

GOVERNMENT SERCHHIP COLLEGE



FEEDBACK REPORT

2022-2023

INTRODUCTION

During the 2022-2023 academic year, Government Serchhip College collected feedback from key stakeholders, including students, teachers, parents, and alumni, to assess various aspects of the institution's performance. The feedback covered areas such as teaching quality, curriculum, institutional support, and overall satisfaction with the college experience. Each group's insights provide a comprehensive overview of strengths and areas requiring improvement, offering valuable input for institutional growth. This report details the specific feedback from each group, starting with students' feedback on their teachers, a Student Satisfactory Survey, and an Exit Survey.

Each feedback report will be detailed in the sections below.

1. STUDENTS FEEDBACK REPORT:

- a) Students feedback on their teachers
- b) Student satisfactory survey
- c) Exit Survey

a) REPORT ON STUDENTS FEEDBACK ON TEACHERS:

Students submitted feedback on their respective teachers at the end of the session based on 10 criteria established by the Feedback Committee under the Internal Quality Assurance Cell (IQAC). All responses are kept confidential and anonymized to protect the identities of the participants, ensuring that students can share their honest opinions without fear of consequences. The primary goal of this feedback system is to assess teacher performance and improve the quality of teaching. Teacher performance ratings were analyzed, and both teachers and departments were ranked according to their average scores. During this session, the Department of Mathematics received the highest ranking among the students' feedback, followed by Department of History and Department of Zoology. Individual reports, co-signed by the Principal, were distributed to the respective teachers for their personal review and improvement. The top 10 teachers and top 3 departments were recognized by the Principal, with their reports published on the college website. Teachers in the bottom 5 rankings were counselled by the Principal to help them improve their teaching performance.

b) STUDENT SATISFACTORY SURVEY REPORT:

The Student Satisfactory Survey for the academic session 2022-2023 was conducted to evaluate various aspects of the teaching, learning, and evaluation processes at the institution. This comprehensive survey gathered feedback from students on topics ranging from syllabus coverage and

teacher preparedness to the use of technology in classrooms and the overall quality of the educational experience. The responses provided valuable insights into areas where the institution is excelling, as well as opportunities for further improvement. The survey's findings not only reflect the general satisfaction of students but also highlight specific areas of concern, contributing to the institution's continuous quality enhancement efforts.

Overall, the feedback collected showcases a largely positive view of the teaching and learning environment, with students appreciating the integration of ICT tools, the thorough preparation of teachers, and their communication skills. However, some suggestions were made to enhance the learning experience further, particularly in terms of improving infrastructure, providing more practical learning opportunities, and fostering a more personalized, student-centered approach. This report provides a detailed breakdown of student opinions, offering a clear understanding of what works well and what could be enhanced to support students' academic growth and overall development.

c) EXIT SURVEY REPORT:

The Exit Survey gathered feedback from outgoing students under the criteria – a) Institution and b) Curriculum.

The institution and curriculum feedback implemented during the 2022-2023 academic year was designed to gather insights from the outgoing students regarding various aspects of the institution. The feedback was collected using a structured format where respondents were asked to rate different areas on a 5-point scale, with 1 indicating "Poor" and 5 indicating "Excellent."

The Exit Survey shows that stakeholders were most satisfied with the campus experience, followed by the teaching and learning process, with similar positive feedback for college administration and extracurricular activities. Faculty performance was viewed favourably, though there is room for improvement. Library facilities received the lowest ratings, indicating a need for enhanced resources. In terms of curriculum, the syllabus structure and content were well-regarded, but areas such as career-oriented curriculum and elective offerings require attention. The difficulty level of the syllabus was the lowest-rated aspect, suggesting a need for more balanced course challenges.

2. TEACHER'S FEEDBACK REPORT:

Feedback from teachers were collected across three domains—

- 1) Institution,
- 2) Curriculum, and
- 3) Institutional Quality Assurance Cell (IQAC)

The teacher feedback on institutional aspects reveals both strengths and areas needing improvement within the college. High levels of satisfaction were noted in participatory decision-making (92.59%), academic freedom to adopt new teaching techniques (100%), and the approachability of administration (96.29%), indicating a positive, inclusive, and flexible environment. However, concerns arose in areas such as toilet maintenance (62.97% neutral or dissatisfied), library resources (33.32% neutral or negative), and cleanliness in offices and teacher's rooms (59.25% neutral or dissatisfied). Furthermore, research encouragement and support for conferences also received mixed feedback, signaling room for enhancing faculty support and infrastructure maintenance to further improve institutional effectiveness.

The analysis of teacher feedback on the curriculum reveals overall satisfaction with key aspects but also highlights areas for improvement. Most teachers (85.18%) feel that the curriculum aligns well with stakeholder needs, and 96.29% agree that course objectives are clearly defined. However, while 66.67% believe in a balanced approach between theory and practical learning, 25.93% remain neutral, and some express concerns about the practical components. Library resources received mixed feedback, with 44.44% satisfied but 40.74% neutral and 14.81% dissatisfied, indicating gaps in available reference materials. While 77.78% agree that the institution supports teaching and research, the National Education Policy (NEP) 2020 received more varied responses, with around half of the respondents recognizing its positive impact, yet high neutrality suggests uncertainty or incomplete implementation. The execution of NEP 2020 standards, multidisciplinary approaches, and preparation for future challenges are perceived favourably by just over 50%, but the significant neutrality across these areas indicates room for more effective communication or clearer demonstration of policy benefits.

The analysis of teacher feedback on the Internal Quality Assurance Cell (IQAC) indicates a generally positive perception of its effectiveness and communication. A substantial 81.48% of respondents feel their roles align with the responsibilities assigned by IQAC, though the 18.52% who remain neutral suggest a need for clearer task delegation. Remarkably, 100% agree that IQAC effectively publicizes its initiatives, highlighting strong communication regarding activities and developments. Furthermore, all participants believe IQAC enhances the quality of education and institutional performance, with nearly 30% expressing strong agreement. A significant 88.89% of respondents feel confident in their performance of assigned duties, while 96.3% perceive IQAC initiatives as transparent, indicating high trust in its processes. However, 18.52% of faculty members are neutral about the consideration of their suggestions, suggesting potential gaps in responsiveness. The relationship between IQAC and teaching faculty is viewed as amicable by 92.6% of respondents, but the

7.41% who are neutral indicate room for improvement in collaboration. Overall, while IQAC is recognized for fulfilling its role effectively, there are opportunities to enhance faculty engagement and communication further.

3. PARENTS' FEEDBACK REPORT:

The feedback from parents reflects a strong level of satisfaction with the institution's approach to teaching, with many confirming its effectiveness. Most parents also agreed that the strategies used by teachers are engaging, though some had no opinion on this aspect. The relationship between teachers and students was viewed positively by the majority. However, opinions about the syllabus were more divided, with some parents expressing concern over its difficulty, while others were satisfied or neutral. Fairness in grading and college activities was generally affirmed, with few concerns raised.

Regarding co-curricular activities, a majority of parents found them adequate, and most confirmed that they provide enough time for their child to study at home. Additionally, almost all parents indicated they would recommend the college to others, suggesting a high overall level of satisfaction. These insights offer valuable feedback for the institution, highlighting strengths in teaching and engagement, while also indicating areas where the syllabus might be reviewed and adjusted.

ALUMNI FEEDBACK REPORT:

The alumni feedback analysis indicates a strong sense of pride and positive sentiment among alumni towards the college. A significant majority (64.5%) express that they feel proud to be associated with the college, and over 90% agree or strongly agree that they gained adequate knowledge during their studies. Alumni also acknowledge the impactful learning and motivation received from their teachers, with 58.1% strongly agreeing it helped in their lives. Additionally, most respondents appreciate the career guidance provided, and nearly all (96.8%) express a willingness to contribute to the college's development. The cooperative nature of teachers and strong student-teacher relationships were also highlighted as key positive aspects of the college experience.

The college's engagement with alumni is viewed favourably by most respondents, with 61.3% agreeing that GSC involves them in its activities. Alumni are also appreciative of recent developments at the college, with 93.6% considering these improvements commendable. Furthermore, a high percentage of alumni (90.4%) have recommended their college to others, indicating strong advocacy for the institution. Overall, this feedback reflects a positive, supportive alumni community that values its connection to Government Serchhip College and is willing to contribute to its continued growth.