NALBARI COMMERCE COLLEGE

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FEEDBACK & ACTION TAKEN REPORT

2023-2024

Content:

Students' Feedback on Course

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Employee Feedback

Report on Students' Feedback on Course
Academic Session 2023-24

1.1.Introduction:

This report presents the findings of a student feedback survey conducted at Nalbari Commerce College, Nalbari, for the academic session 2023-24. The feedback study was aimed at assessing students' perceptions and satisfaction levels regarding key aspects of their academic experience, including course content and teaching, library services, campus facilities, and the performance of individual teachers.

A total of 307 students from various programs—B.Com. (3rd and 5th semesters), B.A. (3rd and 5th semesters), B.Voc. (3rd and 5th semesters), and M.Com. (3rd semester)—participated in the survey. Students were selected through a purposive sampling method to ensure a representative cross-section of different courses and academic levels, while individual respondents were selected randomly from these programs.

The survey covered a range of parameters:

Course Feedback: 10 parameters assessing the relevance, clarity, and effectiveness of the curriculum, teaching methodology, and subject content.

Library Services: 7 parameters focusing on the availability and quality of reading materials, reference books, digital resources, and library facilities.

Campus Facilities: 16 parameters covering infrastructure and facilities such as classrooms, computer labs, health services, sports, canteen, and grievance redressal mechanisms.

Individual Teachers: 9 parameters evaluating teaching effectiveness, communication, clarity, approachability, and support provided by the faculty.

The findings highlight both strengths and areas for improvement. Students expressed satisfaction with the course content, library services, and campus infrastructure, though some concerns were raised in areas such as sports facilities, health services, and the grievance redressal mechanism. Feedback on individual teachers showed a generally positive response, with some variability depending on the course and faculty. The college is encouraged to address areas requiring attention, particularly the need for better sports infrastructure, improved health services, and enhanced grievance mechanisms.

1.2.Methodology of the Feedback Study

Survey Design:

The survey was designed to capture comprehensive feedback on multiple aspects of the student experience at Nalbari Commerce College. The questionnaire was structured around four main categories:

1. **Course and Teaching Feedback**: 10 parameters focused on the quality, relevance, and delivery of the academic curriculum.
2. **Library Services**: 7 parameters assessing the availability, accessibility, and quality of library resources.
3. **Campus Facilities**: 16 parameters evaluating the physical infrastructure, facilities, and services provided on campus.
4. **Feedback on Individual Teachers**: 9 parameters assessing teaching effectiveness, student-teacher interaction, and support offered by faculty.

1.3.Sampling Method:

Students enrolled in B.Com., B.A., B.Voc., and M.Com. programs in the 3rd and 5th semesters during the academic session 2023-24. Purposive sampling was used to select students from different programs and academic levels, ensuring representation from all major courses. Within these groups, random sampling was used to select individual students to participate in the feedback study. A total of 307 students participated, making up a significant portion of the college's student body across different disciplines.

1.4.Data Collection:

Feedback was collected through **anonymous questionnaires** distributed to the selected students. Each parameter used a **Likert scale** (ranging from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree") to assess satisfaction levels for various aspects of the course, campus facilities, library services, and individual teaching performance.

1.5.Analysis and Reporting:

The quantitative data was analyzed using **descriptive statistics**, such as average scores and percentage distributions, to assess the level of student satisfaction for each parameter. The qualitative feedback was analyzed for common themes and specific areas of concern or praise. The findings were compiled into a comprehensive report, which includes both numerical data and descriptive analysis of student responses.

1.6.Limitations:

The sample size, while representative, may not fully capture the diversity of experiences across the entire student body. Since the feedback is based on students' subjective perceptions, it may

be influenced by personal expectations, experiences, and biases. Some parameters, such as sports facilities or grievance mechanisms, received relatively lower ratings, which could be indicative of broader concerns that may not be directly related to specific incidents but reflect ongoing institutional challenges.

1.7.   **Student Feedback on Course:**

2.   **Relevance of the Course Curriculum and Syllabus:** The course curriculum is considered relevant by students, with a strong average score of 4.19. This suggests that Gauhati University has done well in ensuring the curriculum aligns with contemporary academic and industry trends.

3.   **Availability of Optional Subjects within the Course:** Since optional subjects are determined by Gauhati University, the college has no control over this. However, the relatively low score (3.07) indicates that students feel limited by the options available.

4.   **Availability of Interdisciplinary Courses:** With a low score of 2.36, students feel that interdisciplinary courses are either non-existent or insufficient. Again, this decision lies with the university.

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Table-2.1
Student Feedback on Course

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Parameters	Total No. Of Respondents	Average
The course curriculum and syllabus are very relevant	307	4.19
There is availability of optional subjects within the course	306	3.07
There is an availability of interdisciplinary courses	307	2.36
There is ample scope for employability	307	4.29
The Course develops analytical skills	305	3.93
The course develops life skills	307	4.39
End semester exam results are timely announced	304	2.31
The assessment process is fair	306	4.43
Continuous assessment is done through sessional exams, seminars, group discussions, assignments, etc.	306	4.58
Opportunities for classroom learning are available through value-added courses, guest lectures, seminars, workshops, field visits, competitions, etc.	307	3.90
Overall Score	3059	3.75

5.   **Ample Scope for Employability:** The high score for employability (4.29) indicates that students are optimistic about their career prospects after completing the course. The university's curriculum likely includes skills that align with industry expectations.

6.   **Course Develops Analytical Skills:** Analytical skills are developed well in the curriculum, with a relatively high score of 3.93. However, this may not be enough for some students who seek more advanced opportunities for analysis and critical thinking.

7. **Course Develops Life Skills:** The course appears to be strong in developing life skills, with an average score of 4.39. This indicates that students find the courses to be beneficial for personal development.

8. **Timeliness of End Semester Exam Results:** The low score of 2.31 for timely result announcements suggests that students are frustrated with delays in result processing, which is likely a university-level administrative issue.

Student Feedback on Course
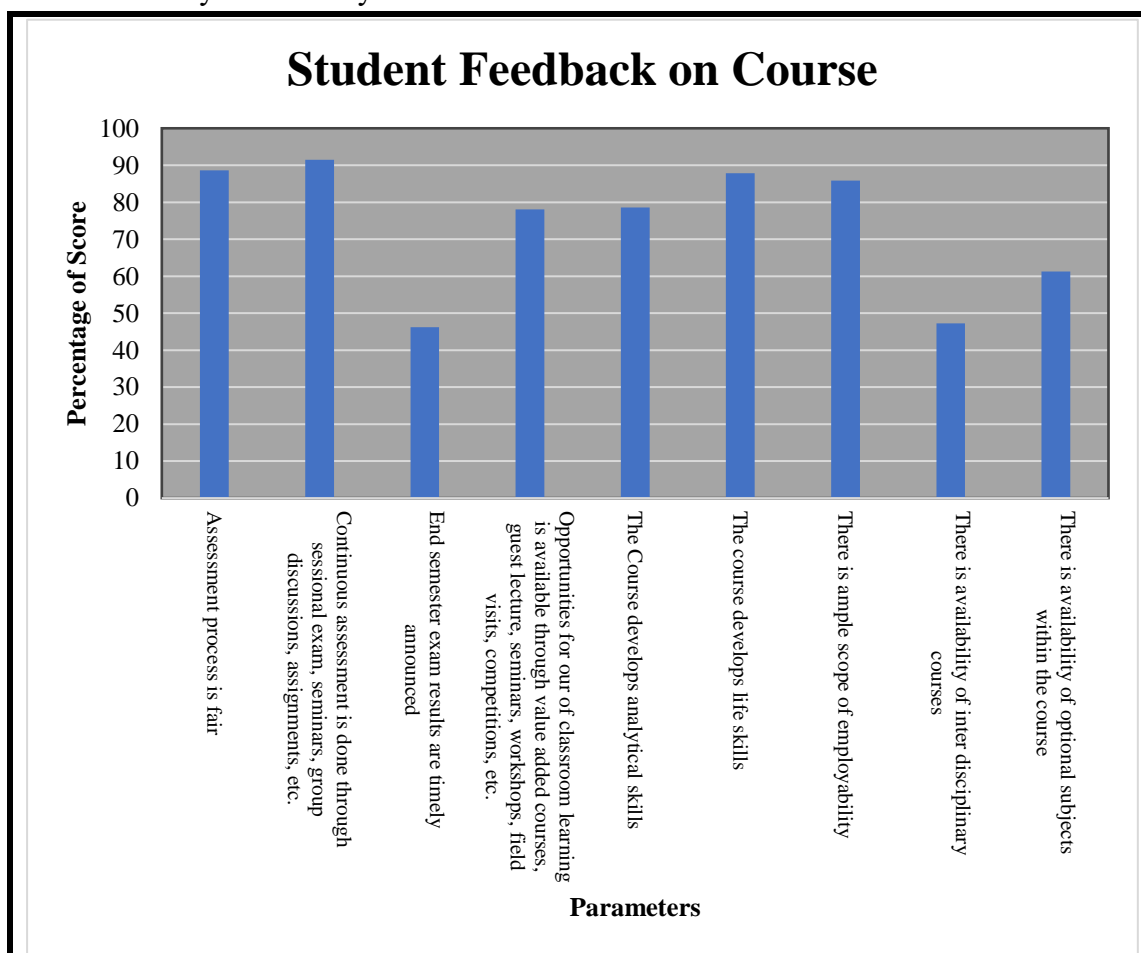
9. **Fairness of the Assessment Process:** A high score of 4.43 indicates that students perceive the assessment process as fair and transparent, which is a positive aspect of the university's system.

10. **Continuous Assessment Through Sessionals, Seminars, Group Discussions, Assignments, etc.:** Continuous assessment is rated highly (4.58), showing that students appreciate the variety of evaluation methods employed.

11. **Opportunities for Out-of-Classroom Learning (Workshops, Seminars, Field Visits, etc.):** The moderate score of 3.90 suggests that while there are some opportunities for out-of-class learning, students feel there could be more.

1.8.   Suggestions:

1. While the college cannot directly revise the curriculum, it can engage with the university to provide feedback about emerging trends and fields of study that may need

to be incorporated. Additionally, periodic workshops or webinars with industry experts can keep students updated on new developments.

2. The college could formally communicate this feedback to the university, advocating for a broader range of elective options. In the interim, the college could offer supplementary in-house programs, workshops, or value-added courses to provide students with some degree of flexibility.

3. Similar to the recommendation for optional subjects, the college can liaise with Gauhati University to request the introduction of interdisciplinary courses. In the meantime, the college could facilitate interdisciplinary exposure through joint seminars, guest lectures, or collaborations with other departments within the college.

4. Continue strengthening ties with the industry for internship programs, placement opportunities, and career counselling. The college can also organize employability-focused workshops on CV writing, interview preparation, and soft skills.

5. The college can supplement the university curriculum with activities that develop analytical skills, such as case study competitions, data analysis workshops, and business simulation exercises.

6. Continue to offer life skills development programs and perhaps introduce modules on leadership, time management, and emotional intelligence. These can be offered as part of extracurricular activities or value-added courses.

7. The college can address this issue by formally communicating with Gauhati University about the delays. It might be helpful to request a timeline for result publication or work with the university to explore digital systems that can expedite the grading process.

8. The college should continue to ensure that the assessment methods are clear and transparent. Periodic reviews and student feedback can help maintain fairness and transparency in assessments.

9. Maintain the current variety in assessment formats. To further enhance this, the college can introduce peer assessments or self-assessments, as well as provide more feedback to students to help them improve.

10. The college can work towards increasing experiential learning opportunities, such as organizing more field visits, hands-on workshops, and guest lectures. Collaboration with local businesses and organizations for real-world exposure could also be beneficial.

1.9. Action Taken Report

Given that some of the issues raised in the feedback (optional subjects, interdisciplinary courses) are beyond the control of the college, here are the actions that the college took:

1. **In-house Supplementary Programs**: To mitigate the limitations of university-designed courses, the college has been offering supplementary programs, such as workshops, and Add-on Courses on various subjects.

2. **Enhancing Career Services**: To strengthen employability opportunities through industry tie-ups, internships, and placement drives is essential. The college has also been hosting career guidance workshops to prepare students better for the job market.

3. **Increasing Experiential Learning Opportunities**: The college has continued to build upon opportunities for practical learning, such as seminars, workshops, field visits, and industry collaborations. These initiatives could be expanded to increase the exposure of students to real-world applications of their coursework.

<p style="text-align:center">Report on Students' Feedback on Teachers
Academic Session 2023-2024</p>

1.1. Students' Feedback on Teachers:

1. Bibhuti Bhusan Das (Management):

Bibhuti Bhusan Das has received strong ratings across almost all parameters, with an overall average score of **3.75**. His highest score comes in **Class delivery** (4.21), where he is particularly praised for engaging students effectively. **Knowledge base** and **Cooperation with students** are also areas where he excels, with scores of 4.1 and 3.97, respectively. These ratings suggest that he is not only knowledgeable but also approachable and willing to assist students. However, his **Punctuality** (3.77) and **Use of ICT** (3.77) are slightly lower, indicating room for improvement in time management and technological integration in teaching.

2. Dr. Kabin Sarma (Management)

Dr. Kabin Sarma has received generally positive feedback with an overall average score of **3.66**. His highest score comes in **Cooperation with students** (4.17), indicating his students find him approachable and helpful. **Knowledge base** (3.9) and **Class delivery** (3.89) are also strong, suggesting that he is well-prepared and effectively conveys the material. On the downside, his **Punctuality** (3.66) and **Communication skills** (3.72) could be areas for improvement. Despite these minor weaknesses, Dr. Sarma's overall performance is regarded as competent and effective.

3. Mercy Engtipi (Management)

Mercy Engtipi has received a moderate overall rating of **3.66**, with a mix of strengths and weaknesses. She scores well in **Class delivery** (3.65) and **Cooperation with students** (3.83), suggesting that she creates an engaging and supportive learning environment. However, her **Knowledge base** (3.6) and **Punctuality** (3.66) are lower, which may point to areas for improvement in preparedness and time management. Additionally, her **communication skills** (3.6) are average, which could impact how effectively she conveys the course material to students.

4. Pranab Jyoti Sarma (Management)

Pranab Jyoti Sarma has performed admirably with an overall average score of **3.91**. He stands out in **Cooperation with students** (4.16) and **Class delivery** (3.91), demonstrating a strong ability to engage with students and create an inclusive classroom atmosphere. His **Punctuality** (3.92) and **Knowledge base** (3.92) are also highly rated, showing that he is reliable and well-versed in his subject matter. His **Use of ICT** (3.63) could be improved, but overall, he is seen as an effective and approachable instructor.

5. Dr. Nupur Kalita (Accountancy)

Dr. Nupur Kalita has received excellent feedback with an overall average of **4.06**, the highest among the teachers listed. He shines in areas like **Syllabus coverage** (4.17), **Cooperation with students** (4.01), and **Teaching methods** (3.92). His **knowledge base** (3.71) and **Class delivery** (3.92) are also highly rated, indicating that he is both knowledgeable and effective at conveying the material. Dr. Kalita's strong communication skills and his ability to manage the classroom effectively contribute to his high ratings across the board.

6. Dr. Rimakhi Borah (Accountancy)

Dr. Rimakhi Borah has an overall average score of **3.73**, which suggests solid performance but with some areas for improvement. She scores well in **Class delivery** (4.06) and **Cooperation with students** (4.06), indicating a good connection with students and an engaging teaching style. However, her **Knowledge base** (3.73) and **Punctuality** (3.73) are more average, and her **Use of ICT** (3.85) while decent, could benefit from further integration of technology into teaching.

7. Bhagyashree Das (Accountancy)

Bhagyashree Das received a good overall rating of **3.84**. She stands out in **Cooperation with Students** (3.92), and **Class Delivery** (3.96), which suggests that she fosters a positive classroom environment and is effective at delivering her lessons. However, her **knowledge base** (3.6) and **Punctuality** (3.68) could be improved. Despite this, she remains a highly regarded teacher, particularly in terms of student interaction and engagement.

8. Jupitara Dutta (Accountancy)

Jupitara Dutta's ratings are somewhat mixed, with an overall average of **3.16**. She scores highly in **Use of ICT** (4.15) and **Class delivery** (4.00), suggesting she effectively uses technology to engage her students and delivers lessons well. However, her ratings for **Personality** (2.8) and **Knowledge base** (3.1) are low, indicating a need to work on building rapport with students and improving her subject expertise. Her **Punctuality** and **Communication skills** also show room for improvement.

9. Dr. Uddipana Gogoi (Finance)

Dr. Uddipana Gogoi has received strong ratings, especially in **Cooperation with students** (4.12) and **Class delivery** (4.04). With an overall average score of **3.70**, she is seen as approachable, effective in class, and good at conveying her knowledge. Her **knowledge base** (3.8) is also solid, though there is room for improvement in areas such as **Punctuality** (3.66) and **Teaching methods** (3.72), where her scores are a bit lower.

10. Dr. Rajat Bhattacharjee (Finance)

Dr. Rajat Bhattacharjee's overall performance score is **3.72**. His strengths lie in **Class delivery** (3.95) and **Teaching methods** (3.91), which reflect his ability to communicate effectively with students. However, his **knowledge base** (3.66) and **Punctuality** (3.71) could be slightly improved. Dr. Bhattacharjee's teaching style and classroom engagement, however, are highly appreciated.

11. Tapash Chakravarty (Finance)

Tapash Chakravarty's overall performance rating is **3.45**, with notable strength in **Syllabus coverage** (3.97). His scores in **Class delivery** (3.97) and **Use of ICT** (3.97) are also solid, indicating that his lessons are well-delivered and supported by technology. However, his **knowledge base** (3.3) and **Punctuality** (3.49) are lower, suggesting a need to improve preparation and time management.

12. Bibha Das (Maths)

Bibha Das scores well overall, with an average of **4.07**. Her highest ratings come in **Use of ICT** (4.13) and **Class delivery** (3.96), showing her ability to integrate technology effectively in her teaching. Her **knowledge base** (3.7) and **Syllabus coverage** (3.86) are strong, but there is a slight dip in her **Personality** and **Cooperation with students'** scores (3.25 and 3.62, respectively), which suggests room for improvement in building relationships with students.

13. Dipjyoti Baishya (Maths)

Dipjyoti Baishya's overall rating of **3.45** is moderate. His strength lies in **Syllabus coverage** (4.35) and **Knowledge base** (3.8). However, he struggles in areas such as **Communication skills** (3.3) and **Personality** (3.25), where he receives lower marks. This could suggest that while he is proficient in his subject, he may face challenges in communicating complex concepts to students and in building rapport with them.

14. Priyanka Swargiary (Economics)

Priyanka Swargiary has received good feedback, with an overall average of **3.68**. Her **Syllabus coverage** (4.19) and **Class delivery** (3.92) are strong, indicating she is well-prepared and delivers lessons effectively. Her **Cooperation with students** (3.85) is also well-rated. Areas like **Knowledge base** (3.7) and **Punctuality** (3.71) could benefit from improvement, but overall, she is a competent and well-regarded teacher.

15. Smita Choudhury (Economics)

Smita Choudhury received a relatively high overall rating of **3.59**. Her strongest scores are in **Cooperation with Students** (4.22) and **Class delivery** (3.97), indicating she is particularly effective in student interaction and delivering engaging lessons. Her **knowledge base** (3.7) and **Punctuality** (3.71) are decent, but there is room for improvement.

16. Dr. Ruplekha Thakuria Bania (Assamese)

Dr. Ruplekha Thakuria Bania has received solid ratings across most categories, with an overall average of **3.66**. Her highest scores come in **Knowledge base** (3.7) and **Class delivery** (3.66), where she demonstrates strong subject knowledge and effective communication in the classroom. However, her **Personality** (3.66) and **Punctuality** (3.66) are on the lower side, suggesting room for improvement in areas like building rapport with students and time management.

17. Manoj Kumar Kalita (English)

Manoj Kumar Kalita has received positive feedback with an overall average of **3.91**. He excels in **Class delivery** (3.92) and **Cooperation with students** (3.91), indicating that he creates a

positive and engaging classroom environment. His **knowledge base** (3.76) and **Syllabus coverage** (3.91) are also highly rated, showing that he is both well-prepared and effective in teaching. Areas for improvement include **Punctuality** (3.75) and **Communication skills** (3.64), but overall, his performance is regarded as strong.

18. Md. Saidul Islam (IT)

Md. Saidul Islam has received consistently low ratings across most parameters, with an overall average score of **2.69**, the lowest among the faculty members. His **knowledge base** (3.7) and **Cooperation with students** (3.13) are relatively decent, but his **Class delivery** (2.88) and **Use of ICT** (2.88) are significantly lower, suggesting difficulties in engaging students and utilizing technology effectively. His **Punctuality** (2.92) and **Communication skills** (2.93) further indicate that there may be concerns about his reliability and clarity in teaching. This low performance suggests a need for significant improvement in teaching methods, communication, and student interaction.

19. Dr. Devajit Mahanta (B.Voc. IT)

Dr Devajit Mahanta has a moderate overall rating of **3.51**. His **Syllabus coverage** (3.79) and **Class delivery** (3.67) are fairly well-rated, indicating that he is capable of covering the course material in a structured manner. However, his **Punctuality** (3.05) and **Knowledge base** (3.7) are lower, which could indicate areas where he may need to enhance his preparedness and time management. His **Cooperation with students** (3.91) is decent, reflecting a generally supportive approach to student engagement.

20. Abhijit Barman (B.Voc. IT)

Abhijit Barman has received an overall average of **3.37**, with notable strengths in **Class delivery** (4.15) and **Teaching methods** (3.97), suggesting that he is effective at delivering lessons and using teaching strategies that engage students. However, his **Punctuality** (3.11) and **Cooperation with students** (3.61) are lower, which could suggest issues with time management and student engagement. His **knowledge base** (3.7) is solid, but there is room for improvement in areas like reliability and fostering student rapport.

21. Dhritiraj Barman (English)

Dhritiraj Barman has received an overall average score of **2.85**, one of the lowest among the faculty. His ratings in **Punctuality** (2.81) and **Knowledge base** (3.7) are particularly concerning, and his **Cooperation with students** (3.47) is also relatively low. His **Class delivery** (3.46) is moderate, suggesting that he struggles to engage students effectively. Additionally, his **Personality** (2.85) and **Communication skills** (3.46) are below average, indicating that building rapport and improving communication could significantly enhance his performance.

Summary of Students' Feedback on Teachers

Faculty	Overall Score	Strengths	Areas for Improvement
Bibhuti Bhusan Das (Mgmt)	3.75	Class Delivery (4.21), Knowledge Base (4.1), Cooperation (3.97)	Punctuality (3.77)
Dr. Kabin Sarma (Mgmt)	3.66	Cooperation (4.17), Knowledge Base (3.9), Class Delivery (3.89)	Punctuality (3.66), Communication (3.72)
Mercy Engtipi (Mgmt)	3.66	Class Delivery (3.65), Cooperation (3.83)	Knowledge Base (3.6), Punctuality (3.66), Communication (3.6)
Pranab Jyoti Sarma (Mgmt)	3.91	Cooperation (4.16), Class Delivery (3.91), Knowledge Base (3.92)	Use of ICT (3.63)
Dr. Nupur Kalita (Accountancy)	4.06	Syllabus Coverage (4.17), Cooperation (4.01), Teaching Methods (3.92)	Knowledge Base (3.71), Class Delivery (3.92)
Dr. Rimakhi Borah (Accountancy)	3.73	Class Delivery (4.06), Cooperation (4.06)	Knowledge Base (3.73), Punctuality (3.73), Use of ICT (3.85)
Bhagyashree Das (Accountancy)	3.84	Cooperation (3.92), Class Delivery (3.96)	Knowledge Base (3.6), Punctuality (3.68)
Jupitara Dutta (Accountancy)	3.16	Use of ICT (4.15), Class Delivery (4.00)	Personality (2.8), Knowledge Base (3.1), Punctuality, Communication
Dr. Uddipana Gogoi (Finance)	3.7	Cooperation (4.12), Class Delivery (4.04)	Punctuality (3.66), Teaching Methods (3.72)
Dr. Rajat Bhattacharjee (Finance)	3.72	Class Delivery (3.95), Teaching Methods (3.91)	Knowledge Base (3.66), Punctuality (3.71)
Tapash Chakravarty (Finance)	3.45	Syllabus Coverage (3.97), Class Delivery (3.97), Use of ICT (3.97)	Knowledge Base (3.3), Punctuality (3.49)
Bibha Das (Maths)	4.07	Use of ICT (4.13), Class Delivery (3.96)	Personality (3.25), Cooperation (3.62)
Dipjyoti Baishya (Maths)	3.45	Syllabus Coverage (4.35), Knowledge Base (3.8)	Communication (3.3), Personality (3.25)
Priyanka Swargiary (Economics)	3.68	Syllabus Coverage (4.19), Class Delivery (3.92)	Knowledge Base (3.7), Punctuality (3.71)
Smita Choudhury (Economics)	3.59	Cooperation (4.22), Class Delivery (3.97)	Knowledge Base (3.7), Punctuality (3.71)
Dr. Ruplekha Thakuria	3.66	Knowledge Base (3.7), Class Delivery (3.66)	Personality (3.66), Punctuality (3.66)

Bania (Assamese)			
Manoj Kumar Kalita (English)	3.91	Class Delivery (3.92), Cooperation (3.91), Communication (3.75)	Punctuality (3.64),
Md. Saidul Islam (IT)	2.69	Knowledge Base (3.7), Cooperation (3.13)	Class Delivery (2.88), Use of ICT (2.88), Punctuality (2.92), Communication (2.93)
Dr. Devajit Mahanta (B.Voc. IT)	3.51	Syllabus Coverage (3.79), Class Delivery (3.67), Cooperation (3.91)	Punctuality (3.05), Knowledge Base (3.7)
Abhijit Barman (B.Voc. IT)	3.37	Class Delivery (4.15), Teaching Methods (3.97)	Punctuality (3.11), Cooperation (3.61)
Dhritiraj Barman (English)	2.85	Knowledge Base (3.7)	Punctuality (2.81), Cooperation (3.47), Personality (2.85), Communication (3.46)
Kuwali Deka (Assamese)	3.59	Use of ICT (3.97), Class Delivery (3.74)	Personality (3.32), Knowledge Base (3.32), Punctuality (3.32)
Bitopan Kalita (Assamese)	3.75	Class Delivery (3.77), Teaching Methods (4.05)	Knowledge Base (3.7), Cooperation (3.64), Punctuality (3.15)
Papari Bujarbaruah (Pol. Sci.)	2.9	Cooperation (3.87)	Knowledge Base (3.2), Class Delivery (3.35), Punctuality (3.11)
Gitumani Baishya (Education)	2.8	-	Communication (2.9), Class Delivery (3.13), Knowledge Base (2.9), Personality (2.8)
Manisha Barman (Education)	3.24	Class Delivery (3.76), Syllabus Coverage (3.76)	Knowledge Base (2.8), Cooperation (3.51), Punctuality (3.12), Communication (3.12)
Chinkumoni Adhikary (Sociology)	3.17	Cooperation (4.05), Knowledge Base (3.3)	Class Delivery (2.83), Personality (2.79), Punctuality (3.17)
Banti Sarma (Sociology)	2.61	None Identified	Class Delivery (2.83), Punctuality (3.12), Knowledge Base (2.9), Communication (3.11)

22. Kuwali Deka (Assamese)

Kuwali Deka has received a moderate overall rating of **3.59**. She excels in the **Use of ICT** (3.97) and **Class delivery** (3.74), showing that she is effective in integrating technology into her lessons and engagingly delivering them. However, her **Personality** (3.32) and **Knowledge base** (3.32) could benefit from improvement. **Punctuality** (3.32) is also lower, suggesting that she might need to work on time management and building stronger relationships with students to enhance her overall effectiveness.

23. Bitopan Kalita (Assamese)

Bitopan Kalita's overall average score is **3.75**, indicating strong overall performance. His **Class delivery** (3.77) and **Teaching methods** (4.05) are his strongest areas, indicating that he is effective in engaging students and using varied instructional strategies. His **knowledge base** (3.7) and **Cooperation with students** (3.64) are decent but could be further improved. **Punctuality** (3.15) is one area where he might need to focus on improving reliability, but overall, his teaching effectiveness is well-regarded.

24. Papari Bujarbaruah (Political Science)

Papari Bujarbaruah has received low scores overall, with an average of **2.9**. Her **knowledge base** (3.2) and **Class delivery** (3.35) are not particularly strong, and her **Punctuality** (3.11) and **Cooperation with students** (3.87) are below average. The low ratings across these critical areas suggest a significant need for improvement, especially in terms of course preparation, student engagement, and time management.

25. Gitumani Baishya (Education)

Gitumani Baishya has received a very low overall average of **2.8**. Her **communication skills** (2.9) and **Class delivery** (3.13) are subpar, suggesting that she faces difficulties in effectively delivering the course content and interacting with students. Her **knowledge base** (2.9) and **Personality** (2.8) are also below average, indicating challenges in both subject matter expertise and student rapport. Improvement in these areas would likely enhance her teaching effectiveness.

26. Manisha Barman (Education)

Manisha Barman has received a moderate rating with an overall average of **3.24**. Her **Class delivery** (3.76) and **Syllabus coverage** (3.76) are decent, but her **knowledge base** (2.8) and **Cooperation with students** (3.51) are relatively low. Her **Punctuality** (3.12) and **Communication skills** (3.12) also suggest room for improvement. While she performs reasonably well in some areas, there are clear weaknesses in student interaction and content delivery.

27. Chinkumoni Adhikary (Sociology)

Chinkumoni Adhikary's overall rating is **3.17**, reflecting moderate feedback. She excels in **Cooperation with students** (4.05) and **Knowledge base** (3.3), showing that she is supportive and knowledgeable. However, her **Class delivery** (2.83) and **Personality** (2.79) are weak, suggesting that she may struggle with student engagement and building a positive classroom environment. Her **Punctuality** (3.17) is also lower than desired.

28. Banti Sarma (Sociology)

Banti Sarma has received the lowest scores overall, with an average of **2.61**. Her **Class delivery** (2.83) and **Punctuality** (3.12) are particularly low, which could indicate struggles with effective lesson delivery and time management. Her **Knowledge base** (2.9) and **Communication skills** (3.11) are also below average. Significant improvements in subject

expertise, communication, and class management are necessary for enhancing her effectiveness as an educator.

1.2. Conclusion:

The analysis of individual teachers reveals a wide range of performance levels across departments. Several instructors, particularly from **Management**, **Accountancy**, and **Maths**, have received high ratings in areas like **Knowledge base**, **Class delivery**, and **Cooperation with students**. However, some teachers, especially from **IT**, **Education**, and **Sociology**, have received lower scores, particularly in **Punctuality**, **Communication skills**, and **Class delivery**, indicating the need for improvement in student engagement, preparation, and time management. Teachers who received lower scores should consider focused professional development in areas like ICT integration, teaching methodologies, and student interaction to enhance their effectiveness.

1.3. Suggestions:

1. Bibhuti Bhusan Das (Management)

Strengths: Strong **Class delivery,** and **Use of ICT** and **Knowledge base**. Excellent **Cooperation with students**.

Suggestions: Focus on **Punctuality**. Set clear classroom schedules and consistently integrate more technology into lessons, such as using online learning tools, digital presentations, or multimedia resources to enhance engagement. Attend workshops on **time management** to help improve punctuality.

2. Dr. Kabin Sarma (Management)

Strengths: High ratings in **Cooperation with students**, **Knowledge base**, and **Class delivery**.

Suggestions: Work on **Punctuality** and **Communication skills**. Consider using more interactive methods or feedback from students to improve the clarity and effectiveness of your communication. Participate in **communication skills workshops** or consider peer reviews for ongoing improvement.

3. Mercy Engtipi (Management)

Strengths: **Class delivery** and **Cooperation with students**.

Suggestions: Improve **Knowledge base** and **Punctuality** by reviewing and refining course materials before class and planning better to ensure adherence to schedules. Utilize **online resources** or attend faculty development programs to bolster your subject matter expertise and improve confidence in your delivery.

4. Pranab Jyoti Sarma (Management)

Strengths: Excellent **Class delivery**, **Cooperation with students**, and **Punctuality**.

Suggestions: Work on incorporating more **ICT tools** in the classroom, like digital quizzes, interactive apps, or learning management systems, to enhance student engagement and content delivery. Experiment with **flipped classroom** techniques or group discussions to further develop students' critical thinking.

5. Dr. Nupur Kalita (Accountancy)

Strengths: Outstanding **Syllabus coverage**, **Cooperation with students**, and **Teaching methods**.

Suggestions: Continue developing your **knowledge base** by engaging in continuous learning, attending advanced training sessions, or pursuing higher qualifications in emerging areas of accountancy. Consider creating additional **online resources** or **study guides** for students to help them understand complex topics more effectively.

6. Dr. Rimakhi Borah (Accountancy)

Strengths: Strong **Class delivery** and **Cooperation with students**.

Suggestions: Focus on **Punctuality** and **Knowledge base** by planning your lessons well in advance and considering more in-depth preparation for more challenging topics. Incorporate **active learning strategies** like case studies or problem-solving workshops to enhance comprehension and engagement.

7. Bhagyashree Das (Accountancy)

Strengths: Solid **Class delivery**, strong **Cooperation with students**.

Suggestions: Work on improving your **knowledge base** by exploring more advanced or specialized topics in accountancy, and attend webinars or workshops to stay updated. Improve **Punctuality** by setting reminders or creating a stricter class schedule to ensure that lessons begin and end on time.

8. Jupitara Dutta (Accountancy)

Strengths: Strong **Class delivery**.

Suggestions: Focus on improving your **Personality** and **Knowledge base** by engaging in more student-centred activities, such as group discussions or one-on-one mentoring sessions. Attend **communication workshops** or **student feedback sessions** to develop rapport and improve your classroom presence.

9. Dr. Uddipana Gogoi (Finance)

Strengths: Strong **Cooperation with students**, **Class delivery**, and **Knowledge base**.

Suggestions: Work on enhancing **Punctuality** by planning and setting structured class routines. Integrate more **ICT tools** into your teaching to create a more interactive and dynamic learning environment, perhaps using simulations or finance software tools for practical learning.

10. Dr. Rajat Bhattacharjee (Finance)

Strengths: Effective **Class delivery** and **Teaching methods**.

Suggestions: Focus on improving **Punctuality** and **Knowledge base**. Prepare materials ahead of time and make use of more detailed case studies or practical examples to strengthen the depth of your subject delivery. Take part in **peer review sessions** to get feedback from colleagues on how to enhance your content delivery and teaching methods.

11. Tapash Chakravarty (Finance)

Strengths: Strong **Syllabus coverage**, good **Class delivery**.

Suggestions: Focus on improving your **knowledge base** and **Punctuality**. Revise and research more in-depth materials on finance topics and make sure that classes begin and end on time. Use **real-world examples** in finance to connect theory with practice, which can engage students more effectively.

12. Bibha Das (Maths)

Strengths: Effective **Class delivery**.

Suggestions: Work on improving **Personality** and **Cooperation with students**. Attend professional development programs on **student engagement** to improve your rapport and foster a more approachable image.

13. Dipjyoti Baishya (Maths)

Strengths: Strong **Syllabus coverage** and **Knowledge base**.

Suggestions: Focus on improving your **Communication skills** and **Personality** to make your lessons more engaging. Engage students more actively with interactive activities and encourage participation in discussions. Improve **Punctuality** by setting clear goals for each session to manage class time more effectively.

14. Priyanka Swargiary (Economics)

Strengths: Strong **Syllabus coverage**, **Class delivery**, and **Cooperation with students**.

Suggestions: Improve **Knowledge base** and **Punctuality** by setting a routine for course material preparation and keeping track of time during lectures. Integrate more **case studies** or real-world examples to make abstract economic theories more relatable to students.

15. Smita Choudhury (Economics)

Strengths: Excellent **Cooperation with students** and **Class delivery**.

Suggestions: Focus on improving your **knowledge base** and **Punctuality**. Dedicate additional time to researching new economic developments and refining your lesson plans. Consider using more **interactive tools** (e.g., simulations, economic modelling) to enhance the learning experience for students.

16. Dr. Ruplekha Thakuria Bania (Assamese)

Strengths: Strong **Knowledge base** and **Class delivery**.

Suggestions: Improve **Personality** and **Punctuality** by engaging more with students outside class, organizing extra sessions, or fostering better communication with them. Consider attending **workshops on student interaction** to enhance your approachability and classroom dynamics.

17. Manoj Kumar Kalita (English)

Strengths: Excellent **Class delivery**, **Cooperation with students**, and **Knowledge base**.

Suggestions: Focus on improving **Punctuality**. Plan your lessons to ensure smoother class transitions and start on time. Attend **workshops on communication** to refine your speaking skills and improve clarity when explaining complex concepts.

18. Md. Saidul Islam (IT)

Strengths: **Moderate Cooperation with students**.

Suggestions: Focus on improving **Class delivery** and **Use of ICT**. Engage more with technology to make lessons interactive (e.g., using coding platforms or virtual learning environments). Attend **teaching training programs** to enhance your communication and presentation skills, ensuring better student engagement.

19. Dr. Devajit Mahanta (B.Voc. IT)

Strengths: Good **Syllabus coverage** and **Class delivery**.

Suggestions: Focus on improving **Punctuality** and **Knowledge base** by dedicating more time to researching the latest trends in IT education and integrating current industry practices. Encourage more **hands-on learning** or industry collaborations to connect theory with practice for a more engaging learning experience.

20. Abhijit Barman (B.Voc. IT)

Strengths: Good **Class delivery** and **Teaching methods**.

Suggestions: Work on improving **Punctuality** and **Cooperation with students**. Incorporate more student-driven projects, group work, or peer reviews to foster a collaborative learning environment. Increase the use of **ICT tools** to integrate more practical, tech-based activities into your lessons.

21. Dhritiraj Barman (English)

Strengths: Moderate **Class delivery**.

Suggestions: Focus on improving **Punctuality**, **Knowledge base**, and **Communication skills**. Preparing lessons in advance and practising delivery can help you manage class time more effectively and engage students more clearly. Engage with students more through **interactive learning techniques** (e.g., debates, and discussions) to enhance the overall learning experience.

22. Kuwali Deka (Assamese)

Strengths: Excellent **Class delivery**.

Suggestions: Focus on improving the **Personality** and **Knowledge base** by engaging more with students both inside and outside the classroom. Creating study groups or holding extra hours can foster closer relationships. Continue exploring new **ICT tools** to bring innovative methods into teaching.

23. Bitopan Kalita (Assamese)

Strengths: Strong **Class delivery** and **Teaching methods**.

Suggestions: Improve **Punctuality** and **Cooperation with students** by being more mindful of class schedules and engaging more with students individually. Attend workshops on **student motivation** or **classroom management** to further improve classroom dynamics.

24. Papari Bujarbaruah (Political Science)

Strengths: Moderate **Knowledge base**.

Suggestions: Focus on improving **Class delivery**, **Punctuality**, and **Cooperation with students**. Engage in more interactive teaching methods, such as group discussions or case studies, to make complex political theories more accessible. Review and refine your lesson plans to ensure clearer communication and better engagement with the students.

25. Gitumani Baishya (Education)

Strengths: Moderate **Class delivery**.

Suggestions: Focus on improving **Communication skills** and **Knowledge base**. Consider using more **visual aids** or examples to enhance lesson delivery. Attend **faculty development programs** to improve teaching techniques and stay updated on current educational trends.

26. Manisha Barman (Education)

Strengths: Good **Class delivery** and **Syllabus coverage**.

Suggestions: Work on improving the **Knowledge base** and **Cooperation with students** by seeking more in-depth knowledge in education-related topics and engaging with students through **extra sessions** or **online platforms**. Use more **interactive teaching methods** to encourage student participation.

27. Chinkumoni Adhikary (Sociology)

Strengths: Good **Cooperation with students** and **Knowledge base**.

Suggestions: Work on improving **Class delivery** and **Personality** by focusing on **interactive teaching methods**, such as **role plays**, **discussions**, or **debates**, which can help make complex sociological concepts more engaging. Attend **workshops on teaching methods** to boost student engagement and classroom presence.

28. Banti Sarma (Sociology)

Strengths: None identified.

Suggestions: Focus on improving **Class delivery**, **Punctuality**, and **Knowledge base**. Plan lessons well in advance and incorporate interactive teaching strategies to engage students better. Seek **peer feedback** on your teaching to identify specific areas of improvement and attend **workshops** to enhance both teaching techniques and subject knowledge.

Report on Students' Feedback on Library Services
Academic Session 2023-2024

1. Library Service-Brief Description of Findings:

The feedback provided by the students of Nalbari Commerce College on various parameters of the library services reflects a generally positive evaluation, with scores ranging from 3.62 to 4.44.

1. **Materials for Prescribed Readings** scored the highest at **4.18**, suggesting that students are highly satisfied with the availability of required reading materials.
2. **Reference Books** received a slightly lower score of **3.62**, indicating that while these resources are generally available, there may be occasional limitations in quantity or variety.

Feedback on Library Service
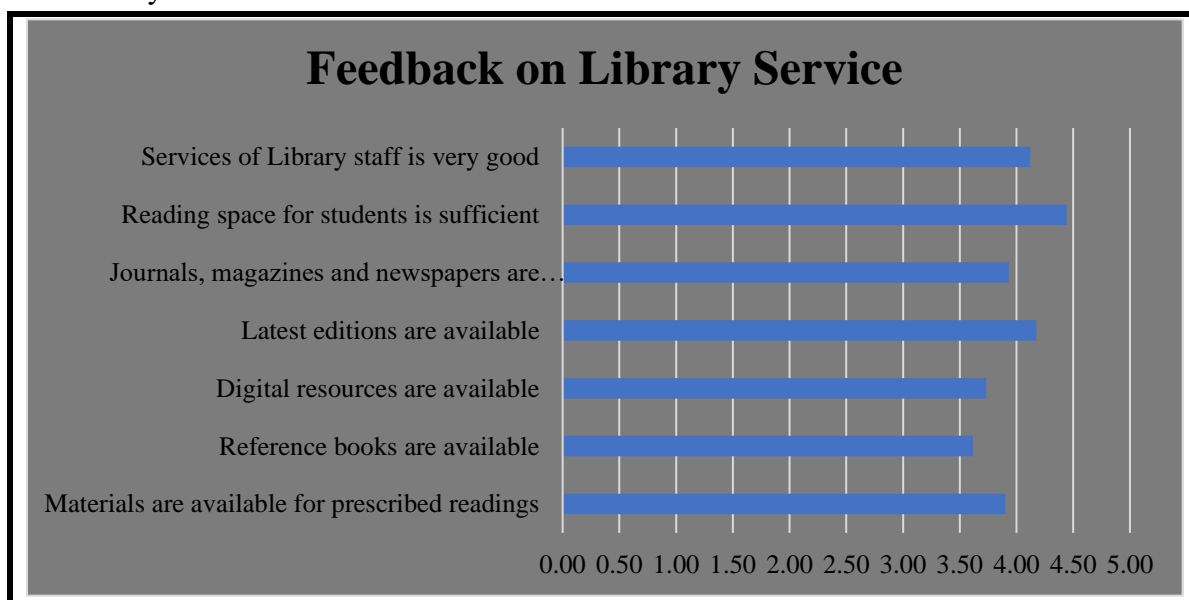
3. **Digital Resources** scored **3.73**, showing that students appreciate the library's digital offerings but might feel that improvements could be made in terms of access or variety.
4. **Latest Editions** scored the highest at **4.44**, demonstrating that the library is doing well in keeping up with the latest editions of books, which is crucial for maintaining academic relevance.
5. **Journals, Magazines, and Newspapers** scored **3.93**, reflecting strong satisfaction with access to periodicals but possibly suggesting some room for improvement in the range or quantity of publications.
6. **Reading Space** received a high score of **4.44**, indicating that students are very satisfied with the space provided for reading and studying.
7. **Library Staff Services** received a strong score of **4.12**, indicating high satisfaction with the assistance and support provided by the library staff.

Table-3.1
Library Service Score

Materials are available for prescribed readings	Reference books are available	Digital resources are available	Latest editions are available	Journals, magazines, and newspapers are available	Reading space for students is sufficient	The services of the library staff are very good
3.90	3.62	3.73	4.18	3.93	4.44	4.12

2. SWOT Analysis of Library Administration:

Strengths:
1. **Availability of Latest Editions** (4.44): The library excels in providing the latest editions of books, ensuring that students have access to up-to-date academic resources.
2. **Reading Space** (4.44): The library offers ample and comfortable reading space, which is a critical factor for student satisfaction.
3. **Library Staff Services** (4.12): Students are highly satisfied with the helpfulness and professionalism of the library staff.

Weaknesses:
1. **Reference Books** (3.62): While available, the reference materials may not be as comprehensive or updated as required by students, indicating a potential gap in this area.
2. **Digital Resources** (3.73): The digital library offerings may need improvement in terms of access, variety, or quality to meet student expectations better.

Opportunities:
1. **Enhance Digital Resources**: The library can invest in expanding its digital database and e-book collection, providing students with a more comprehensive range of online academic resources.
2. **Increase Access to Reference Books**: The library could focus on increasing the number of reference books, ensuring that they align with course requirements and research demands.

Threats:
1. **Rising Student Expectations**: As students increasingly rely on digital tools for learning, there could be growing expectations for more advanced digital resources, which may outpace the library's current offerings.
2. **Space Constraints**: If student numbers grow, there may be a threat of overcrowding in the reading spaces, reducing the overall effectiveness of the library environment.

3.6. Suggestions:
1. **Invest in More Reference Books**: The library should consider increasing its reference book collection, particularly in areas where students feel it is lacking. Collaboration with faculty to identify specific needs could help prioritize acquisitions.

2. **Upgrade Digital Resources**: To cater to the growing demand for online materials, the library can expand its digital resources, offering a wider range of e-books, journals, and databases.
3. **Enhance Periodical Collection**: Given that students rated journals, magazines, and newspapers positively, the library could look at expanding this section by including more diverse titles, especially in areas related to current affairs and business trends.
4. **Maintain and Improve Reading Space**: With high satisfaction regarding reading spaces, it's essential to maintain these facilities and consider expanding or updating the space if student numbers increase.

Report on Students' Feedback on Campus
2023-024

1. Brief Description of Findings:

The feedback provided by students regarding campus facilities at Nalbari Commerce College reveals a generally positive perception, with several facilities receiving strong ratings.

1. **Classroom Facilities** (4.38) and **Girls/Boys Common Room** (4.40) received the highest ratings, suggesting that students are highly satisfied with the infrastructure and spaces provided for their academic and social needs.
2. **Drinking Water** (4.57) is another area where students expressed high satisfaction, indicating that the water supply is clean and hygienic, which is crucial for student health and well-being.
3. **The Canteen Facility** (4.24) was also positively received, reflecting satisfaction with the food services on campus.
4. **Placement Guidance** (4.29) and **Career Counseling** (3.90) are areas where students feel they are supported in terms of preparing for life after college. While both scored well, placement guidance received a slightly higher rating, suggesting a stronger perception of its effectiveness.
5. **Internet Facility** (3.93) is satisfactory but may leave room for improvement in terms of speed or accessibility.

Table:5.1
Students' Feedback on Campus

Classroom facilities are	Digital equipment is available	Computer Lab is updated and...	Health service is sufficient	Girls/Boys Common room is available	The canteen facility is available	Drinking water is clean and...	The toilets are clean and hygiene	Placement Guidance is provided	Career counselling is provided	The Grievance Redressal...	Student Administration...	Extracurricular activities are...	Sports facilities are available	Internet facility is available	Recreational facilities are
4.38	3.82	3.87	3.57	4.40	4.24	4.57	3.37	2.5	3.9	4.29	3.52	3.91	3.76	3.51	3.93

6. **Health Services** (3.57) scored the lowest, indicating that students may feel that the campus health services are insufficient or could be enhanced in terms of quality and accessibility.
7. **Digital Equipment** (3.82) and **Computer Lab** (3.87) are also areas where the scores suggest some room for improvement, indicating that the availability of modern, updated resources may not fully meet students' needs.

8. **Grievance Redressal Mechanism** (3.52) and **Sports Facilities** (3.51) received relatively lower ratings, with students expressing dissatisfaction regarding the effectiveness of addressing grievances and the availability or quality of sports facilities.
9. **Recreational Facilities** (3.76) and **Student Administration Relationship** (3.91) were rated moderately, indicating that while the relationship between students and administration is generally positive, there could be improvements in both areas.

2 SWOT Analysis:

Strengths:
1. **Clean Drinking Water** (4.57): The campus provides clean and hygienic drinking water, a crucial aspect of student health and well-being.
2. **Classroom and Common Room Facilities** (4.38, 4.40): High satisfaction with classroom facilities and common rooms reflects well on the infrastructure provided for both academic and social interaction.
3. **Canteen Facility** (4.24): The canteen is well-regarded, indicating that students are satisfied with the food and services available on campus.
4. **Placement Guidance** (4.29): The availability of placement guidance services suggests strong career support for students.

Weaknesses:
1. **Health Services** (3.57): The campus health services are perceived as inadequate, with students feeling that this is an area needing significant improvement.
2. **Grievance Redressal Mechanism** (3.52): The grievance redressal system received the lowest rating, signaling that students may not find it effective or accessible for addressing their concerns.
3. **Sports Facilities** (3.51): The low rating indicates dissatisfaction with the availability or quality of sports infrastructure on campus.
4. **Digital Equipment and Computer Lab** (3.82, 3.87): While these facilities are functional, there is room for improvement in terms of the availability of modern digital equipment and the overall quality of the computer lab.

Opportunities:
1. **Improve Health Services**: Strengthening campus health services by adding medical staff or improving facilities could address student concerns and enhance overall well-being.
2. **Enhance Sports Facilities**: Investing in better sports infrastructure and increasing the variety of sports options could improve student satisfaction and promote physical fitness.
3. **Upgrade Digital and Computer Facilities**: Modernizing digital equipment and ensuring the computer lab is well-equipped can enhance students' academic experiences, especially for those in programs requiring technical resources.
4. **Strengthen Grievance Redressal**: Improving the grievance redressal mechanism by making it more transparent, accessible, and efficient could improve student trust and satisfaction.

Threats:
1. **Rising Student Expectations**: As the student population grows, so do their expectations for better and more varied campus facilities, particularly in areas like digital resources, health services, and sports.
2. **Resource Limitations**: Budget constraints may limit the ability to make improvements in infrastructure, digital resources, or services like health and grievance redressal.

5.3 Suggestions:
1. **Upgrade Health Services**: The college should consider improving health services by increasing staff availability, adding more medical equipment, or offering regular health check-ups and counselling services to students.
2. **Improve Grievance Redressal**: The grievance redressal system needs to be made more efficient, possibly by introducing a digital platform for submitting and tracking complaints to ensure transparency and quick resolution.
3. **Enhance Sports and Recreational Facilities**: The college could invest in upgrading sports infrastructure (e.g., better playing fields, and gym facilities) and increasing options for recreational activities to improve student engagement and well-being.
4. **Modernize Digital and Computer Labs**: To meet the growing digital demands, the college should look into upgrading its computer labs and ensuring that digital equipment is modern, accessible, and sufficient for students' academic needs.
5. **Strengthen Career Counselling and Placement Support**: While students rated career guidance positively, the college could enhance this by organizing more placement drives, internships, and professional skill-building workshops to help students transition into the workforce.

Report On Parents' Feedback on the Institution
2023-2024

1. Introduction:

This report summarizes the feedback received from guardians of students at Nalbari Commerce College. The feedback was collected to assess the guardians' perceptions regarding various aspects of the institution, including curriculum, evaluation system, sports and extracurricular activities, infrastructure, fee structure, teacher-student relationships, and grievance redressal mechanisms. The survey employed a Likert scale to quantify responses, with a range from 1 (Excellent) to 5 (Bad).

The results show that guardians generally express a high level of satisfaction with the institution across most parameters. Key strengths include the college's evaluation system, sports and extracurricular activities, and infrastructure, with scores of 4.18 or above. The fee structure was also rated positively, reflecting affordability. However, some areas like teachers-students relationships and non-teaching staff-student relationships received slightly lower ratings, indicating opportunities for improvement.

Methodology: Feedback was gathered from a random sample of 50 guardians of students enrolled at Nalbari Commerce College. A structured questionnaire containing 10 parameters was used to capture feedback. The parameters covered aspects such as the curriculum, evaluation system, campus infrastructure, fee structure, relationships with faculty and staff, library services, and grievance redressal mechanisms. Guardians had the option to provide open-ended feedback for further insights.

2. Findings

1. The curriculum received a score of 3.58, indicating general satisfaction, although there is room for improvement in aligning the curriculum with contemporary needs.
2. The Evaluation System was rated highly at 4.18, reflecting a positive response to the fairness and transparency of assessments.

Table 6.1
Guardians' Feedback on the Institution

Curriculum	Evaluation System	Sports and extracurricular activities,	Infrastructure	Fee Structure	Administration-Guardian Relationship	Teachers-Students Relationship	Non-teaching Staff-Students Relationship	Library Services	Grievance Redressal
3.58	4.18	4.62	4.42	4.52	4.22	4.18	3.66	4	4.2

3. Sports and Extracurricular Activities scored 4.62, showing that guardians are highly satisfied with the college's focus on extracurricular engagement.

4. Infrastructure was rated 4.42, indicating that the physical facilities of the college are well-regarded.
5. Fee Structure received a strong score of 4.52, reflecting positive feedback on the affordability and value of the fees.
6. The Administration-Guardian Relationship scored 4.22, indicating a healthy communication channel between the institution and parents.
7. The Teachers-Students Relationship received 4.18, suggesting that the relationship is positive, though there may be room for more engagement or improvement in faculty-student interaction.
8. Non-teaching Staff-Students Relationship scored 3.66, highlighting a potential gap in the engagement or support provided by non-teaching staff.
9. Library Services was rated 4.00, indicating general satisfaction with the availability and quality of library resources.
10. Grievance Redressal was rated 4.20, showing that guardians believe the college has an effective system in place for resolving grievances.

3. Strengths
1. Sports and Extracurricular Activities (4.62) is a standout area, indicating strong parental approval of the college's engagement with students outside the academic curriculum.
2. Fee Structure (4.52) was highly rated, showing that guardians find the college affordable and value-driven.
3. Evaluation System (4.18) and Grievance Redressal (4.20) received positive feedback, suggesting that the assessment and support mechanisms are fair and effective.
4. Infrastructure (4.42) is another area of strength, with good satisfaction regarding the physical facilities provided.

4. Weaknesses
1. Curriculum (3.58) received the lowest score, indicating that guardians feel there could be more alignment with current industry trends, or that the curriculum could be more modernized.
2. Non-teaching Staff-Students Relationship (3.66) indicates that there may be issues in the way non-teaching staff interacts with or supports students. This could be an area that requires improvement in terms of approachability or efficiency.

5. Suggestions
1. **Improve Non-teaching Staff Engagement:** The relationship between non-teaching staff and students should be strengthened. This could involve training for non-teaching staff on communication and student support, and fostering a more approachable environment.
2. **Enhance Teacher-Student Interaction:** While the teacher-student relationship scored positively, the college could benefit from more active initiatives that foster deeper interaction, such as mentoring programs, student feedback sessions, or informal academic forums.
3. **Focus on Expanding Facilities:** Although infrastructure was positively rated, continuous investment in upgrading classrooms, labs, and common areas can further enhance the learning environment.

Guardians express a generally positive view of Nalbari Commerce College, with a particular appreciation for the sports activities, fee structure, and evaluation system. However, attention is needed in areas such as curriculum modernization and improving the relationship between students and non-teaching staff. Addressing these areas could further enhance the institution's standing among guardians and contribute to a more supportive educational environment.

Employers' Feedback on the Product-employee
2023-2024

1. **Introduction:** This report presents the findings from the Employers' Feedback on the Product-Employee of Nalbari Commerce College. The feedback was gathered from 38 employers regarding the performance of 50 randomly selected employees who are alumni of the college. The study aimed to assess the competencies and workplace skills of these employees across various parameters such as personality, punctuality, leadership, communication skills, teamwork, and technology usage.

   The feedback was collected using a Likert scale (ranging from 1 to 5), where employers rated their level of satisfaction with employees on 15 specific parameters. The results reveal strong performance in several areas, such as personality, relationship with peers and seniors, and motivation at work. However, some concerns were raised regarding leadership quality, ability to meet workplace challenges, and creativity and innovation.

Table 7.1
Employers' Feedback on the Product-employee

Personality	Punctuality	Leadership Quality	Overall Communication Skill	Ability to Take up Responsibility	Relationship with seniors, peers, juniors	Planning and Organisational Skill	Ability to meet workplace challenges	Performance in job-	Creativity and Innovations	Contribution to the	Working ability as a team member	Motivation and enthusiasm in work	Ability to use technology in	Involvement in social activities
4.48	4.34	3.42	4.26	3.38	4.68	3.28	2.98	3.8	4.28	4.3	3.22	3.32	4.36	4.24

2. **Methodology** The feedback was obtained from 38 employers and evaluated 50 employees who are graduates of Nalbari Commerce College. Random sampling was used to select the employees, ensuring a broad representation of different sectors and job roles. A structured questionnaire with 15 parameters was used, where employers rated each parameter on a Likert scale (from 1 = Very Unsatisfied to 5 = Very Satisfied). The 15 parameters included personality, punctuality, leadership qualities, communication skills, and various other competencies like teamwork, technology use, and social involvement.

3. **Findings on Strengths:** Relationship with Seniors, Peers, and Juniors (4.68) received the highest rating, indicating strong interpersonal skills and the ability to maintain positive workplace relationships. Personality (4.48) was also highly rated, reflecting well on the overall character and behaviour of employees. Motivation and Enthusiasm in Work (4.36) suggest that employees are generally motivated and show enthusiasm in their roles. Working Ability as a Team Member (4.30) highlights that employees are effective in collaborative environments. Employees scored very well on parameters related to their relationships with peers, seniors, and juniors, showing strong teamwork and communication abilities. Motivation and Enthusiasm: High ratings for motivation (4.36) indicate that employees are generally driven and passionate about their work. Employers

were largely satisfied with the personality and professionalism of the employees, with a high score of 4.48.

Moderate scores in leadership (3.42) and the ability to take on responsibility (3.38) suggest that while employees may perform well in their roles, there is room for improvement in assuming leadership positions or handling more challenging tasks. The low score for creativity and innovation (3.22) highlights a potential lack of new ideas or problem-solving approaches in the workplace. Creativity and Innovation: Workplace Challenges: The ability to meet workplace challenges scored the lowest (2.98), indicating that employees may struggle with problem-solving or adapting to dynamic workplace environments.

4. **Areas of Concern:** Ability to Meet Workplace Challenges (2.98) and Creativity and Innovations (3.22) received the lowest scores, indicating that employees may struggle with adapting to challenges and showing innovation in their roles. Leadership Quality (3.42) and Ability to Take up Responsibility (3.38) also received moderate ratings, signalling a need for improvement in these areas. Planning and Organizational Skills (3.28) were also highlighted as weak areas for employees.

5. **Suggestions:** To improve leadership qualities, the college should introduce training programs or workshops focused on developing leadership and decision-making skills, and preparing students for managerial roles. The college could incorporate more courses or projects that encourage creative thinking, problem-solving, and innovation, which are essential in the modern workplace. Given the moderate ratings for planning and organizational skills, providing more practical, real-world exposure through internships or project-based learning could help students develop better organizational and time-management skills. Given the low rating for handling workplace challenges, incorporating modules that focus on stress management, adaptability, and resilience in the curriculum could help employees cope better with workplace pressures.

6. **Conclusion:** The feedback from employers highlights that Nalbari Commerce College alumni generally perform well in terms of personality, interpersonal relationships, and motivation at work. However, there is a need to focus on leadership development, creativity, and problem-solving abilities to enhance the overall workplace effectiveness of graduates. By addressing these areas through targeted training and curriculum adjustments, the college can better equip students for the demands of the modern workplace.

Employees' Feedback Report
2023-2024

The report presents a comprehensive evaluation of Nalbari Commerce College. It highlights its strengths and areas for improvement. Faculty members express a strong appreciation for the commitment of the college to participatory decision-making. It fosters an inclusive environment where staff and students can contribute to the governance and development of the institution. This collaborative approach not only enhances morale among faculty but also encourages a sense of ownership and responsibility among students.

In addition to its governance practices, the college is recognized for its innovative teaching methods. Faculty members are actively engaged in adopting new pedagogical strategies that enhance student learning experiences. This commitment to innovation is reflected in the curriculum, which is designed to be dynamic and responsive to the changing needs of the business world. The effectiveness of the examination system is also noted. with faculty members reporting that assessments are fair, transparent, and aligned with the learning objectives of the courses offered.

Sl. No	Statements	Average Score
1	The college encourages participatory decision-making by involving employees At various levels	4.2
2	The college encourages faculty members to innovate in teaching teaching-learning process.	4.3
3	The college authority encourages faculty members to invite experts from academia, research institutions and industry for workshops, seminars etc. organized by departments	3.9
4	The examination and evaluation system followed by the college is effective and fair in judging students' academic performance.	4.3
5	The college organizes adequate sports and extra-curricular activities for the development of students	3.6
6	The college has taken the initiative to improve the research environment in the college	4.3
7	The college administration is approachable and employee-friendly	3.6
8	The college has an effective grievance redressal mechanism	3.4
9	Employees are free to express and share their opinions, ideas, and suggestions	4.1
10	The ICT facilities available in the college are sufficient	4.5
11	The college has sufficient infrastructure to implement its academic activities	4.3
12	The college encourages its employees to participate in Seminars, conferences, FDPs etc.	4.1
13	The toilets are sufficient and regularly cleaned	2.9
14	Computer Labs are adequately equipped with hands-on training for students	4.2

15	The process of purchasing books, equipment and others is fair and transparent	4.5
16	The Central Library is adequately equipped with learning resources including e-resources	2.6
17	The library is optimally used by students, faculty, research scholars etc.	3.1
18	The timing of the library as well as the procedure for issuing and return of books as convenient	3.9
19	The college website is regularly updated and properly maintained	3.8
20	I would like to recommend the college to any aspiring students seeking admission.	4.8

However, the report does not shy away from addressing some significant concerns. One of the primary issues raised is the inadequacy of library resources. Faculty members have pointed out that the current collection of books, journals, and digital resources does not fully support the academic needs of students, particularly in a rapidly evolving field like commerce. This limitation could hinder the ability of the students to engage deeply with their studies and stay abreast of the latest developments in their disciplines.

Another area of concern is the cleanliness of the college facilities. Faculty feedback indicates that while the college provides a conducive learning environment, there are instances where maintenance and hygiene standards fall short.

Despite these challenges, the overall sentiment towards Nalbari Commerce College remains positive. The institution is viewed favourably by its faculty, who believe it offers a solid educational foundation for students. The high recommendation score for prospective students reflects this positive outlook, suggesting that many believe the college provides valuable opportunities for academic and personal growth. In summary, while there are areas that require attention, the strengths of Nalbari Commerce College, particularly in governance, teaching innovation, and assessment effectiveness, contribute to its reputation as a respected institution in the field of commerce education.

The following suggestions are provided to address the challenges:
1. The funding for books, journals, and digital resources, should be increased and access to e-resources should be improved.
2. To improve the cleanliness and hygiene regular inspection should be made.
3. Hardware/software should be increased and training for faculty to better utilize ICT tools should be imparted.
4. The grievance mechanism should be streamlined.
5. As the report reveals the approachability to administration is a little bit near to the ground, it should be increased.
6. A wide range of activities should be offered and students should be involved with these activities.
7. Library hours should be increased.
8. The college website should be improved.

The following actions were taken by the college authority:
1. Library purchase is increased.

2. The vice-principal of the college is given the responsibility of frequently monitoring the hygiene and cleanliness of the college's basic facilities.
3. The grievance redressal mechanism was made more transparent and the IQAC of the college is entrusted with the responsibility to oversee the function of the grievance redressal.
4. The NSS Cell of the college was asked to do more activities.

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