

# **GOVERNMENT SERCHHIP COLLEGE**



## **FEEDBACK REPORT**

**2021-2022**

## **INTRODUCTION**

Feedback is an essential component of the educational system. It can be incorporated to enhance teaching and learning techniques since it has an immediate impact on the process of acquiring knowledge and has a direct impact on both teaching and learning. Feedback is seen as a crucial way to facilitate students' development as independent learners who can monitor, evaluate, and regulate their learning, allowing them to feed up and beyond graduation into professional practice (Ferguson, 2011).

Throughout 2021-2022, feedback was gathered from

1. Students,
2. Teachers,
3. Parents, and
4. Alumni.

Each feedback report will be elaborated upon as follows:

### **1. STUDENTS FEEDBACK REPORT:**

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

#### **a) Report on Monthly students feedback on teachers:**

Govt. Serchhip College implemented the 'Monthly Students' Feedback on Teachers' system using Google Forms. Feedback collection occurred during the peak months of uninterrupted teaching sessions, namely August and September 2021, and February and March 2022. Students provided feedback on their respective teachers according to criteria established by the Feedback Sub-Committee under the Internal Quality Assurance Cell (IQAC) (refer to Table 1). All evaluations are kept confidential and anonymised to ensure the anonymity of the respondents. It is crucial for students to feel free to express their honest opinions without fear of reprisal. The primary objective of this feedback system is to evaluate teacher performance and enhance teaching quality. Ratings from all four months were aggregated to analyze each teacher's performance and teachers and departments were ranked based on their average scores. Individual reports were emailed to the respective teachers for their personal analysis and improvement. Additionally, all reports were submitted to the Principal for review. The top 10 teachers and the top 3 departments were recognized by the Principal, and their reports were published on the website. Conversely, those in the bottom 5 were counselled by the Principal to enhance their teaching performance.

**b) Student Satisfactory Survey report:**

The Student Satisfactory Survey for the academic year 2021-2022 provided valuable insights into various aspects of the academic experience. Students reported significant syllabus coverage, with a majority indicating satisfaction with the preparation level of teachers and communication effectiveness. The teaching approach was largely perceived as very good, and internal evaluation fairness was positively acknowledged. Moreover, mentoring and teaching processes were highly valued, contributing to cognitive, social, and emotional growth. While participation encouragement in extracurricular activities was acknowledged by a majority, overall, the teaching-learning quality was deemed favourable by respondents.

**c) Exit Survey report:**

The Exit Survey aimed to gather feedback from graduating students in four main areas:

- 1) Curriculum,
- 2) Institution,
- 3) Faculty, And
- 4) Discrimination issues,

aiming to comprehensively evaluate their overall experiences and perspectives. This structured approach sought to capture various factors influencing student satisfaction and pinpoint areas for institutional improvement.

The exit survey yielded insightful findings across various dimensions of the educational institution. In terms of institutional resources, classroom and library facilities generally received positive ratings, though some respondents expressed dissatisfaction with food services. Sports facilities garnered mixed perceptions, with a notable portion rating them poorly. Career guidance and general assistance were positively received. Concerning the curriculum, respondents found it engaging and rich, although some suggested areas for improvement in catering to diverse interests. Feedback on faculty highlighted their up-to-date knowledge, understanding of individual needs, and enthusiasm for teaching, though there were minor concerns about accessibility and some neutrality regarding professional development. Additionally, while the majority reported no discrimination experiences, a small portion expressed uncertainty, indicating potential areas for further investigation or awareness-building. Overall, the survey provides valuable insights for enhancing various aspects of the institution's offerings and addressing potential areas of improvement.

## **2. TEACHER'S FEEDBACK REPORT:**

Feedback from teachers across three domains—

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

revealed notable insights. Teachers expressed satisfaction with the freedom to implement innovative teaching techniques and the operational efficiency of library services. Additionally, positive perceptions were evident regarding staff feedback mechanisms and administrative accessibility. However, concerns were raised regarding the maintenance of institution facilities, particularly toilets, indicating areas for improvement to ensure a conducive work environment. In terms of curriculum, while teachers acknowledged the conducive teaching and research environment, concerns surfaced regarding the availability and accessibility of academic resources in the library, suggesting a need for enhancements in resource provision. Regarding IQAC, teachers endorsed its initiatives for enhancing educational quality and institutional performance, despite slight reservations regarding committee alignment, underscoring a collective endorsement of quality enhancement efforts within the institution.

## **3. PARENTS' FEEDBACK REPORT:**

Parents were surveyed on various aspects including the effectiveness of the teaching approach, the engagement methods employed by teachers, the teacher-student relationship, the curriculum content, fairness in grading and college activities, the impact of co-curricular activities, parental support for studying at home, and recommendations for the college. These questions aimed to gauge parental perspectives on key educational and extracurricular aspects, providing valuable insights for enhancing the overall educational experience and parental engagement within the institution.

In all questions, parents were provided with a 5-point scale ranging from "excellent" to "not satisfactory." Across all questions, the majority of parents selected the "good" option, with "very good" being the second most chosen option.

Certain concerns have been voiced regarding the abundance of co-curricular activities offered at the college. In response to these diverse remarks, a discussion took place with the Principal, leading to the conclusion that parental concerns should be openly discussed and clarified during the upcoming parent-teacher meeting. Additionally, there was a consensus that parents should be informed about the significance of co-curricular activities

in fostering their child's holistic education and promoting all-round development.

#### **4. ALUMNI FEEDBACK REPORT:**

Alumni feedback was gathered using Google Forms in July 2021, yielding around 80 responses from different graduating classes. However, the response rate fell short of expectations. Consequently, a meeting was organized with alumni office bearers to brainstorm ways to improve alumni engagement and boost feedback participation. Various suggestions were considered during the meeting, and it was decided that involving alumni in college activities, particularly sports, would motivate their involvement and lead to more feedback submissions.

The questionnaire aimed to gather alumni perspectives on various aspects related to their association with GSC. Alumni were asked about their pride in being associated with the college, the level of involvement of alumni in college activities, the impact of their teachers on their lives, the quality of education received, the effectiveness of career guidance and counselling, willingness to contribute to the college's development, cooperation received from teachers for academic support and overall development, the quality of student-teacher relationships, appreciation for recent developments in the college, and whether they have recommended GSC to others.

Alumni were presented with a 5-point scale ranging from "strongly agree" to "strongly disagree." Across most questions, the majority selected the "agree" option, with "strongly agree" following closely. Particularly, in the question assessing the overall student-teacher relationship at GSC, the "strongly agree" option garnered the highest percentage compared to other choices.