBACK REPORT

Academic Year: 2018-19

Prepared by



বিশ্ববিদ্যালয় নগাওন

INTERNAL QUALITY ASSURANCE CELL
BAOSI BANIKANTA KAKATI COLLEGE
NAGAON, BARPETA-781311 (ASSAM)

1. INTRODUCTION:

Baosi Banikanta Kakati College is a premier institute of higher education in the district of Barpeta, Assam with a motto "Search for Talent and Its Nourishing". The institute always thrives for uplifting educational ambiance so that it can fulfil the aspiration of the students and in turn christening them as a team for the nation. In view of academic dynamics, the institution adopts feedback mechanism considering students, parents and staff of the institute and implements the necessary steps derived out of the feedback as policy input for the institution. The feedback report is placed before governing body (highest authority of the institute) for necessary implementation and thus it acknowledges the dynamics and work accordingly.

The main objective of the feedback was to create a useful feedback system with exceptional quality and services that differentiates it from other system. This report is based on the feedback from the final year students covering the following aspects:

1. Depth, applicability and learning value of the course.
2. Completion of syllabus.
3. Library as a learning resource.
4. Student-teacher relationship.
5. Internal assessment.

2. RESULTS

2.1 RESULTS- OVERALL

A structured questionnaire was administered to collect the inputs from students, which is based on LIKERT scale. A total of 202 students participated in the feedback process out of which 135 are from Arts stream and 67 are from Science stream. The inputs given by the students were analysed using simple statistics like Mean and Standard Deviation (S.D.).

2.1.1 Depth, applicability and learning value of the course

To assess the depth, applicability and learning value of the course taught, seven specific questions are devised, which is based on 4 point LIKERT Scale, which ranges from unsatisfactory (LIKERT point 1) to very good (LIKERT point 4). The results are described in the table 1 below:

Table-1: Depth, applicability and learning value of the course

Aspects	Depth of the Course Content	Extent of coverage of Course	Applicability of course content to the real life situation	Learning Value	Clarity and relevance of textual material	Relevance of additional Source material	Overall Rating on Course Content
Mean	2.36	2.21	2.18	2.34	2.15	2.28	2.30
S.D.	0.70	0.71	0.70	0.72	0.75	0.90	0.72

2.1.2 Syllabus

To assess the nature of syllabus and completion of it in the class, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 2 below:

Table-2: Nature and Completion of Syllabus

Aspects	Nature of Syllabus	Completion of Syllabus in the Class
Mean	1.52	2.27
S.D.	0.57	1.01

2.1.3 Library as a learning resource

To assess the strength of library as a learning resource, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 3 below:

Table-3: Library as a Learning Resource

Aspects	Availability of Reading Material related to course	Availability of prescribed readings
Mean	2.73	2.15
S.D.	1.27	0.82

2.1.4 Student-teacher relationship

To assess student-teacher relationship at both college and departmental level, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 4 below:

Table-4: Student-teacher relationship

Aspects	Relationship at college level	Relationship at department level
Mean	1.96	1.29
S.D.	0.91	0.54

2.1.5 Internal Assessment

To assess the conduciveness of the internal assessment mechanism, five specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 5 below:

Table-5: Conduciveness of Internal Assessment Mechanism

Aspects	Understanding of the Course	Early discovery of the difficulties	Interaction with teacher	Regular work	Continuous self-assessment
Mean	2.99	2.87	3.11	3.07	3.01
S.D.	0.97	0.88	0.99	1.00	0.87

2.2 RESULTS-ARTS STREAM

A structured questionnaire was administered to collect the inputs from students, which is based on LIKERT scale. A total of 135 students participated in the feedback process from Arts stream.

2.2.1 Depth, applicability and learning value of the course

To assess the depth, applicability and learning value of the course taught, seven specific questions are devised, which is based on 4 point LIKERT Scale, which ranges from unsatisfactory (LIKERT point 1) to very good (LIKERT point 4). The results are described in the table 6 below:

Table-6: Depth, applicability and learning value of the course

Aspects	Depth of the Course Content	Extent of coverage of Course	Applicability of course content to the real life situation	Learning Value	Clarity and relevance of textual material	Relevance of additional Source material	Overall Rating on Course Content
Mean	2.49	2.31	2.26	2.47	2.11	2.17	2.29
S.D.	0.54	0.57	0.59	0.62	0.61	0.71	0.58

2.2.2 Syllabus

To assess the nature of syllabus and completion of it in the class, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 7 below:

Table-7: Nature and Completion of Syllabus

Aspects	Nature of Syllabus	Completion of Syllabus in the Class
Mean	1.52	1.86
S.D.	0.58	0.75

2.2.3 Library as a learning resource

To assess the strength of library as a learning resource, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 8 below:

Table-8: Library as a Learning Resource

Aspects	Availability of Reading Material related to course	Availability of prescribed readings
Mean	2.41	2.03
S.D.	1.10	0.76

2.2.4 Student-teacher relationship

To assess student-teacher relationship at both college and departmental level, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 9 below:

Table-9: Student-teacher relationship

Aspects	Relationship at college level	Relationship at department level
Mean	1.86	1.24
S.D.	0.91	0.54

2.2.5 Internal Assessment

To assess the conduciveness of the internal assessment mechanism, five specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 10 below:

Table-10: Conduciveness of Internal Assessment Mechanism

Aspects	Understanding of the Course	Early discovery of the difficulties	Interaction with teacher	Regular work	Continuous self-assessment
Mean	3.39	2.99	3.52	3.45	3.25
S.D.	0.62	0.79	0.60	0.71	0.71

2.3 RESULTS-SCIENCE STREAM

A structured questionnaire was administered to collect the inputs from students, which is based on LIKERT scale. A total of 67 students participated in the feedback process from Science stream.

2.3.1 Depth, applicability and learning value of the course

To assess the depth, applicability and learning value of the course taught, seven specific questions are devised, which is based on 4 point LIKERT Scale, which ranges

from unsatisfactory (LIKERT point 1) to very good (LIKERT point 4). The results are described in the table 11 below:

Table-11: Depth, applicability and learning value of the course

Aspects	Depth of the Course Content	Extent of coverage of Course	Applicability of course content to the real life situation	Learning Value	Clarity and relevance of textual material	Relevance of additional Source material	Overall Rating on Course Content
Mean	2.05	2.0	2.0	2.02	2.26	2.52	2.31
S.D.	0.91	0.94	0.88	0.84	0.99	1.19	0.98

2.3.2 Syllabus

To assess the nature of syllabus and completion of it in the class, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 12 below:

Table-12: Nature and Completion of Syllabus

Aspects	Nature of Syllabus	Completion of Syllabus in the Class
Mean	1.52	3.19
S.D.	0.55	0.92

2.3.3 Library as a learning resource

To assess the strength of library as a learning resource, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 13 below:

Table-13: Library as a Learning Resource

Aspects	Availability of Reading Material related to course	Availability of prescribed readings
Mean	3.45	2.43
S.D.	1.34	0.89

2.3.4 Student-teacher relationship

To assess student-teacher relationship at both college and departmental level, two specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 14 below:

Table-14: Student-teacher relationship

Aspects	Relationship at college level	Relationship at department level
Mean	2.19	1.40
S.D.	1.17	0.70

2.3.5 Internal Assessment

To assess the conduciveness of the internal assessment mechanism, five specific questions are devised, which is based on 5 point LIKERT Scale. The results are described in the table 15 below:

Table-15: Conduciveness of Internal Assessment Mechanism

Aspects	Understanding of the Course	Early discovery of the difficulties	Interaction with teacher	Regular work	Continuous self-assessment
Mean	2.10	2.60	2.19	2.21	2.48
S.D.	1.03	1.01	1.09	1.05	0.97

3. ANALYSIS OF THE RESULT

The results depicted in previous section are analysed aspect wise as follows:

3.1 Depth, applicability and learning value of the course: Results depicted in tables 1, 6 and 11 reflect that combined overall rating for the course is above satisfactory level with a mean rating of 2.30, which is almost same for both the streams. The students found the depth of the course content and learning value of the course above the satisfactory level, which scores more points with less deviation. Students did not find the course content much practical, as it is not applicable to real life situations.

3.2 Syllabus: The results depicted in tables 2, 7 and 12 reflect the nature of syllabus and its completion. Most of the students found the syllabus as adequate and about 75-90 % of the syllabus were taught in the class. The completion of syllabus taught in the class is higher for Arts stream as compared to Science stream.

3.3 Library as a learning resource: Students felt that the holding of library resources was inadequate though there was lack of conformity on it. 40 percent of the students felt that the library holding for the course is poor, while only 11 percent recognised library holding as excellent. But, the available prescribed materials were good.

3.4 Student-teacher relationship: Student-teacher relationship is a very important component of education in general and especially for higher education. The feedback from students reflects that student-teacher relationship is good at college level and there exists a very good relationship at departmental level. Almost 40 percent of the students were of the view that student-teacher relationship at college level is very good, while it was 70 percent at department level.

3.5 Internal Assessment: Internal assessment is an integral part of the evaluation process, which enables students to perform better in their external examination. The internal assessment system should not only be conducive to the understanding of the course but also conducive to early discovery of difficulties. The mechanism for internal assessment also promotes better student-teacher interaction.

The results reflect that internal assessment system is moderately conducive to the understanding of the course, early discovery of difficulties and student-teacher interaction. While the students from Arts stream rated the internal assessment mechanism from moderate to appreciable level, the students from Science stream considered the mechanism as poor or moderate.

4. POLICY IMPLICATIONS

The results and analysis discussed in the previous sections hints some policy implications for a better academic ambience of the institution. These are counted as follows:

- a) It is apparent from the above discussion that the depth, applicability and learning value of the course is satisfactory. But, the institute should frame a better teaching-learning mechanism to make the course very good. It is well recognised that as an affiliated institution of Gauhati University, the institute is bound to follow the curriculum structure of the affiliating University, but the institute needs to take some steps in framing enjoyable teaching-learning mechanism, which relieves the monotony of the students and thus is helpful in making the course content more in-depth, applicable and value oriented.
- b) The departments should make a framework well ahead of the commencement of the session so that the prescribed syllabus can be completed within stipulated time period. It implies for a well designed teaching plan. The authority should also arrange for adequate teaching staff to overcome this problem.
- c) Although the library holdings of the institution have been increasing, but it is inadequate in view of growing number of students. The authority should adopt a strategic procurement policy for library resources, which should be earmarked in the institutional budget. Besides, to make the prescribed readings available, the institute should follow a departmental indent system. Moreover, the department should enhance

the departmental libraries by collecting books and materials from the outgoing students at a voluntary basis.

d) The results reflect that student-teacher relationship is good at both institute and departmental level. But to make it a very good relationship, the Student Induction Programme (SIP) should be adopted and accordingly proper mentoring mechanism should be developed.

e) The existing internal assessment mechanism should be highly conducive to the understanding of the course as well as to the early discovery of difficulties and for a better student-teacher interaction. The authority should develop a more transparent internal assessment mechanism, which facilitates asymmetry of information across the students.



OFFICE OF THE PRINCIPAL
BAOSI BANIKANTA KAKATI COLLEGE

P.O. : NAGAON. DIST. : BARPETA (ASSAM) PIN - 781311

ACCREDITED "B++" GRADE BY NAAC (2ND CYCLE)

Affiliated to Gauhati University

Estd : 1971

Website : www.bbkcollege.co.in ☐ Email ID : principalbbkc@gmail.com ☐ Cell : 9435111624

Action taken on Feedback for the session 2020-21

The collected feedback are analysed and sent to the college authorities for further action.

Feedback	Action Taken
Syllabus Completion	52.5 percentage of students viewed that 85-100 percent syllabuses were completed on time. The issue was discussed in the Governing Body meeting, causes were identified and entrust Principal of the college to take necessary steps such as recruitment of vacant teaching posts, arrange part-time teachers and expedite construction works under RUSA2.0. The GB also suggested proper maintenance of course progression at department levels and to take appropriate measures for absent students.
Strengthening of Internal Evaluation	Internal evaluation mechanism in the college is always fair as viewed by 77 percent respondents. The Principal of the college instructed the HoDs to take appropriate steps so that the internal evaluation is conducted in timely manner and covers all students.
Extra-curricular activities	The authority of the college suggested applying house concept headed by teacher-in-charge to motivate, boost and inculcate sportsman spirit in the field of extra-curricular activities. The governing body also entrusted the Principal of the college to create more facilities in this regard.
Teaching Learning Measures in view of Pandemic	The matter of teaching-learning in view of COVID-19 pandemic situation was discussed with the GB and it was suggested to strengthen the existing online teaching system to cope up with such uncertainties.



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Responsiveness to student issues	To response more to the student centric issues, the Principal of the college instructed to the college web administrator for automation to facilitate student centric issues, such as examination, issue of certificate, admission, scholarship, etc.
Cleanliness	The GB of the college entrusted the Principal to take necessary steps regarding cleanliness of the campus, rooms, laboratories, waste disposal, etc.
Provision of drinking water	Two more RO water purifier system has been installed in the college campus for the provision of purified drinking water. The existing water purifier systems were maintained timely.
Refreshment facility	To accommodate both staff and students, new food menu was added to the existing one in the college canteen. This serves the purpose of availability and choice.

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Action taken on Feedback for the session 2021-22

The collected feedback are analyzed and sent to the college authorities for further action.

Feedback	Action Taken
Syllabus Completion	Majority of the students are of the view that 70-84% of the syllabus is covered during the session. The issue was discussed in the Governing Body meeting, causes were identified and entrust Principal of the college to take necessary steps such as recruitment of vacant teaching posts, arrange part-time teachers and expedite construction works under RUSA2.0. The GB also suggested proper maintenance of course progression at department levels and to take appropriate measures for absent students.
Quality of Teaching-Learning	About 75 percent of the students of the college agreed that overall quality of teaching-learning process of the institute is good. The matter was discussed with the GB and it was suggested to initiate appropriate measure deems fit for maintaining better teaching-learning process.
Facilities/ infrastructure available for extra-curricular activities in the college	Regarding facilities or infrastructure available for extra-curricular activities, the mean score was 6.77. The college authority entrusted the Principal to procure the necessary equipments/ materials in this regard.
Suggestions from students	The suggestions from the students were discussed in the GB meeting. The body urged Principal to expedite the construction of ongoing construction of classrooms under RUSA 2.0. Also the body suggested the Principal to take the necessary steps for recruiting the vacant posts and to procure the required resources for library.



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Teacher	The result of the feedback implies that college should make adequate provision regarding access to online resources. The teachers also provided some important suggestions such as more focus on the creation of IT enabled class room and provision of more library resources.
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Action Taken Report of the Institution on Feedback Report, 2022-23

Feedback Summary	Action Taken
Approximately 46 percent of the students found teachers approach to teaching as excellent. Although, the teaching-learning of the college has changed marginally, there is need of the time to integrate ICT in teaching-learning for better outcome.	The issue was discussed in the Governing Body meeting and entrust Principal of the college to take necessary steps to enhance ICT facilities for better teaching learning.
Approximately 40 percent of the respondents hold the perspective that teachers occasionally employ ICT tools in their teaching and learning practices, while about 25 percent believe that teachers typically make use of ICT tools in their instructional methods.	The result was discussed in the Governing Body meeting and entrusted principal to take appropriate measures for regular use of ICT tools in instructional methods.
Although 46 percent of the students believe that the college's library resources are very good, it needs to be increased.	The issue was discussed in the meeting of Governing Body and the Principal is entrusted to do the needful in consultation with the Librarian of the college for providing more library resources for students.
The grievance redressal mechanism of the college has received a rating of very good to excellent from 80 percent of the students. To achieve the objective of transparency and accessibility, the grievance redressal mechanism needs to be integrated online.	The apex body of the college urged for online grievance mechanism for time bound and transparent redressal.

Principal
Baosi Banikanta Kakati College,
Nagaon (Barpeta)