GOVERNMENT DEGREE COLLEGE DARLAGHAT

DISTRICT SOLAN, HIMACHAL PRADESH

PARENTS' FEEDBACK ANALYSIS REPORT

Academic Session: 2025–26

1. Introduction

Parents' feedback is an important component of the college's quality assurance and continuous improvement process. For the academic session 2025–26, feedback was obtained from parents regarding admission, teaching-learning, discipline, learning environment, information services, curriculum, examination, staff cooperation and institutional development.

A total of **55 parents** participated in the feedback process. Their responses were recorded on a five-point Likert scale: **Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).**

2. Objectives

- To assess parents' perception of the admission process and institutional functioning.
- To understand their views regarding teaching-learning and student development.
- To assess the learning environment, discipline and information services.
- To obtain feedback on curriculum and examination-related processes.
- To identify areas requiring further improvement.
- To use parents' feedback for quality enhancement and institutional development.

3. Methodology

A structured Parents' Feedback Form containing 12 statements was used. Responses were collected from **55 parents** during the academic session 2025–26 and analysed question-wise using frequencies and percentages.

4. Question-wise Analysis

No.	Feedback Statement	SA	A	N	D	SD	Positive (SA+A)
i	Getting admission in the college for my ward is a matter of pride for me.	19	32	3	0	1	92.73%
ii	The admission process in the college is fair and accurate.	22	33	0	0	0	100%
iii	My ward is improving his/her knowledge base through interaction with teachers of the college.	23	30	2	0	0	96.36%
iv	The discipline in the college is good.	22	28	3	1	1	90.91%
v	The atmosphere in the college is conducive for learning.	22	27	5	1	0	89.09%

vi	There is a positive change in the behaviour of my ward after joining the college.	22	22	10	0	1	80.00%
vii	The college information is accessible to all.	19	30	3	3	0	89.09%
viii	The college website is informative and regularly updated.	15	35	3	2	0	90.91%
ix	The curriculum of the course is well designed and promotes learning experience of the students.	20	32	3	0	0	94.55%
x	Examination results are declared timely.	14	24	15	2	0	69.09%
xi	The college employees are cooperative.	30	21	4	0	0	92.73%
xii	The changes introduced in the college in recent years are progressive.	20	29	5	1	0	89.09%

5. Overall Quantitative Analysis

Total responses = 55 × 12 = 660

Response	Frequency	Percentage
Strongly Agree (SA)	248	37.58%
Agree (A)	343	51.97%
Neutral (N)	56	8.48%
Disagree (D)	10	1.52%
Strongly Disagree (SD)	3	0.45%
Total	**660**	**100%**

Overall Positive Response (SA + A) = 591/660 = 89.55%

6. Major Findings

- **Admission process:** 100% positive response was recorded regarding fairness and accuracy of the admission process.
- **Teaching-learning:** 96.36% of parents agreed that interaction with teachers is helping improve their ward's knowledge.
- **Curriculum:** 94.55% positive response indicates favourable parental perception of the curriculum.
- **Staff cooperation:** 92.73% positive response reflects a favourable perception of the cooperative nature of college employees.
- **Discipline and learning environment:** Positive responses were 90.91% and 89.09%, respectively.
- **Information and website:** 89.09% found college information accessible, while 90.91% gave a positive response regarding the college website.
- **Student behavioural development:** 80% positive response was recorded, with 18.18% neutral responses, indicating scope for further strengthening student development initiatives.
- **Examination results:** This statement received the lowest positive response at **69.09%**, with 27.27% neutral responses, indicating an area requiring attention and better communication regarding examination and result timelines.
- **Overall institutional development:** 89.09% positive response was received regarding progressive changes introduced by the college.

7. Strengths Identified

1. Fair and transparent admission process.
2. Positive teacher-student interaction.
3. Favourable perception of curriculum and learning.
4. Cooperative college employees.
5. Positive institutional and learning environment.
6. Accessible college information and website.
7. Parents' overall favourable perception of institutional functioning.

8. Areas Requiring Further Attention

1. Timely communication regarding examination results and related processes.
2. Further strengthening of student behavioural and personal development initiatives.
3. Continued improvement in dissemination of important college information.
4. Regular updating and effective use of the college website and digital communication channels.
5. Continued efforts towards improving the overall learning environment and student support.

9. Quality Improvement Measures Suggested

- Strengthen communication with students and parents regarding examination schedules, results and academic processes.
- Monitor and communicate examination/result timelines through appropriate official channels.
- Organise activities supporting students' personality development, discipline, communication and responsible behaviour.
- Ensure regular updating of the college website and notice/information channels.
- Continue student-centred teaching and mentoring practices.
- Periodically obtain parents' feedback for continuous institutional improvement.

10. Conclusion

The Parents' Feedback Analysis for 2025–26 indicates an **overall positive perception, with 89.55% of responses falling in the Strongly Agree/Agree categories**. Parents expressed particularly positive views regarding the admission process, teacher-student interaction, curriculum and staff cooperation. Examination/result communication and student behavioural development emerged as areas where further attention may contribute to improved parental satisfaction and student support.

The findings will be considered as part of the college's continuous quality improvement process.

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