

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

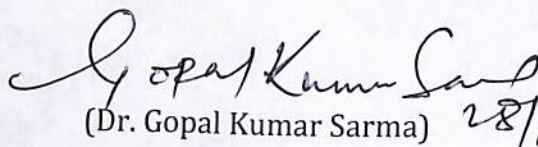
Sir,

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

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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.



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Nagaon, Barpeta, Assam, INDIA
Feedback Report: 2019-20

A. Profile of the Participants:

Programme	Male	Female	Total
B.A. (Major) Passed Out	08	12	20
B.Sc. (Major) Passed Out	11	09	20
Total	19	21	40

B. Responses

1) How much of the syllabus for all the papers/ courses was covered in the class (Offline mode)?

85-100%	70-84%	55-69%	30-54%	<30%
21 (52.5%)	15 (37.5%)	3 (7.5%)	1 (2.5%)	0

2) How fair has been the internal evaluation process conducted by the teachers?

Always Fair	Usually Fair	Sometimes Unfair	Usually Unfair	Unfair
31 (77.5%)	6 (15.0%)	1 (2.5%)	1 (2.5%)	1 (2.5%)

3) What is your comment on the statement: "The institute/ teachers encourage(s) you to participate in extra-curricular activities"?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20 (50.0%)	14 (35.0%)	6 (15.0%)	0	0

4) What percentage of your syllabus was covered during pandemic period in online/ virtual mode?

85-100%	70-84%	55-69%	30-54%	<30%
12 (30%)	18 (45%)	6 (15%)	1 (2.5%)	3 (7.5%)


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 Nagaon (Barpeta)



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5) What is your comment on the statement: "The overall quality of teaching-learning process in my institute is very good"?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21 (52.5%)	15 (37.5%)	4 (10%)	0	0

6) How would you rank your institution in terms of facilities/ infrastructure available for extra-curricular activities?

Mean Ranking	5.85
Median Rankin	6.5
Standard Deviation	3.03

7) How do you rate the responsiveness to your issues by the office of the Principal?

Mean	3.23
Median	4.00
Standard Deviation	1.14

8) How do you rate the politeness and support from the non-teaching staff

Mean	2.90
Median	3.00
Standard Deviation	1.37

9) How do you rate the cleanliness of classroom, lavatory, library and corridors?

Mean	3.53
Median	4.00
Standard Deviation	1.41


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Nagaon (Barpeta)



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10) How do you rate the provision of drinking water and toilet?

Excellent	Very Good	Good	Fair	Poor
1 (2.5%)	3 (7.5%)	20 (50%)	6 (15%)	10 (25%)

11) How do you rate the availability of the proper sitting arrangements in the campus during recess hours?

Excellent	Very Good	Good	Fair	Poor
5 (12.5%)	8 (20%)	10 (25%)	8 (20%)	9 (22.5%)

12) How do you rate the refreshment and recreational facilities in the college?

Mean	3.23
Median	3.50
Standard Deviation	1.10

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Nagaon (Barpeta)



Feedback Report for the session 2020-21

The Report is based on the feedback from the students of 6th Semester, which covers following aspects:

1. Completion of syllabus
2. Encouragement by teachers
3. Fairness of internal evaluation process.
4. Cleanliness
5. Provision of drinking water and toilet.
6. Responsiveness of the office of the principal.

All together forty (40) students of final year students of both Arts and Science stream has been participated in the online survey.

The response on the above aspects are analysed as follows:

Completion of Syllabus

Completion of Syllabus	Percentage of responses
85-100%	52.5
70-84%	37.5
55-69%	7.5
30-54%	2.5

Majority of the students (52.5%) are of the view that 85 to 100% syllabus is covered.

Fairness of internal evaluation process

Fairness of IE Process	Percentage of Responses
Always Fair	77.5
Usually Fair	15
Unfair	2.5
Usually Unfair	2.5
Sometimes Unfair	2.5

About 77.5 percent of the students feel that the internal evaluation process is always fair, which indicates that it is student centric.



Encouragement to participate in extra-curricular activities

Response	Percentage
Strongly Agree	50
Agree	35
Neutral	15

Apart from regular academic activities, students also require extra-curricular activities for holistic development. Half of the responding students strongly agree the encouragement provided by teacher to students regarding participation in extra-curricular activities.

Completion of Syllabus during pandemic period

The institute had taken initiative continuing education in online mode during the pandemic period. At the first phase, the institute deliver education by using Google Classroom and Whatsapp video conferencing. In the second phase the institute devised online education portal through which the students could access the class by login to the portal.

Completion Percentage	Response Percentage
85-100%	30
70-84%	45
55-69%	15
30-54%	2.5
Below 30%	7.5

Majority of the students (about 75%) felt that more than 70% of the syllabus has been covered in online mode during the pandemic period.

Overall quality of teaching-learning process of the institute

Response	Percentage
Strongly Agree	52.5
Agree	37.5
Neutral	10

About 52.5 percent of the students of the college strongly agreed that overall quality of teaching-learning process of the institute is good.



Facilities/ infrastructure available for extra-curricular activities in the college

Regarding facilities or infrastructure available for extra-curricular activities, feedback also taken from the students. A 10 point LIKERT scale ranging from 1 to 10 is devised in this aspect, where 1 represent poor and 10 represent excellent.

Rank	1	2	3	4	5	6	7	8	9	10	Mean	Mode
No. of responses	6	0	6	1	4	3	7	3	4	6	5.85	7

It is found that the mean score is 5.85 and modal ranking is 7, which reflects that the facilities or infrastructure available for extra-curricular activity is average.

Feedback on miscellaneous aspects

Feedback also taken from students on the aspects of responsiveness to the students issues by the office of the Principal; politeness and support from the non-teaching staff; cleanliness of classroom, lavatory, library and corridors; refreshment and recreational facilities; provision of drinking water and toilet and availability of proper sitting arrangement. All the aspects are assessed in a 5 point LIKERT scale where 1 represent poor and 5 represent excellent.

Score (Rank)	Responsiveness to the students issues by the office of the Principal	Politeness and support from the non-teaching staff	Cleanliness of classroom, lavatory, library and corridors	Refreshment and recreational facilities
1	10 %	20%	15%	2.5%
2	17.5%	22.5%	12.5%	32.5%
3	20%	20%	5%	15%
4	45%	22.5%	40%	40%
5	7.5%	15%	27.5%	10%
Mean	3.225	2.9	3.525	3.225
Mode	4	2	4	4

It is reflected in the above table that the modal rank provided by the students for responsiveness to students' issues by the Office of the Principal is 4 with mean score of 3.225. Almost 45 percent of the students rank the service as 4 in a 5 point scale.

Politeness and support from the non-teaching staff results in mixed responses and needs attention. Similarly the other aspects also need intervention of the authority.



Internal Quality Assurance Cell

BAOSI BANIKANTA KAKATI COLLEGE

Nagaon, Barpeta
Assam – 781311 (INDIA)

Dr. Gopal Kr. Sarma
Co-ordinator, IQAC

Rank	Provision of Drinking water and toilet	Availability of proper sitting arrangement
Excellent	2.5%	12.5%
Very Good	7.5%	20%
Good	50%	25%
Fair	15%	20%
Poor	25%	22.5%

The institute also needs to pay attention to the provision of pure drinking water and availability of proper sitting arrangement as less number of students opined it as excellent.

(Dr. Pradip Das)

Principal
Baosi Banikanta Kakati College
Nagaon (Barpeta)

(Dr. Gopal Kr. Sarma)

Coordinator
Internal Quality Assurance Cell
Baosi Banikanta Kakati College
Nagaon, Barpeta (Assam)



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 : principalbbko@gmail.com □ Cell : 9435111624



FEEDBACK REPORT 2021-22

The Report is based on the feedback from the students, teachers, guardian and alumni, which are briefly detailed as follows:

STUDENT FEEDBACK

All together two hundred students of all the years of both Arts and Science stream has been participated in the online survey. The feedback covers the following area:

- Completion of syllabus
- Fairness of internal evaluation
- Participation in extra-curricular activity
- Overall teaching-learning quality
- Facilities on infrastructure and others

The response on the above aspects are analysed as follows:

Completion of Syllabus

Majority of the students are of the view that 70-84% of the syllabus is covered during the session.

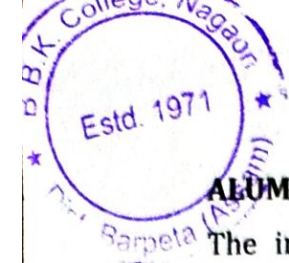
Fairness of internal evaluation process

Most of the students participated in the feedback of the view that the internal evaluation process is usually fair.

Encouragement to participate in extra-curricular activities

Apart from regular academic activities, students also require extra-curricular activities for holistic development. Majority of the responding students agree on encouragement provided by teacher to students regarding participation in extra-curricular activities.


Principal
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Nagaon (Barpeta)



ALUMNI FEEDBACK

The institute seriously recognize the importance of its Alumni in the process of development of the college and solicits feedback on the following aspects:

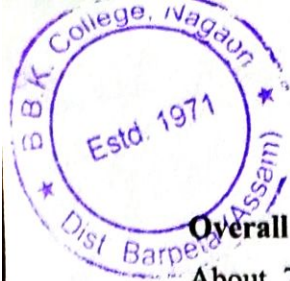
- College ambience
- Quality of teaching-learning
- Library resource
- Courses of study
- Miscellaneous

The result of the feedback is summarized in the following table:

Aspects	Modal Response
Alumni Association/Network of old Friends	Very Good
Admission Procedure	Very Good
Fee Structure	Very Good
College ambience & Environment	Very Good
Quality of faculty	Very Good
How do you rate the learning experience in terms of teaching, learning and evaluation?	Very Good
How do you rate the courses that you have Studied	Very Good
Infrastructure & Laboratory facilities	Very Good
Library resources	Very Good
Character building of students	Very Good
Creating level of confidence	Very Good
Overall Rating of the College	Very Good
Student Support Services	Very Good

The result indicates that the alumni of the view that all of the aspects mentioned above are very good for them. The college authority needs to improve the aspects furthermore for excellence of the college.


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Overall quality of teaching-learning process of the institute

About 75 percent of the students of the college agreed that overall quality of teaching-learning process of the institute is good.

Facilities/ infrastructure available for extra-curricular activities in the college

Regarding facilities or infrastructure available for extra-curricular activities, feedback also taken from the students. A 10 point LIKERT scale ranging from 1 to 10 is devised in this aspect, where 1 represent poor and 10 represent excellent.

It is found that the mean score is 6.77 with mode and standard deviation of 7 and 0.944 respectively.

Feedback on miscellaneous aspects

Feedback also taken from students on the aspects of responsiveness to the students' issues by the office of the Principal; politeness and support from the non-teaching staff; cleanliness of classroom, lavatory, library and corridors; refreshment and recreational facilities; provision of drinking water and toilet and availability of proper sitting arrangement. All the aspects are assessed in a 5 point LIKERT scale where 1 represent poor and 5 represent excellent.

Descriptive Statistics	Responsiveness to the students issues by the office of the Principal	Politeness and support from the non-teaching staff	Cleanliness of classroom, lavatory, library and corridors	Refreshment and recreational facilities
Mean	3.47	3.23	3.185	3.24
Mode	3	3	3	3

It is reflected in the above table that the modal rank provided by the students for responsiveness to students' issues by the Office of the Principal is 3 with mean score of 3.47. Politeness and support from the non-teaching staff results in mixed responses.

Rank	Provision of Drinking water and toilet	Availability of proper sitting arrangement
Mean	3.65	3.77
Mode	4	4

The institute also needs to improve provision of pure drinking water and availability of proper sitting arrangement.

Suggestions by the students: Among the suggestions provided by the students, the following are common:

- Requirement of more classroom.
- Requirement of more teachers in the departments where existing man in force is less.
- Requirement of more library resources.


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FEEDBACK FROM GUARDIAN/PARENT

The departments of the college have organized parent teacher meeting both formally and informally and discusses about the problem and learning outcome of the students. The college has taken feedback from the parent to identify and improve the areas of teaching-learning of the college comprising the following aspects:

- Admission process
- Disciplinary aspects
- Teaching-learning
- Course progression
- Extra-curricular
- Miscellaneous aspects

The result of the feedback is tabulated as follows:

Aspects	Modal Response
I feel proud that my ward is studying in this college.	Yes
Do you believe that the college and its environment has transformed the personality of your ward?	Yes
Admission process of the college	Very Good
Discipline of the college	Outstanding
College atmosphere for learning	Very Good
Course progression	Very Good
Teaching-learning	Outstanding
Infrastructure	Very Good
Extra-curricular activities	Very Good
Administrative support	Very Good
Recreational facility	Good

All the parents believe that the college and its environment has transformed the personality of their ward.

Most of the parents of the view that the aspects mentioned are very good and the college should take necessary steps for creating better recreational facilities.


Principal
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Nagaon (Barpeta)

TEACHER FEEDBACK

Feedback from teachers are taken to improve the teaching-learning quality of the college. All together 36 teachers have responded to the feedback, which comprises the following broader aspects:

- Course content and mode of teaching
- Assessment
- Library resources
- Others.

The result of the feedback is detailed briefly as follows:

Aspects	Modal Response
Content & Relevance of course taught	Satisfied
Flexibility provided in terms of mode of teaching	Satisfied
Freedom provided in terms of assessment options	Satisfied
Provision of adequate and relevant material in the library	Satisfied
Access to online resources through library	Neutral
Supply of consumables and equipment's required for teaching-learning (such as laboratory equipment's, stationery, printer, Xerox, internet, etc.)	Satisfied
Provision of infrastructural facilities such as laboratories, conference room, etc.	Satisfied
Motivation and or opportunities provided for pursuing academic enhancement activities	Satisfied
Financial support provided for conducting field level and research activity	Satisfied
Leave granted for academic endeavours	Extremely Satisfied
Ambience and comfort facilities provided in the staff room	Satisfied
Hygiene and cleanliness of the campus	Satisfied
Services provided by college canteen	Satisfied
Safety measures within the college campus	Satisfied
Administrative efficiency in terms of salaries, other bills and other sanctioned privileges	Extremely Satisfied
Overall college ambience	Satisfied
Encourages environment of respect and rapport among all	Satisfied
Adequate representation of your opinion in GB	Satisfied
Efforts of the college Principal in encouraging and open door policy	Extremely Satisfied

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.


 Principal
 Baosi Bankanta Kakati College
 Nagaon (Barpeta)



STUDENT FEEDBACK REPORT

Academic Year: 2022-23

Prepared by



Printed on 10/11/2023

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. This specific feedback report is based on the inputs from the students of both Arts and Science streams.

2. Objective:

The broad objective of feedback is to assess and improve the teaching and learning process, as well as other related aspects of the institution. The report is based on the feedback from the final year students covering the following aspects:

1. Relevance of the curriculum.
2. ICT in teaching-learning
3. Applicability of student-centric method.
4. Library as learning resources.
5. Administrative functioning in terms of ease and efficiency
6. Institutional facilities and infrastructure
7. Internal evaluation process.

3. Methodology and Sample Size:

To achieve the objectives, the present feedback mechanism devised a feedback form consisting both structured questions (in LIKERT scale) and unstructured (open-ended) questions covering the above aspects. All together 125 students of final semester was participated in the manual feedback process.

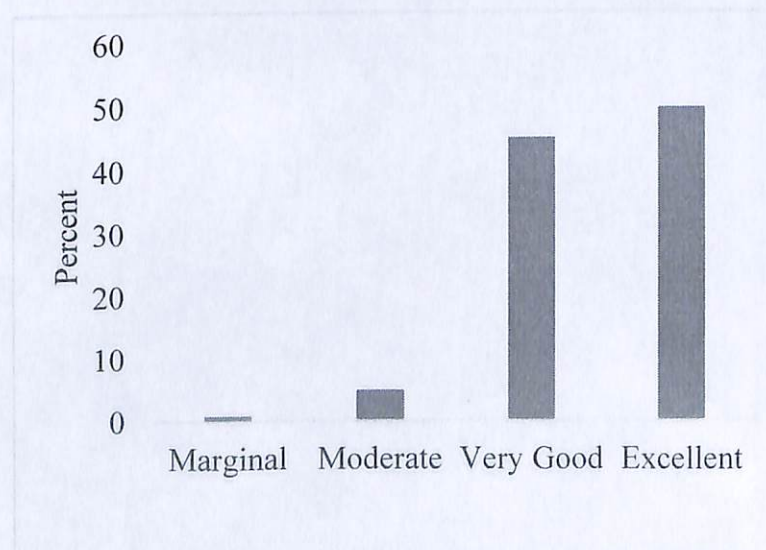
4. Results and Discussion

The inputs collected from the students are analysed through SPSS software. Since the collected data are based on LIKERT scale ranging from 1 to 5, the nature of data is either nominal or ordinal, and therefore, the present analysis adopts mean, mode and standard deviation as descriptive statistics. Besides, the results are also portrayed through bar chart, which are as follows:



Feedback Parameters	Descriptive Statistics		
	Mean	Mode	Std. Deviation
Relevance of the curriculum	3.43	4	0.627
Expected competencies on POCO	3.3	4	0.825
Teachers communication	4.78	5	0.468
Teachers approach to teaching	4.33	5	0.705
Use of ICT in TL	2.7	3	1.101
Student Centric Method	4.07	5	0.96
Multiple opportunity by institution to learn and grow	4.08	4	0.667
Internal evaluation	4.47	5	0.667
Encouragement to participate in extra-curricular activity	4.26	4	0.697
Existing facilities of the college	2.5	2	0.947
Available infrastructure for extra-curricular activity	3.12	3	0.758
Availability of library resources	3.06	3	0.83
Grievance redressal mechanism	3.11	3	0.795
Responsiveness to students issue by Office of the Principal	3.01	3	0.818
Support from non-teaching staff	3.55	4	1.286
Refreshment and recreational facilities in the college	3.02	4	0.884

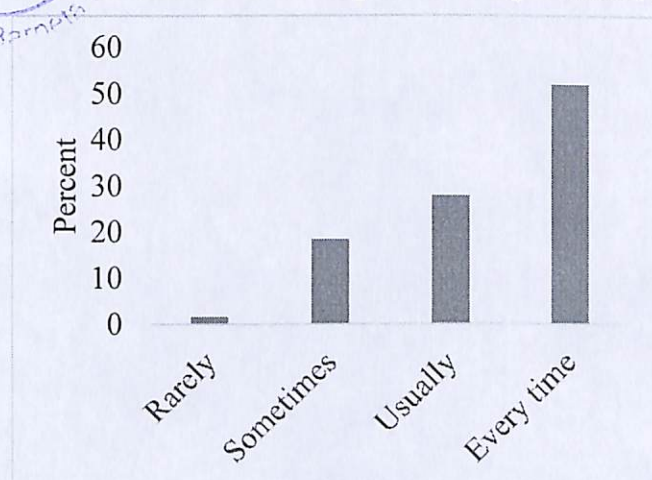
Relevance of the curriculum in terms of employability, entrepreneurship and skill development:



The college adheres to the curriculum provided by Gauhati University. Around half of the students consider the relevance of curriculum aspect to be excellent, closely followed by 49 percent who rate it as very good. The mean score for curriculum satisfaction is 3.43, with a standard deviation of 0.627. The

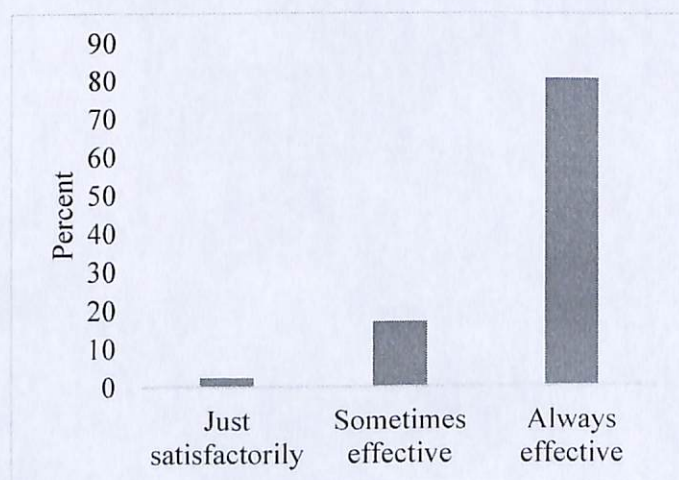
mode of responses from the majority of students highlights that they perceive the curriculum's relevance as excellent.

Teacher inform about expected competencies, programme outcome and course outcome



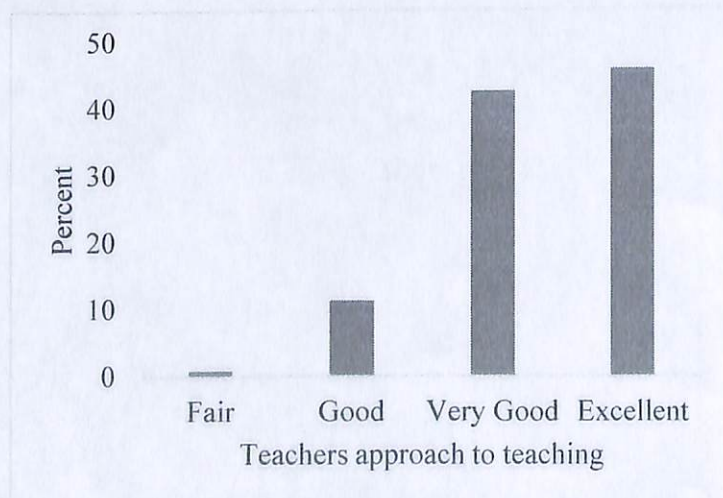
At the start of each academic session, the college's departments provide students with information about the expected program and course outcomes, as well as the potentialities in their respective subjects. According to feedback results, 52 percent of students believe that teachers consistently communicate this information to them, which is also evident in the modal value.

Teacher's communication



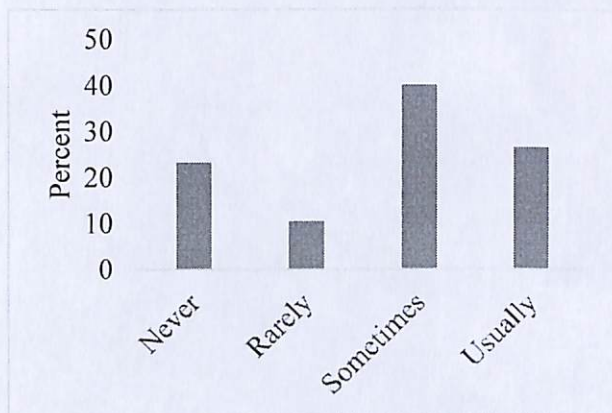
Approximately 81 percent of the respondent of the view that teachers always effectively communicate to the students.

Teachers approach to teaching



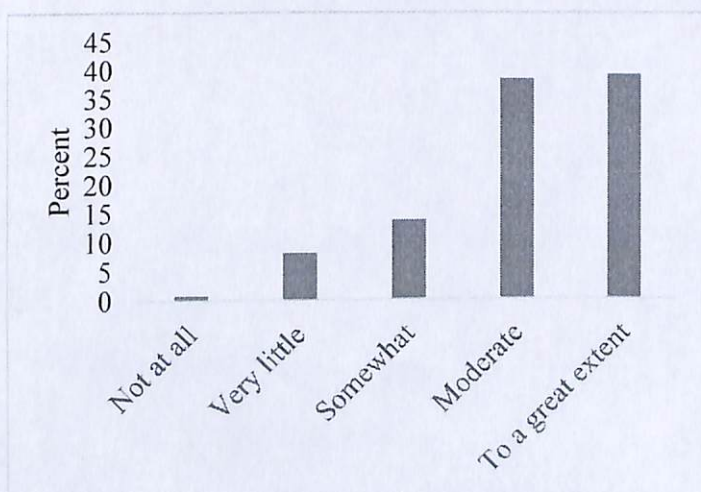
Approximately 46 percent of the students found teachers approach to teaching as excellent. The calculated mean score is 4.33 with standard deviation of 0.705.

Use of ICT in Teaching-learning



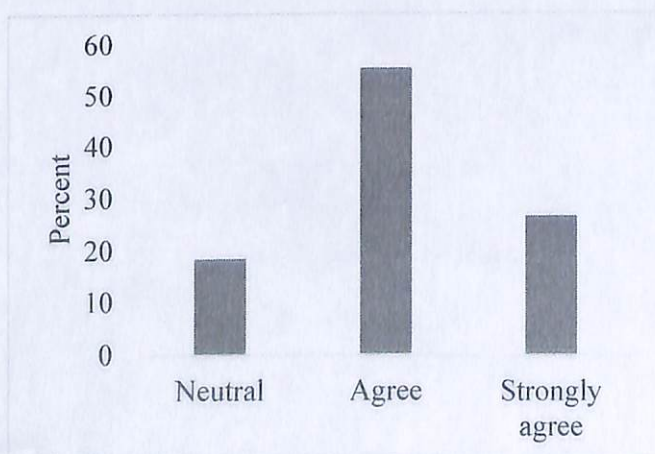
Approximately 40 percent of the respondents hold the perspective that teachers occasionally employ ICT tools in their teaching and learning practices, while about 25 percent believe that teachers typically make use of ICT tools in their instructional methods. Additionally, 23.2 percent of the students expressed the view that ICT is never employed in the realm of teaching and learning.

Student Centric Method



Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences of students. Approximately 79 percent of the students rated student centric method in the range of moderate to “to a great extent”.

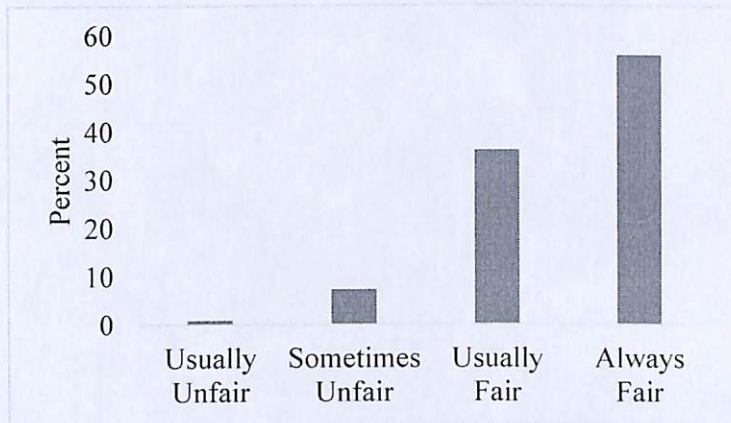
Multiple opportunity by institution to learn and grow



Majority of the students agreed that the institution provides multiple opportunities to learn and grow.

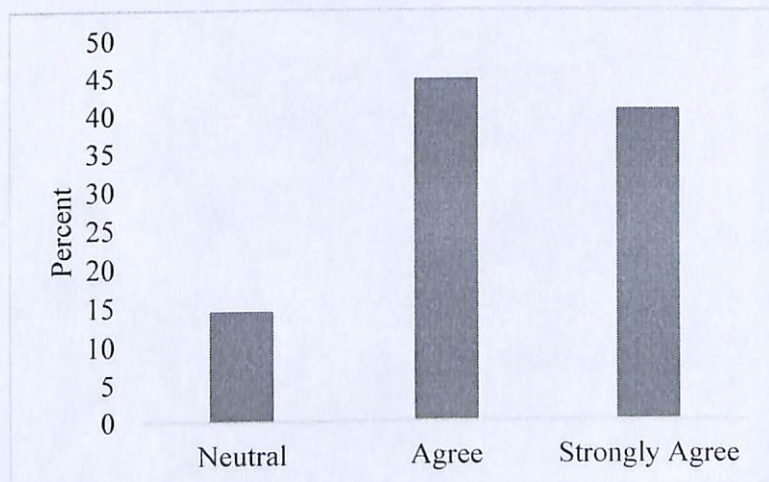


Internal evaluation



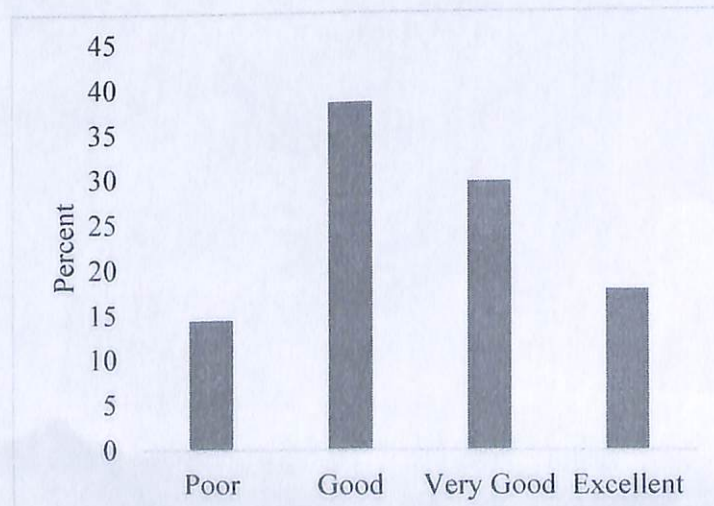
The internal evaluation of the college is always fair as rated by most of the students. The mean score is 4.447 with standard deviation of 0.667.

Encouragement to participate in extra-curricular activity



Altogether 85 percent of the students agreed that the teachers encourage students to participate in extra-curricular activity.

Existing facilities of the college



The college's existing facilities received mixed ratings from the students, with 38 percent considering them good, 30 percent rating them as very good, and 18 percent describing them as excellent, respectively.

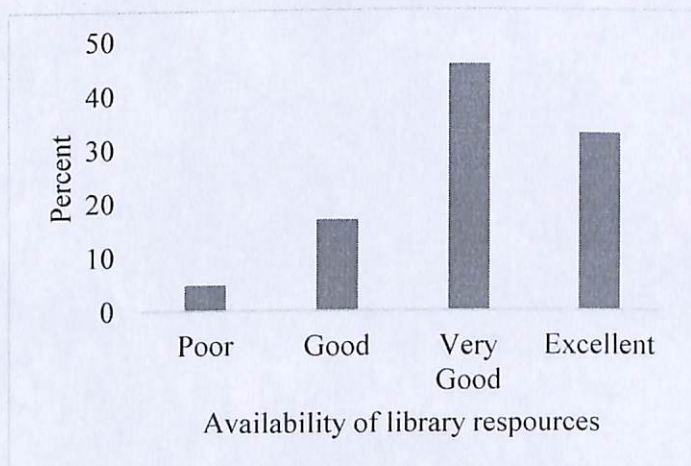


Available infrastructure for extra-curricular activity



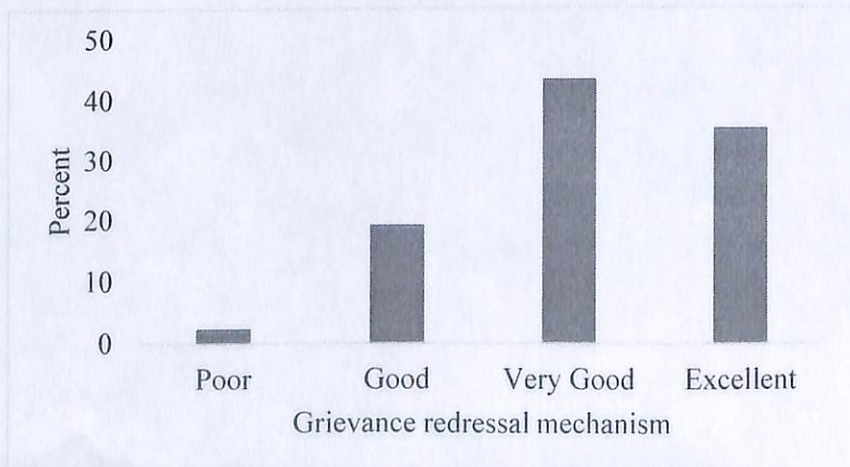
Majority of the students of the view that the available infrastructure for extra-curricular activities is very good to excellent.

Availability of library resources



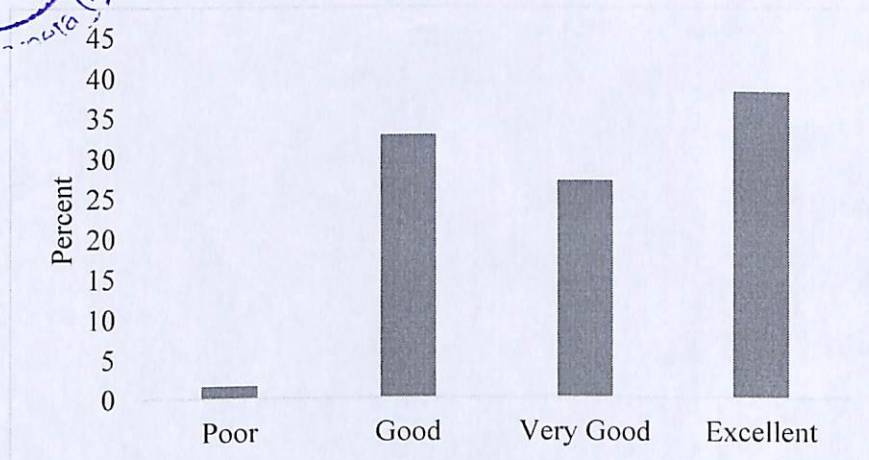
About 46 percent of the students believe that the college's library resources are very good. The mean score and mode for this variable are nearly identical

Grievance redressal mechanism



The grievance redressal mechanism of the college has received a rating of very good to excellent from 80 percent of the students.

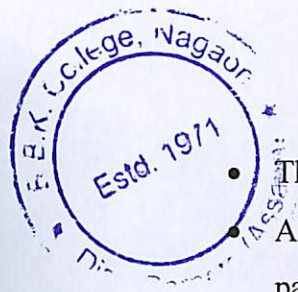
Refreshment and recreational facilities in the college



The existing refreshment and recreational facilities in the college has received a rating of good to excellent from almost 98 percent of the students. Only 2 percent of the students viewed it as poor.

5. Summary of the results and implication:

- Approximately half of the students consider the relevance of curriculum aspect to be excellent, closely followed by 49 percent who rate it as very good.
- According to feedback result, 52 percent of students believe that teachers consistently provides information about the expected program and course outcomes, as well as the potentialities to students. The practice needs to be more strengthen for better attainment of programme and course outcome.
- Approximately 81 percent of the respondent of the view that teachers always effectively communicate to the students. A mechanism is required to communicate with all the students.
- 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.
- 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.
- Approximately 79 percent of the students rated student centric method in the range of moderate to "to a great extent".
- Majority of the students agreed that the institution provides multiple opportunities to learn and grow.



- The internal evaluation of the college is always fair as rated by most of the students.
- Altogether 85 percent of the students agreed that the teachers encourage students to participate in extra-curricular activity.
- The college's existing facilities needs to enhance.
- Majority of the students of the view that the available infrastructure for extra-curricular activities is very good to excellent.
- Although 46 percent of the students believe that the college's library resources are very good, it needs to be increased.
- 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 existing refreshment and recreational facilities in the college has received a rating of good to excellent from almost 98 percent of the students.

Principal
Baoji Benkanta Kakati College
Nagaon (Barpeta)



OFFICE OF THE PRINCIPAL
BAOSI BANIKANTA KAKATI COLLEGE

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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

Employer's FEEDBACK REPORT

Academic Session: 2022-23

Prepared by



विद्यायां धनं यमुते

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



OFFICE OF THE PRINCIPAL **BAOSI BANIKANTA KAKATI COLLEGE**

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~~Baosi Banikanta Kakati College, located in the district of Barpeta, Assam, is a~~

distinguished institution dedicated to providing quality higher education. With the motto "Search for Talent and Its Nourishment," the college is committed to fostering an academic environment that nurtures the potential of its students, empowering them to achieve their aspirations. The institution continually strives to enhance the educational experience, ensuring that students are well-prepared to contribute meaningfully to society and the nation.

To maintain its high standards and align with the evolving needs of the professional world, the college actively seeks feedback from employers who have hired its graduates. This feedback is instrumental in assessing the performance of alumni in their respective fields and helps the institution refine its curriculum and training methods to better prepare future graduates for the workforce. Through this ongoing dialogue with employers, the college ensures that it remains responsive to industry demands, equipping students with the skills and knowledge necessary for their personal and professional growth.

The following aspects are covered in this regard:

- Communication skills
- Contribution in development of organisation
- Leadership qualities, initiative, drive and independent thinking
- Developing practical solutions to workplace problems
- Teamwork planning and organisation skill
- Willingness to learn and explore new opportunities
- Punctuality

3. Methodology

The current feedback system at Baosi Banikanta Kakati College is designed around a structured questionnaire that employs a 4-point Likert scale. This scale allows employers to rate the performance of the college's alumni based on four categories: 1 for "Average," 2 for "Good," 3 for "Very Good," and 4 for "Excellent." Feedback is collected through a Google Form, which is circulated extensively among alumni networks in an effort to gather comprehensive responses.



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Despite the wide distribution of the form among alumni, participation has been limited, with only 11 responses recorded so far. This low response rate suggests a need for more effective strategies to engage the alumni community and encourage greater participation in the feedback process. Increasing the number of responses is crucial for obtaining a more representative sample, which will enable the college to better understand the strengths and areas for improvement in its graduates' performance, and to make data-driven decisions to enhance its academic programs.

4. Results

Among the participating employers, 27.3 percent are from the private sector, while 72.7 percent represent the government sector. The collected data is analyzed using descriptive statistical methods, including mean, median, and standard deviation, to provide insights into the performance of the alumni.

The results of the feedback are as follows:

Aspects	Excellent	Very Good	Good	Average
	(in percentage)			
Communication skills	54.5	27.3	18.2	0
Contribution in development of organisation	36.4	54.5	9.1	0
Leadership qualities, initiative, drive and independent thinking	45.4	36.4	18.2	0
Developing practical solutions to workplace problems	45.4	36.4	18.2	0
Teamwork planning and organisation skill	54.5	27.3	18.2	0
Willingness to learn and explore new opportunities	54.5	36.4	9.1	0
Punctuality	54.5	27.3	18.2	0

The majority of employers rated the performance of alumni as "Excellent" in key areas such as communication skills, teamwork, planning, willingness to learn, and punctuality. In terms of their contribution to the development of the organization, alumni were



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predominantly rated as "Very Good." Notably, none of the employers rated alumni performance as "Average," indicating a consistently high level of satisfaction.

To support these findings, a basic descriptive statistical analysis was conducted, which is summarized as follows:

Aspects	Mean	Median	Standard Deviation
Communication skills	3.36	4.00	0.81
Contribution in development of organisation	3.27	3.00	0.65
Leadership qualities, initiative, drive and independent thinking	3.27	3.00	0.79
Developing practical solutions to workplace problems	3.27	3.00	0.79
Teamwork planning and organisation skill	3.36	4.00	0.81
Willingness to learn and explore new opportunities	3.45	4.00	0.69
Punctuality	3.36	4.00	0.81

The table above shows that all aspects received an average score of over 3 points, reflecting a very good level of satisfaction among employers. However, the results may not be statistically significant due to the small sample size, as indicated by the standard deviation values, which suggest variability in the responses.

5. Implications of the Feedback:

Despite the limited sample size of the feedback, several important implications can be drawn from the responses, pointing toward areas of improvement for the institute. These include:

- 1) **Adapting to the Dynamic Job Market:** The feedback highlights the need for the institute to better equip its students to navigate the ever-changing demands of the modern job market. This may involve updating curricula and incorporating industry-relevant skills to ensure graduates are more adaptable and competitive.
- 2) **Emphasizing Practical and Skill-Based Courses:** A recurring theme in the feedback is the necessity for a stronger focus on practical and skill-based courses. Such courses



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would enhance students' problem-solving abilities, making them more proficient in applying theoretical knowledge to real-world scenarios, a skill highly valued by employers.

3) Introducing Multidisciplinary Programs: The responses suggest the importance of introducing multidisciplinary courses that allow students to explore a wider range of concepts and fields. This approach would provide a more holistic education, preparing students to think critically and creatively in various domains of life and work.

4) Expanding Employer Engagement: To formulate a more comprehensive policy based on employer feedback, it is crucial for the institute to broaden its outreach to a larger pool of employers. Engaging more employers will provide a more robust dataset, allowing for more informed decisions regarding program enhancements and better alignment with industry needs.

Addressing these areas would not only improve the preparedness of students for professional challenges but also strengthen the institution's relevance in an increasingly competitive educational landscape.

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

Principal
B.B.K. College
Nagaon (Barpeta)