PARENTS' FEEDBACK ANALYSIS REPORT

SEESION -2024-25

GOVERNMENT SCIENCE COLLEGE, CHATRAPUR, GANJAM

Prepared by

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1. Introduction

This report analyses the numerical ratings recorded in the parents' feedback forms. The questionnaire covers ten areas: students' academic progress, infrastructure, curricular and co-curricular activities, administration, discipline, communication about student performance, syllabus relevance, social and ethical values, quality of education, and overall development. Ratings have been treated on the recorded 1–4 scale.

2. Method of Analysis

Valid numeric ratings from 11 departments were combined for a descriptive summary. The analysis includes 2,162 individual rating entries. For each question and department, the arithmetic mean was calculated using available numeric ratings .

Dataset Overview

Indicator	Result
Number of departmental sheets	11
Valid rating entries	2,162
Number of questions analysed	10
Overall mean rating	3.28 / 4
Highest question mean	Q9: 3.39
Lowest question mean	Q2: 3.20

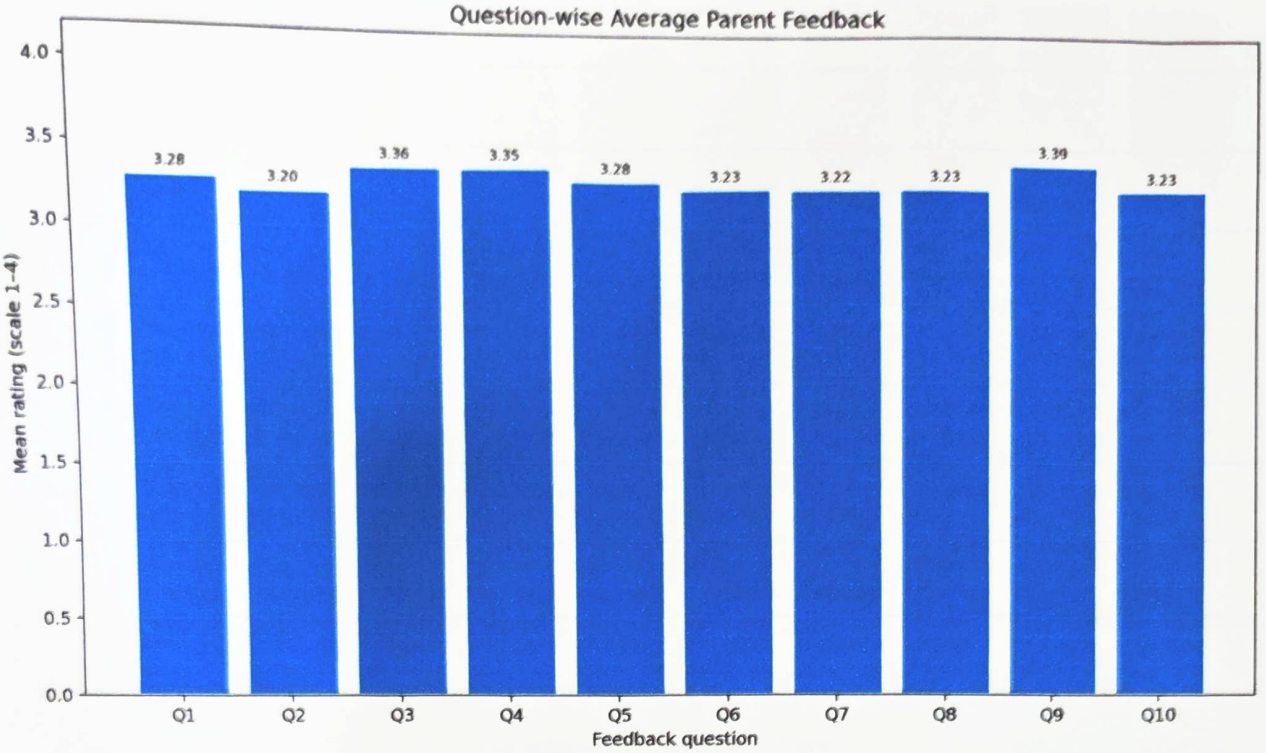
3. Overall Findings

The combined mean across all valid ratings is 3.28 out of 4 (81.9% of the maximum possible score). This indicates the overall direction of parent opinion, while department-level variation shows that experience is not uniform across all areas.

At question level, the highest average was for Q9 (Rate the quality of education your ward has gained from institute?) at 3.39/4. The lowest average was for Q2 (How do you rate the infrastructure facilities provided by the institute?) at 3.20/4. These results can guide the college in recognizing relatively strong areas and prioritizing improvement.

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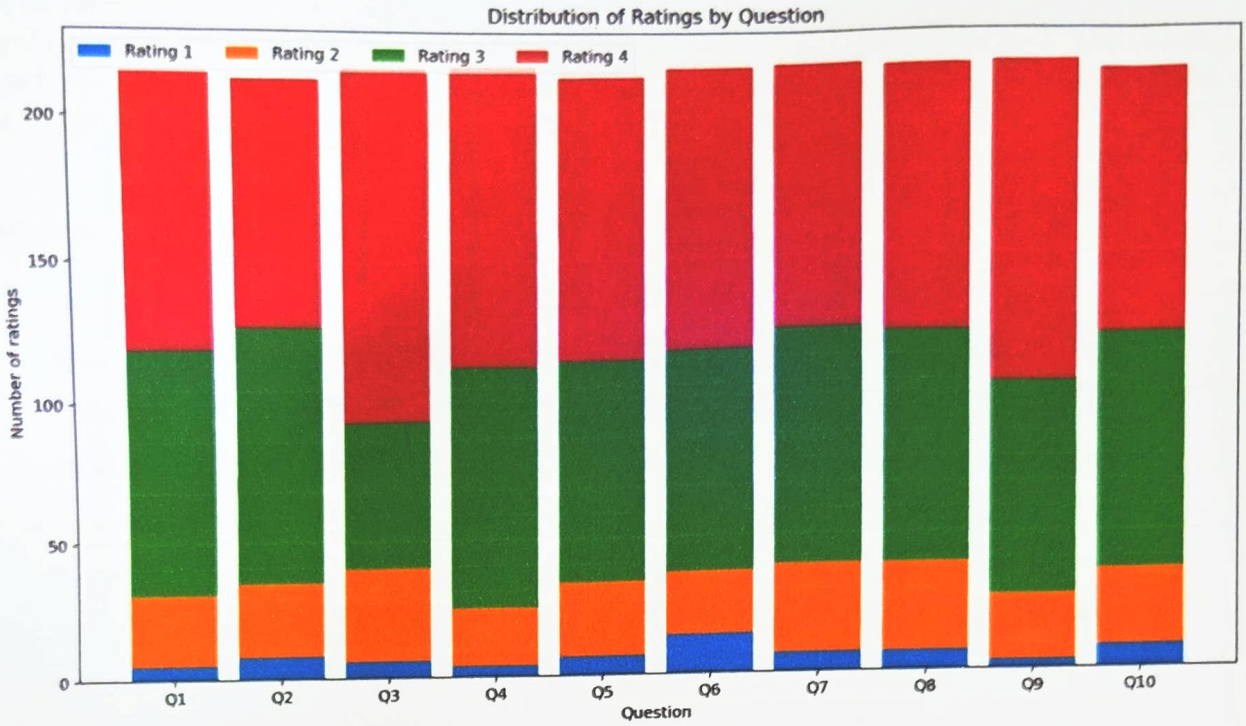
4. Question-wise Analysis



Question	Mean rating / 4	Valid ratings
Q1: Are you happy with the progress of your ward in academics?	3.28	215
Q2: How do you rate th infrastructure facilities provided by the institute?	3.20	213
Q3: Are you happy with the curricular & extra-curricular (Sports/Culture/NSS) activities organizes by the institute?	3.36	217
Q4: Are you satisfied with the Administration of institute?	3.35	218
Q5: Are you satisfied with the students discipline of the institute?	3.28	214
Q6: Does your ward/ institute regular inform you about her/his performance?	3.23	217
Q7: Do you feel that Syllabus Contents are adaquate to make your ward capable of analyzing/ solving the real life problem?	3.22	218
Q8: Do you feel the course has inclucated social and ethical values in your ward?	3.23	217
Q9: Rate the quality of education your ward has gained from institute?	3.39	218
Q10: How do you rate the overall development of your ward?	3.23	215

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The mean alone can hide differences in opinion. The stacked chart below shows the number of ratings at each scale point for every question. A question can have a favourable average while still containing a smaller group of dissatisfied respondents, so both average and distribution should be considered.



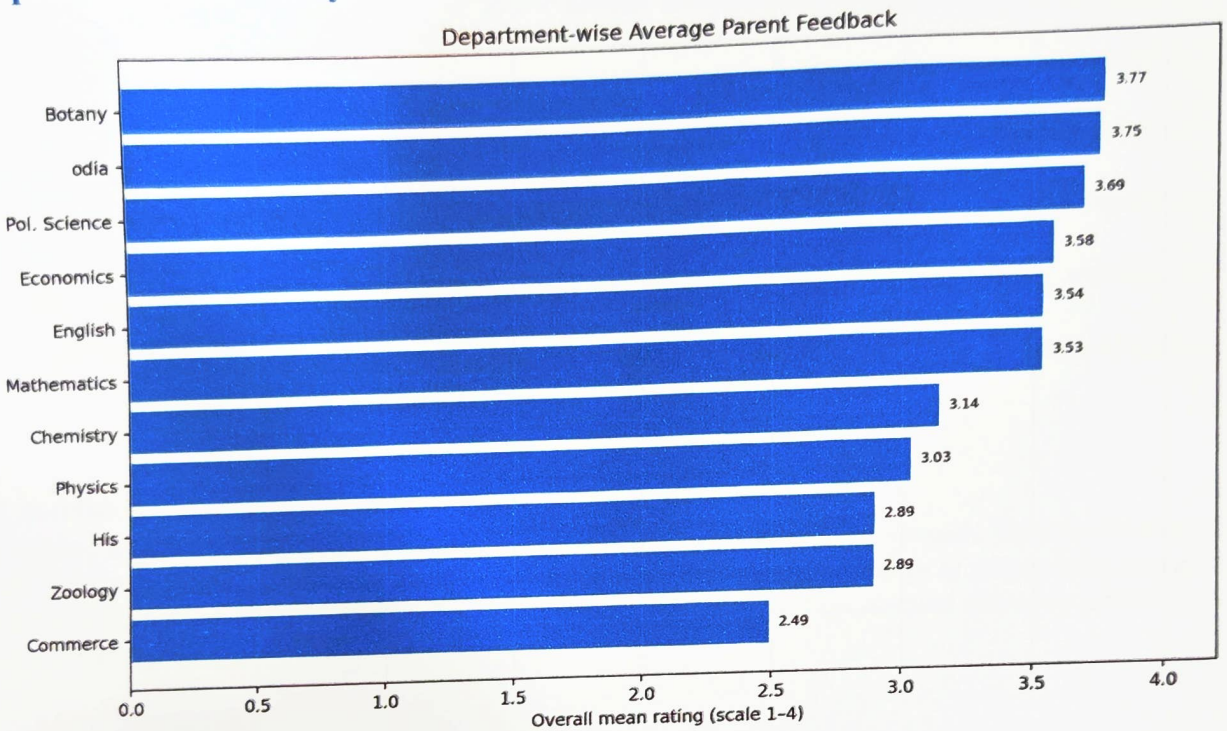
Question-wise Summary Table

Question	Mean / 4	N	Ratings 3–4 (%)	Rating 4 (%)
Q1	3.28	215	85.6%	44.7%
Q2	3.20	213	83.6%	40.4%
Q3	3.36	217	81.6%	57.1%
Q4	3.35	218	88.5%	48.6%
Q5	3.28	214	84.1%	46.7%
Q6	3.23	217	82.9%	46.1%
Q7	3.22	218	82.1%	43.1%
Q8	3.23	217	82.0%	43.8%
Q9	3.39	218	87.6%	52.3%
Q10	3.23	215	83.3%	43.7%

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Across all ten questions (Q1–Q10), overall responses are overwhelmingly positive, with positive scores (Rating 3 and Rating 4) making up the vast majority of total feedback. Question 3 ie on curricular -extracurricular activities and Question 9 on quality of education show the highest concentration of top-tier ratings (Rating 4), while lower scores (Rating 1 and Rating 2) consistently remain a small fraction across the entire dataset.

5. Department-wise Analysis



Department	Mean rating / 4	Valid rating entries
Botany	3.77	30
Chemistry	3.14	269
Commerce	2.49	196
Economics	3.58	139
English	3.54	110
His	2.89	209
Mathematics	3.53	118
Physics	3.03	327
Pol. Science	3.69	129
Zoology	2.89	138
Odia	3.75	497

Among the included sheets, Botany has the highest overall mean (3.77/4) however the responses were only 30 indicating statistically in significant, while Commerce has the lowest (2.49/4). These department-level means are descriptive and should be considered alongside the number of responses and local context; smaller response groups can be more sensitive to individual ratings.

6. Interpretation and Key Observations

- Relatively stronger area — Q9: Rate the quality of education your ward has gained from institute? (mean 3.39/4).

- Relatively stronger area — Q3: Are you happy with the curricular & extra-curricular (Sports/Culture/NSS) activities organizes by the institute? (mean 3.36/4).
- Relatively stronger area — Q4: Are you satisfied with the Administration of institute? (mean 3.35/4).
- Improvement priority — Q2: How do you rate the infrastructure facilities provided by the institute? (mean 3.20/4).
- Improvement priority — Q7: Do you feel that Syllabus Contents are adequate to make your ward capable of analyzing/ solving the real-life problem? (mean 3.22/4).
- Improvement priority — Q6: Does your ward/ institute regular inform you about her/his performance? (mean 3.23/4).

7. Recommendations

1. Academic progress and communication: maintain periodic parent–teacher interactions, share progress updates, and provide timely guidance for students who need additional support.
2. Infrastructure: review parent feedback on classrooms, laboratories, sanitation, drinking water, learning resources, and campus accessibility; prioritize issues according to urgency and feasibility.
3. Curricular and co-curricular activities: continue sports, cultural, NSS and other student-development opportunities, while seeking feedback on participation and inclusiveness.
4. Student discipline and values: reinforce clear expectations, mentoring, counselling, respectful behavior, and awareness activities.
5. Syllabus relevance and learning quality: strengthen practical work, projects, problem-solving activities, and links between course content and real-life applications.
6. Department-level follow-up: discuss each department's results with its staff, identify two or three achievable actions, and review progress in the next feedback cycle.

8. Conclusion

The supplied feedback provides a useful snapshot of parent perceptions across 11 departments. The overall mean rating is 3.28/4. The charts identify variation by question and department, allowing the institution to acknowledge stronger areas and target improvement efforts. Regular collection, consistent data entry, and documented follow-up actions will make future feedback analysis more reliable and useful.

Executive Summary

This report provides a detailed analysis of each question in the parents' feedback data. The combined dataset contains 2,162 valid individual rating entries across 11 departmental sheets. The overall mean rating is 3.28 on the recorded 1–4 scale. The question-wise means ranges from 3.20 to 3.39. The report considers mean scores together with response counts, rating distributions and the proportion of ratings that are 3 or 4. This gives a more complete picture than relying on averages alone.

The results indicate generally positive feedback overall, but the differences between questions and departments show where targeted improvement may be useful.

11/12/25

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