

GOVERNMENT SERCHHIP COLLEGE



FEEDBACK REPORT

2023-2024

INTRODUCTION

During the 2023-2024 academic session, Government Serchhip College gathered feedback from key stakeholders—including

- 1) Students,**
- 2) Teachers,**
- 3) Parents, and**
- 4) Alumni**

—to evaluate various aspects of the institution’s performance. The feedback addressed areas such as teaching quality, curriculum, institutional support, and overall satisfaction with the college experience. Insights from each group provide a well-rounded perspective on the college’s strengths and areas for improvement, contributing to institutional growth.

This report presents the detailed feedback from each group, beginning with students’ assessments of their teachers, a Student Satisfaction Survey, and an Exit Survey. Each section below provides an in-depth analysis of the collected feedback.

1) STUDENTS FEEDBACK REPORT:

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

a) Report on Student Feedback on Teachers

At the end each semester (odd and even), students provided feedback on their respective teachers based on criteria set by the Feedback Committee under the Internal Quality Assurance Cell (IQAC). To ensure transparency and encourage honest responses, all feedback was collected anonymously, safeguarding students' identities. The collected ratings were analyzed, leading to the ranking of both individual teachers and academic departments based on their average scores. Personalized feedback reports, co-signed by the Principal and Feedback Committee chairman, were distributed to each teacher for their review and professional growth.

The Feedback Committee reduced the evaluation criteria to five from ten, simplifying the process to prevent confusion and favoritism, ensuring more objective and meaningful feedback.

In recognition of excellence, the Principal acknowledged the top 10 highest-rated teachers and the top 3 departments, with their reports published on the college website. Meanwhile, teachers who ranked in the bottom five received counseling from the Principal, aimed at supporting their development and improving teaching effectiveness.

b) Student Satisfactory Survey report:

The Student Satisfactory Survey 2023-2024 revealed a generally positive perception of the institution's teaching-learning process, with 71.6% of students reporting high syllabus coverage and 66% finding internal evaluations fair. While 57% acknowledged effective teacher communication, a lower rating was observed in teacher preparedness compared to the previous session. Student feedback highlighted strengths such as teacher commitment, interactive learning, and career development initiatives. However, concerns were raised about overwhelming co-curricular activities, classroom infrastructure, and assessment timelines. Students recommended better ICT integration, improved campus facilities, and a more balanced academic schedule. Addressing these aspects can further enhance student satisfaction and learning outcomes.

c) Exit Survey report:

The Exit Survey was created to collect valuable feedback from students completing their college, concentrating on **curriculum, program choice questionnaire, institution, mentorship and discrimination**. This structured approach aimed to comprehensively evaluate students' overall experiences and perspectives as they concluded their time at the institution. By focusing on these key categories, the survey aimed to capture a wide range of factors influencing student satisfaction and to identify opportunities for improvement within the institution.

The Curriculum Feedback Analysis, based on responses from 151 outgoing students, revealed overall satisfaction with most aspects of the program, including a good variety of electives and a career-oriented curriculum. However, areas for improvement were identified, such as making the program more stimulating, enhancing elective options, aligning the curriculum with industry needs, and improving communication of program outcomes. These findings highlight the program's strengths while providing actionable recommendations to address potential gaps and further enrich the student experience.

The Program Choice Analysis revealed that the academic reputation (40.4%) and overall good reputation of the college (26.5%) were the most significant factors influencing students' decisions, followed by discipline and infrastructure (22.5%). While placement records played a smaller role, the findings highlight the need to maintain educational quality, invest in infrastructure, and enhance career outcomes to attract more students.

Institution Feedback of the exit survey saw strong satisfaction with classroom resources and library facilities, which were predominantly rated as "Very Good" or "Good." Mentoring programs received positive ratings overall, with most students appreciating their mentors' approachability, support, and the comfort they felt during meetings; however, some identified

gaps in mentor availability and guidance. While career guidance, general assistance, and food services were well-received, areas like sports facilities and co-curricular activities saw mixed feedback, signaling a need for upgrades, better planning, and enhanced engagement strategies.

Campus Inclusivity and Discrimination Survey

The survey results shows the institution's commitment to fostering an inclusive campus environment, with 86.8% of respondents reporting that they had not noticed or experienced discrimination related to ragging, gender, racial, religious, language, disability, or sexual orientation. This majority response highlights the success of the institution's policies in creating a respectful and welcoming culture. While 7.9% of respondents reported experiencing or noticing discrimination and 5.3% were uncertain, these figures point to isolated cases that require attention. The findings suggest a largely positive environment, but also emphasize the need for ongoing awareness efforts, enhanced reporting mechanisms, and proactive measures to ensure every member of the campus community feels valued and supported.

2) TEACHER'S FEEDBACK REPORT:

Feedback from teachers across three domains—

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

The feedback from faculty members presents a generally positive outlook on various institutional aspects, particularly regarding participatory decision-making, teaching freedom, and administrative support. However, areas such as library resources, toilet facilities, and office staff efficiency require attention to enhance overall satisfaction. Addressing these concerns will not only improve faculty morale but also strengthen the institution's commitment to providing a conducive teaching and learning environment.

The feedback from faculty members indicates a positive perception of the curriculum, highlighting its relevance to stakeholder needs, clarity in objectives, and alignment with national educational standards. While there are strengths in the curriculum, especially regarding the NEP 2020, areas such as library resources require attention to ensure comprehensive support for faculty and students.

The feedback from faculty members reveals a strong appreciation for the role of IQAC in promoting quality education and enhancing institutional performance. Faculty members feel well-matched to their assigned roles, appreciate the transparency of IQAC initiatives, and acknowledge their collaborative relationship with the IQAC.

Teachers were also provided with a question on the challenges they have faced in the new curriculum. Implementing the new curriculum has presented several challenges within the institution, primarily stemming from insufficient teaching faculty and inadequate infrastructure, which hinder effective delivery of educational content. Faculty members noted the difficulty in engaging students, particularly those who are compelled to choose disciplines outside their interests, potentially dampening their motivation to learn. There is also a pressing need for adequate training and support for staff to grasp new concepts and methodologies, especially when teaching a diverse student body with varying academic backgrounds. While some faculty have adapted well without significant issues, many emphasize the importance of ongoing preparation and resources to ensure a successful transition to the new curriculum, as challenges are still emerging.

3) PARENTS' FEEDBACK REPORT:

During the 2023-2024 session, feedback was successfully gathered from 417 parents through a well-structured survey designed to capture their insights and opinions on various aspects of the educational experience. The feedback form was translated into the local language to enhance understanding and encourage participation. The survey addressed key areas, including teaching methods, curriculum content, extracurricular activities, parental involvement, and overall satisfaction with the institution. The collected feedback provided valuable insights into the college's strengths and areas for improvement, ultimately contributing to the enhancement of the overall quality of education.

The analysis revealed high levels of satisfaction among parents regarding teaching effectiveness, with 6.7% rating it as excellent and 42.9% as very good. Feedback on engagement strategies was also predominantly positive, though there were mixed opinions on the fairness of marks allocation, with 14.1% rating it as excellent. While parents appreciated the co-curricular activities, some expressed concerns about their potential impact on academic performance and the scheduling of internal exams. Other notable issues included the authority of the student union, library facilities, and the perceived neglect of hostel facilities compared to other areas of the college. Many parents praised the quality of teaching and supported the idea of increasing sports activities and the frequency of parent-teacher meetings, while also raising concerns about bus timings. Overall, 93% of parents indicated they would recommend the college to others, reflecting strong endorsement of the institution.

4) ALUMNI FEEDBACK REPORT:

The alumni feedback for Government Serchhip College (GSC) reflects an overwhelmingly positive sentiment among former students. A significant

majority (55.2%) feel proud to be associated with GSC, and 59.4% agree that the college effectively involves alumni in its activities. The quality of education and guidance provided by GSC is highly valued, as 55.2% of respondents agree, and 35.4% strongly agree, that their teachers' motivation and learning had a lasting impact on their lives. Additionally, the vast majority (49%) agree, and 42.7% strongly agree, that they gained adequate knowledge during their studies. In terms of career guidance, 52.1% agree it was beneficial, though a notable 21.9% were neutral.

The survey also highlights the willingness of alumni to support GSC's development, with 57.3% agreeing, and 28.1% strongly agreeing, that they are willing to contribute. Teacher cooperation and student-teacher relationships were praised, with over 90% of respondents viewing these aspects positively. Alumni also appreciate recent developments at the college, with 51% expressing strong approval. Lastly, 58.3% of respondents have recommended GSC to others, underscoring their positive experiences and the overall strength of the institution's reputation.

This year, as a comment section was opened, many alumni provided insightful comments, emphasizing the need for greater inclusion in college activities. Suggestions included organizing seminars for alumni presentations, holding annual general body meetings, and expanding the alumni committee to include more members not currently affiliated with the college. There was a strong desire for collaborative activities, highlighting the importance of fostering connections between the college and its former students.

This feedback reinforces GSC's strong alumni connections and showcases opportunities for continued growth and involvement