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(Affiliated to the University of Gour Banga); Recognized by the UGC u/S. 2(f) & 12(B)
Accredited by NAAC with Grade B+ (1st Cycle)

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Date: 06 September 2025

ANALYTICAL REPORT ON EMPLOYER'S FEEDBACK

June 2025/ Academic Session 2024–25

01

RESPONSE RECEIVED

12

ITEMS IN SCHEDULE

4.36

MEAN SCORE / 5

87.3%

SATISFACTION INDEX

1 PROFILE OF THE FEEDBACK EXERCISE

Title of the instrument	Employer's Feedback – June 2025 (Academic Year 2024-25)
Academic session covered	2024–25 (1st July 2024 to 30th June 2025)
Month of collection	June 2025
Mode of collection	Online, through a structured Google Form circulated by the IQAC
Number of responses received	01 (one), as available in the response copy placed before the IQAC
Structure of the schedule	05 identification fields + 11 rated (closed-ended) items + 01 open-ended comment + 01 overall institutional star rating
Items taken up for scoring	11 rated items (the star-rating item is not discernible in the printed copy and has been excluded from the mean)
Respondent category	Employer-side authority of the institution; identity withheld
Confidentiality	Name, designation, e-mail address and contact number of the respondent have been withheld in keeping with feedback confidentiality norms
Date of this analysis	06 September 2025

Purpose. Employer feedback is collected twice every year to ascertain how the employing authority assesses the professional conduct, academic delivery and institutional contribution of the teaching staff, and to convert that assessment into concrete quality-improvement measures. This report places on record the responses received in June 2025, analyses them item by item, and proposes a set of action points for consideration by the IQAC and the competent authority.

2 SCORING KEY ADOPTED FOR ANALYSIS

The schedule uses descriptive (non-numeric) options. For the purpose of quantitative analysis, each option has been normalised on a uniform five-point scale as shown below. No weightage has been applied; all items carry equal value.

Score band	Descriptive options mapped to the band	Frequency
5 – Highest	Very Satisfied / Excellent / Always meets deadlines	4 items
4 – High	Good / Effective / Usually on time / Likely	7 items
3 – Moderate	Average / Neutral / Sometimes delayed / Neither likely nor unlikely	Nil
2 – Low	Below average / Dissatisfied / Often delayed / Unlikely	Nil
1 – Lowest	Poor / Very dissatisfied / Never meets deadlines / Very unlikely	Nil

Result. All eleven rated items fall in the two highest bands. The arithmetic mean of the rated items is 4.36 on a five-point scale, which translates to a satisfaction index of 87.3 per cent. No response was recorded in the moderate, low or lowest bands.

3 GRAPHICAL ANALYSIS

3.1 Distribution of responses

The doughnut chart below shows how the eleven rated responses are spread across the descriptive options actually chosen by the employer. “Good” accounts for the largest share, followed by the top-band responses.

Distribution of Responses Across Rating Options (n = 11 rated items)

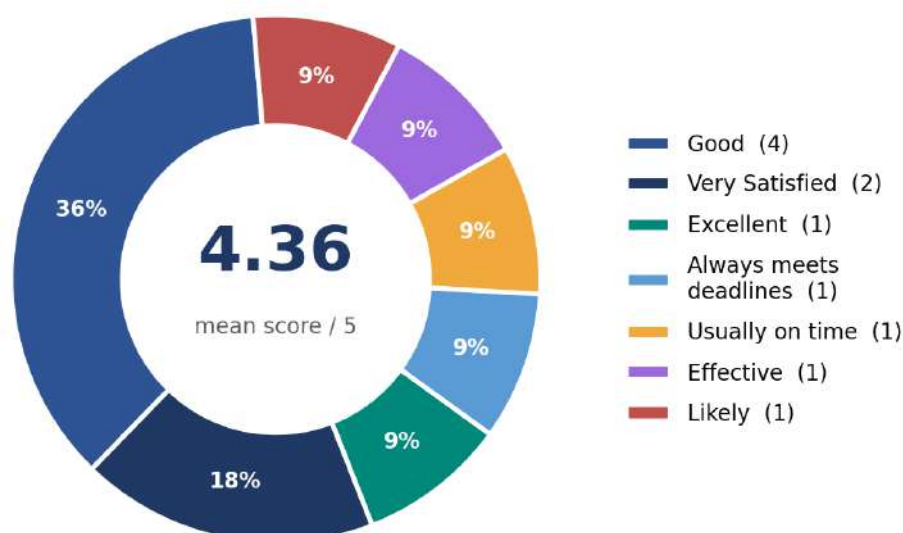


Fig. 1 Share of each descriptive option in the eleven rated items

3.2 Parameter-wise scores

Four parameters attain the maximum score of five, while seven stand at four. The broken line marks the overall mean of 4.36.

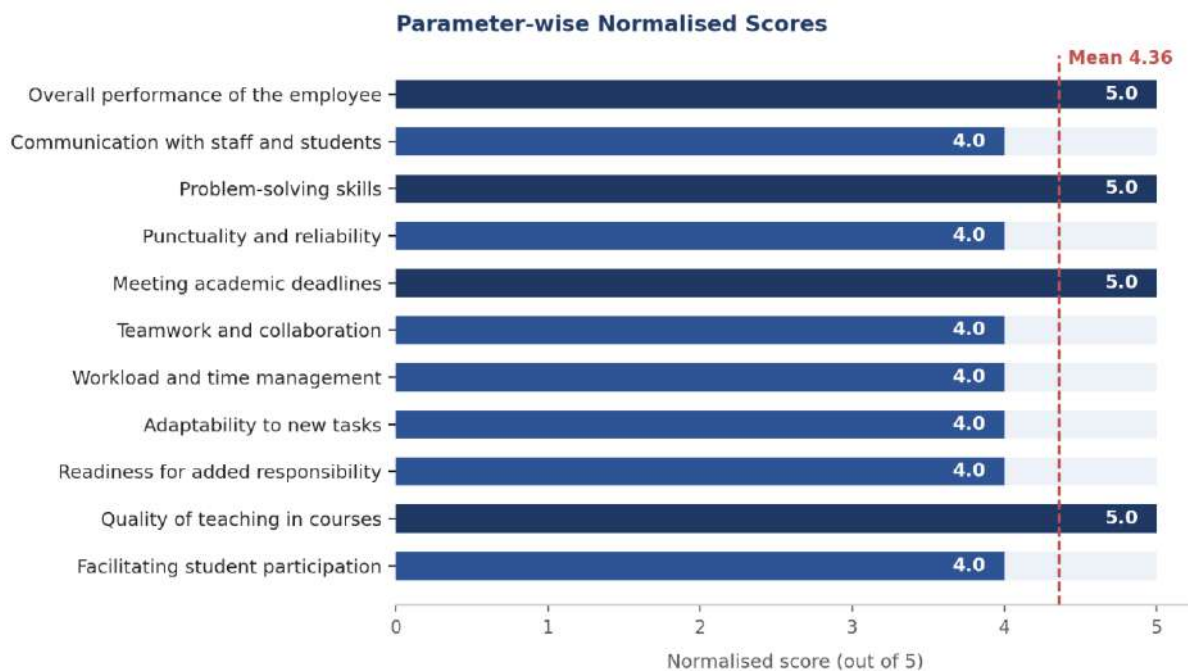


Fig. 2 Normalised score obtained on each rated parameter

3.3 Thematic domain profile

The eleven parameters have been grouped into five thematic domains. Academic delivery emerges as the strongest domain, while interpersonal skills and growth potential mark the two areas where the employer stopped short of the highest band.

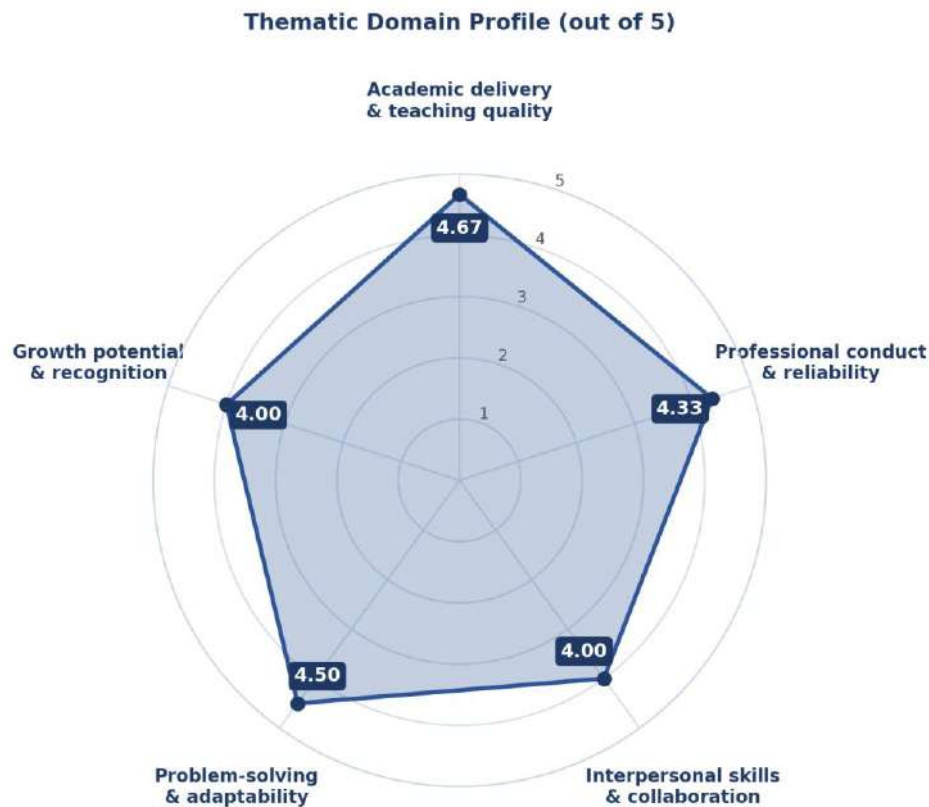


Fig. 3 Domain-wise averages derived from the rated parameters

Domain	Parameters included	Avg.	Remark
Academic delivery & teaching quality	Deadlines, quality of teaching, student participation	4.67	Strongest domain
Problem-solving & adaptability	Problem-solving skills, adaptability to new tasks	4.50	Strong
Professional conduct & reliability	Overall performance, punctuality, workload management	4.33	Strong
Interpersonal skills & collaboration	Communication, teamwork	4.00	Scope for improvement
Growth potential & recognition	Readiness for promotion or added responsibility	4.00	Scope for improvement

4

ITEM-WISE ANALYSIS OF RESPONSES

Sl.	Item in the feedback schedule	Response	Score	Observation of the IQAC
1	How satisfied are you with the overall performance of your employee?	Very Satisfied	5	The highest available option. The employing authority records complete satisfaction with overall performance, which reflects well on recruitment, induction and day-to-day academic supervision.

Sl.	Item in the feedback schedule	Response	Score	Observation of the IQAC
2	How well does the employee communicate with you, other staff and students?	Good	4	Communication is rated favourably but one band below the top. There is room for more structured and documented communication between the administration, departments and students.
3	How would you rate the employee's problem-solving skills?	Excellent	5	Top band. Indicates confidence in the ability of the teaching staff to resolve academic and administrative difficulties independently and promptly.
4	How punctual and reliable is the employee?	Usually on time	4	Favourable, though short of "Always on time". Occasional deviation is acknowledged; this should be read together with the workload observation recorded in the comment.
5	How well does the employee meet deadlines related to teaching-learning, evaluation process and other academic activities?	Always meets deadlines	5	Top band. Adherence to the academic calendar, internal assessment schedules and evaluation timelines is affirmed without reservation, which is a significant strength for semester-based functioning.
6	How would you rate the employee's teamwork and collaboration skills?	Good	4	Collaboration is sound. Further gain is possible through cross-departmental initiatives and more active participation in committees and cells.
7	How effective is the employee in managing their workload and time?	Effective	4	Workload is being managed effectively rather than optimally. The open-ended comment identifies the cause as faculty strength rather than individual capacity.
8	How would you rate the employee's adaptability to changes and new tasks?	Good	4	Adaptation to curricular reform, digital platforms and new responsibilities is satisfactory; sustained capacity-building would raise this to the highest band.
9	How likely are you to recommend such employee for a promotion or additional responsibilities?	Likely	4	A positive but measured endorsement. It suggests readiness for higher responsibility subject to wider exposure and structured leadership opportunities.
10	How satisfied are you with the quality of teaching in the courses offered in the college?	Very satisfied	5	Top band. An institution-level endorsement of the academic delivery across programmes, and a directly quotable indicator for quality documentation.
11	How well does the teacher encourage and facilitate student participation in class?	Good	4	Participatory teaching is in practice. Greater use of activity-based, seminar-based and discussion-based methods would strengthen learner-centric delivery.
12	Your overall rating for the institution as a whole (five-star scale)	Very Satisfied	—	The employer is fully satisfied about this institution as a whole.

5 ANALYSIS OF THE OPEN-ENDED COMMENT

“Due to the limited number of faculty, the workload is naturally much higher. Nonetheless, each faculty member tries their best.”

The single qualitative observation does not report a deficiency in performance; it records a structural constraint. Three points follow from it. First, the constraint identified is the sanctioned and working strength of faculty, not the commitment of individual teachers, and the concluding clause of the comment is an explicit acknowledgement of that commitment. Second, it explains the two ratings that stopped just short of the top band, namely workload and time management and punctuality and reliability, since a heavier teaching and administrative load naturally compresses both. Third, and most importantly for quality assurance, the remedy lies largely outside the classroom: it requires recruitment, rational distribution of workload and administrative support rather than pedagogic correction.

6 KEY FINDINGS

Strengths recorded

Adherence to academic deadlines, quality of teaching and problem-solving ability all attain the highest band; overall satisfaction with employee performance is recorded as “Very Satisfied”. No item was rated below the second-highest band, and the overall satisfaction index stands at 87.3 per cent.

Areas indicated for attention

Communication, teamwork, adaptability, punctuality, workload management, student participation and readiness for higher responsibility each rest one band below the maximum, giving a consistent and modest margin for improvement across the interpersonal and developmental domains.

Constraint reported

Limited faculty strength resulting in a heavier workload, as recorded in the open-ended comment.

Limitations of the exercise

The analysis rests on a single response, so the findings are indicative rather than statistically representative.

7 PROBABLE ACTION POINTS PROPOSED

The following action points are placed for consideration and approval of the competent authority, and for inclusion in the Action Taken Report of the ensuing session.

Sl.	Proposed action	Responsibility	Timeline
1	Place the faculty-strength and workload observation formally before the Governing Body and pursue sanction of additional teaching posts, with guest or contractual appointments as an interim measure.	Principal / Teacher-in-Charge and Governing Body	Within the next academic session

Sl.	Proposed action	Responsibility	Timeline
2	Conduct a departmental workload audit and rationalise the distribution of teaching, evaluation and committee duties on an equitable basis.	Academic Sub-Committee with Heads of Departments	Within the next academic session
3	Strengthen internal communication through minuted departmental meetings, an acknowledgement register for circulars and documented mentor–mentee records.	All Departments and Cells, monitored by IQAC	Continuous
4	Organise at least two Faculty Development Programmes in the session on learner-centric pedagogy, time and workload management, and the ethical use of ICT and AI tools, to address the adaptability and participation bands.	IQAC with Placement & Skill Development Cell	One in each semester
5	Promote participatory classroom practice through seminar presentations, group discussion, project work and activity-based learning, and record the same in departmental reports.	All Departments	Every semester
6	Reinforce attendance and class-engagement monitoring, and recognise consistent performance in the annual institutional review.	Principal / Teacher-in-Charge with IQAC	Continuous
7	Build a leadership pipeline by assigning willing faculty members additional responsibility in cells and committees with structured mentoring, so that readiness for higher responsibility moves to the highest band.	Principal / Teacher-in-Charge with IQAC	Within the current session

8 CONCLUSION

The employer's feedback for June 2025 is positive throughout. Every rated parameter falls within the two highest bands, the mean stands at 4.36 on five, and the institution receives an unqualified endorsement on the quality of teaching and on adherence to academic deadlines. The single reservation recorded is not one of performance but of capacity: a limited faculty strength against a rising academic and administrative load. The action points proposed above are accordingly directed at two ends, namely strengthening human resources and workload distribution on the one hand, and consolidating communication, collaboration and learner-centric practice on the other. It is further recommended that the feedback base be widened in the next cycle so that the exercise yields a broader evidentiary foundation for institutional quality assurance.

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