

Feedback Analysis on Student Support

Academic Year 2025-26

The Student Support Services section focuses on evaluating how effectively the institution assists students in their academic and personal development. It encompasses various aspects such as counseling, mentoring, academic guidance, and accessibility of support resources. The aim is to understand student perceptions of the help provided and identify areas that contribute to their overall satisfaction. The data presented reflects a consistently positive response, indicating that the institution maintains a strong commitment to addressing student needs and fostering a supportive environment conducive to learning and growth.

1. Effective implementation of “Jaan Pachan” academic counselling program



Figure 1: Effective implementation of Jaan Pachan academic counselling program

The figure 1 explains How effective is Jaan Pachan academic counselling program illustrates the responses to a survey question evaluating the program's effectiveness. The results indicate that the majority of respondents view the program positively. Specifically, 32.86% rated it as excellent, followed by 27.14% who rated it very good and 21.43% as good. A smaller portion rated it less favorably, with 10% selecting fair and only 8.57% choosing poor.

Analysis:

The data suggests that over 80% of the respondents (sum of excellent, very good and good) find the academic counselling program to be effective to some degree, which is a strong indicator of its perceived value and success. The relatively low percentages for fair and poor ratings imply limited dissatisfaction. This positive skew in feedback could reflect well-structured guidance, helpful staff, or successful outcomes from the counseling sessions. However, the presence of even a small percentage of negative responses may point to areas where improvements can be made to ensure the program meets the needs of all students.

2. Scholarship assistance

The figure 2 explains overwhelming 85.9% of respondents providing favorable feedback. The sentiment is robustly positive and evenly distributed among the top tiers, with 29.36% rating the program as very good 29.1% as good, and 27.44% as excellent.



Figure 2: Scholarship assistance

These figures above indicates that the counselling program is highly successful in its mission, providing students with perceived value and effective guidance in their academic pursuits.

Conversely, the level of dissatisfaction is minimal, totaling only 14.1%. Within this group, 7.93% of participants rated the program as fair, and a small minority of 6.17% rated it as poor. Such low critical ratings suggest that the program's structure and execution are well-received by the vast majority of the student body, with only a small segment feeling that the counselling could be more impactful or tailored to their specific needs.

3.Scholarships for economically weaker / merit / Sports

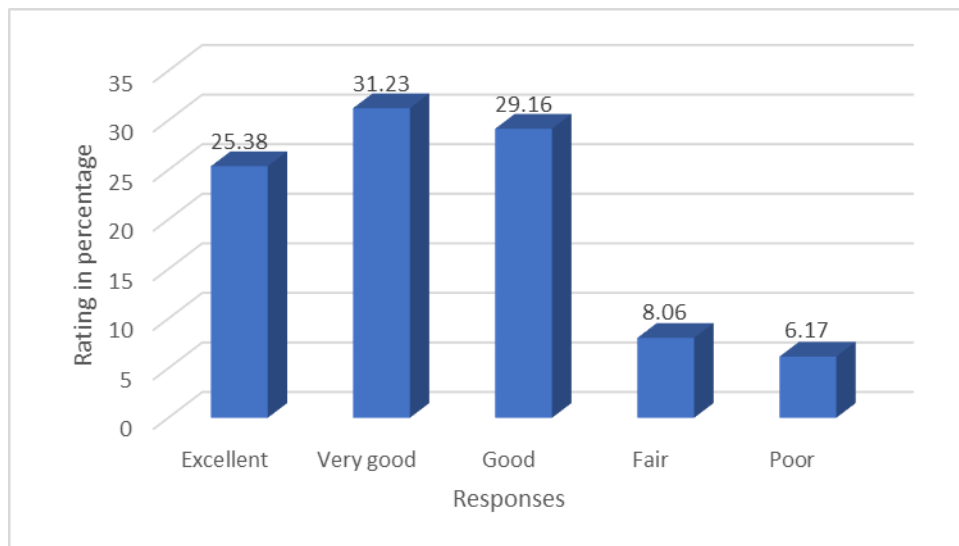


Figure 3: Scholarships for economically weaker / merit / Sports

The figure 3 illustrates regarding the Institute scholarships for economically weaker, merit, and sports categories demonstrates a high level of satisfaction with the financial support systems in place. A combined 85.77% of respondents provided positive feedback, with the highest concentration in the very good category at 31.23%, followed by good at 29.16% and

excellent at 25.38%. This indicates that the vast majority of students perceive the scholarship programs as effective, accessible, and well-structured to support diverse student needs.

In contrast, dissatisfaction remains low at 14.23%. Within this segment, 8.06% of students rated the provision as "Fair," while only 6.17% gave it a "Poor" rating. While these figures are minimal, they suggest that a small portion of the student body may feel that the eligibility criteria could be broader or the award amounts more substantial. Overall, however, the scholarship initiative is a significant strength of the Student Support services, contributing positively to campus inclusivity and academic motivation.

4.Special Care and Support for Weak Students

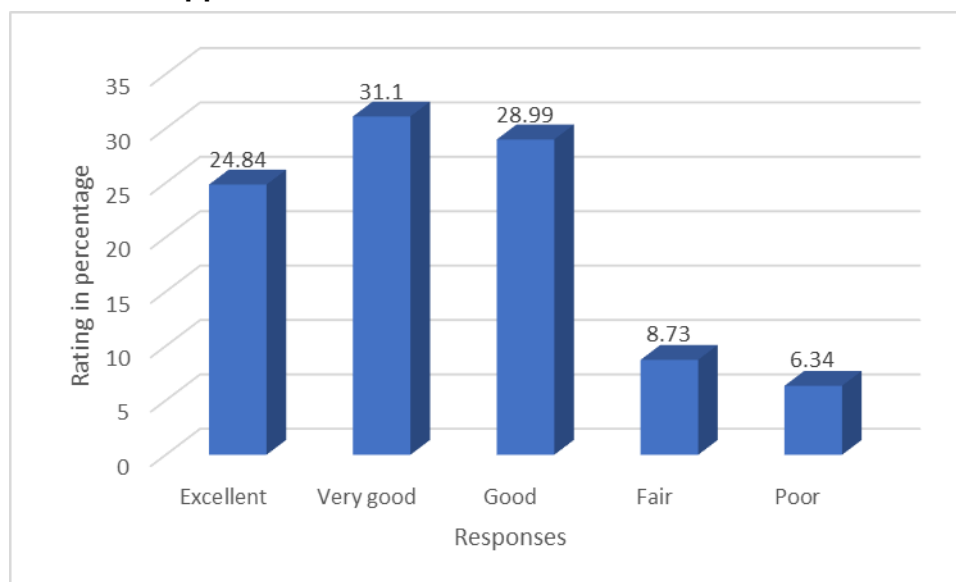


Figure 4: Special Care and Support for Weak Students

The figure 4 evaluating Q4 regarding the effectiveness of the career counseling and placement cell (CDC) indicates a high level of confidence in the institute's professional development services. A total of 84.94% of students provided a positive rating, with the responses well-distributed across the top three categories: 30.34% rated the effectiveness as very good, 28.32% as "Good," and 26.28% as excellent. This suggests that the majority of students feel the CDC provides valuable support in preparing them for their future careers and navigating the job market.

On the other hand, 15.06% of respondents expressed dissatisfaction with the cell's performance. Within this group, 8.86% gave a fair rating, while 6.2% rated it as poor. While these figures are relatively low, they represent a small segment of the student body that likely seeks more personalized career coaching, a broader range of placement opportunities, or more frequent workshops. Overall, the career services are viewed as a strong and effective pillar of the student support system.

5. Remedial teaching for academic improvement

The figure 5 regarding the industrial visits and guest lectures organized by the department shows a strong level of student satisfaction with the practical exposure provided.



Figure 5: Remedial teaching for academic improvement

A combined 85.61% of respondents rated the initiatives favorably, with 30.73% of the feedback falling into the very good category, followed by 28.32% as good and 26.56% as excellent. This data indicates that the department's efforts to bridge the gap between academic theory and industry practice are well-received and effectively contribute to the students' professional learning.

Conversely, total dissatisfaction is low at 14.39%. Within this segment, 8.32% of participants rated the frequency or quality of these sessions as fair, while 6.07% provided a poor rating. While the majority are pleased, these small figures suggest a subset of students may desire visits to more diverse industries or a higher frequency of guest interactions. Overall, however, the program is a highly successful component of the student support structure.

6.Co-and extra-curricular activities

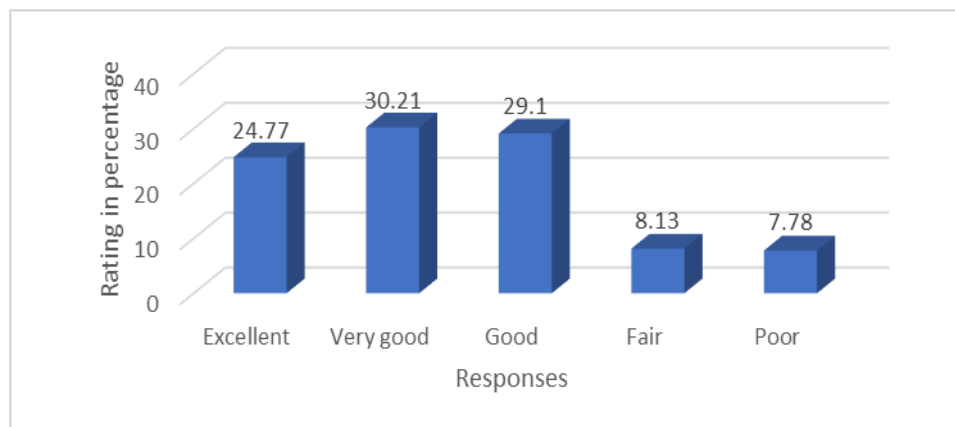


Figure 6: co and extra-curricular activities

The figure 6 co-curricular and extra-curricular activities shows a high level of institutional support for holistic development. Approximately 84.08% of respondents provided positive feedback, with 30.21% rating the encouragement as very good followed by 29.1% as good and 24.77% as excellent. This data suggests that the vast majority of students feel

motivated and supported by the institute to engage in activities beyond the standard academic curriculum, which is vital for building leadership and interpersonal skills. Conversely, about 15.91% of students expressed dissatisfaction with the level of encouragement provided. Within this group, 8.13% rated it as fair and 7.78% as poor. While the overall sentiment is overwhelmingly positive, these critical ratings indicate a segment of the student body that may feel there are barriers to participation such as scheduling conflicts, a lack of diverse activity options, or insufficient awareness of upcoming events. Overall, however, the institute demonstrates a strong commitment to fostering a vibrant campus life through non-academic engagement.

7.Opportunities and student’s involvement in community services (NSS / NCC / Outreach)

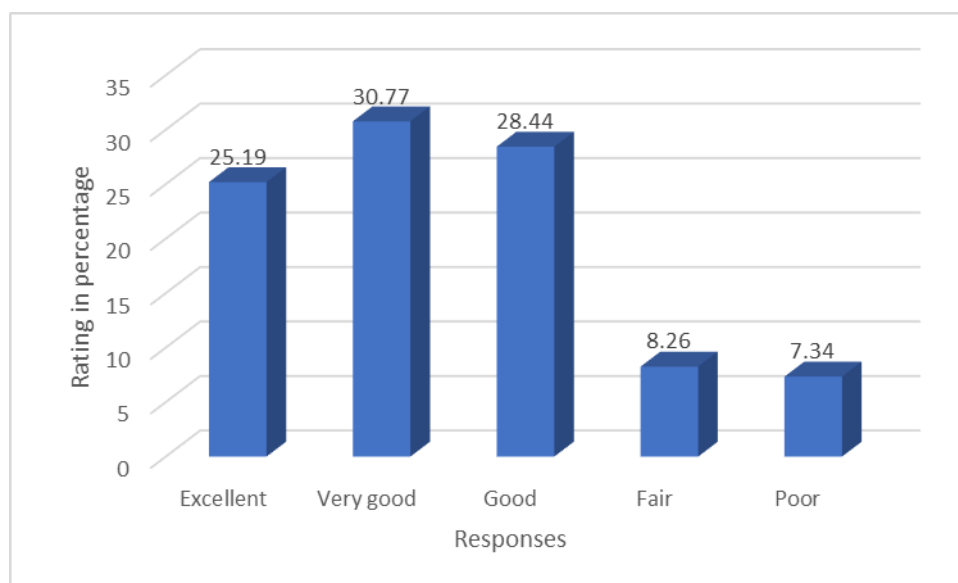


Figure 7: Opportunities and student’s involvement in community services

The figure 7 explains regarding opportunities and encouragement for community services (NSS, NCC, Outreach, etc.) reflects a strong institutional culture of social responsibility. Approximately 84.4% of students provided a positive rating, with the sentiment peaking at 30.77% for very good followed by 28.44% for good and 25.19% for excellent. This suggests that the institute successfully promotes and provides accessible pathways for students to engage in meaningful community-oriented work and civic duties.

On the other hand, 15.6% of respondents indicated a less favorable view. Specifically, 8.26% rated the opportunities as "Fair," and 7.34% as "Poor." While the overall engagement levels are high, these critical ratings point to a potential gap in awareness or accessibility for a small portion of the student body. This suggests that further efforts to diversify outreach programs or streamline the enrollment process for these services could help maximize student participation in social impact initiatives.

4. Grievance redressal system

The figure 8 explains the functioning of the grievance redressal system in the institute reveals a high level of student trust in the formal mechanisms for conflict resolution. Approximately 85.52% of respondents provided a positive rating, with the majority

characterizing the system as very good 31.46%, followed by good 29.01% and excellent 25.05%. These results indicate that the vast majority of the student body perceives the institute's grievance procedures as accessible, fair, and effective in addressing their concerns or complaints.



Figure 8: Grievance redressal system

On the other hand, a minority of 14.49% expressed dissatisfaction with the system's performance. Within this segment, 7.84% of participants rated the functioning as fair, while 6.65% gave it a poor rating. While these critical figures are relatively low, they suggest that for a small portion of students, there may be perceived delays in processing grievances or a lack of transparency in how final decisions are reached. Overall, however, the grievance redressal system is viewed as a functional and reliable pillar of student support within the campus.

9. Awareness programs

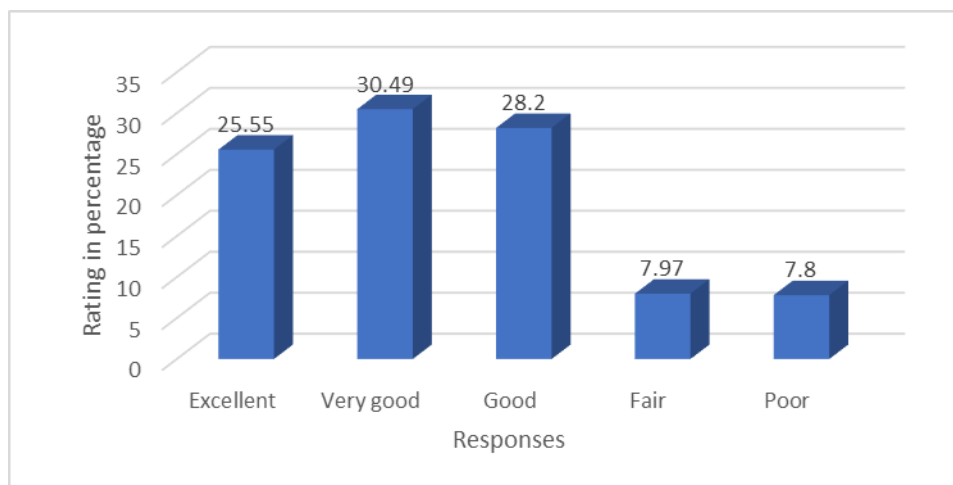


Figure 9: Awareness programs

The figure 9 depicts the mental wellbeing awareness programs conducted by psychologists are generally well-received, with the majority of participants rating them positively. The highest proportion of responses fall under very good 30.49%, followed closely by good 28.2% and excellent 25.55%. This indicates that most people perceive these programs as

effective and beneficial. Meanwhile, only a small fraction rated them as fair 7.97% or poor 7.8%, suggesting that negative perceptions are relatively uncommon. Overall, the data highlights a strong approval of these initiatives, reflecting their positive impact on mental health awareness.

10. Mentor-Mentee program

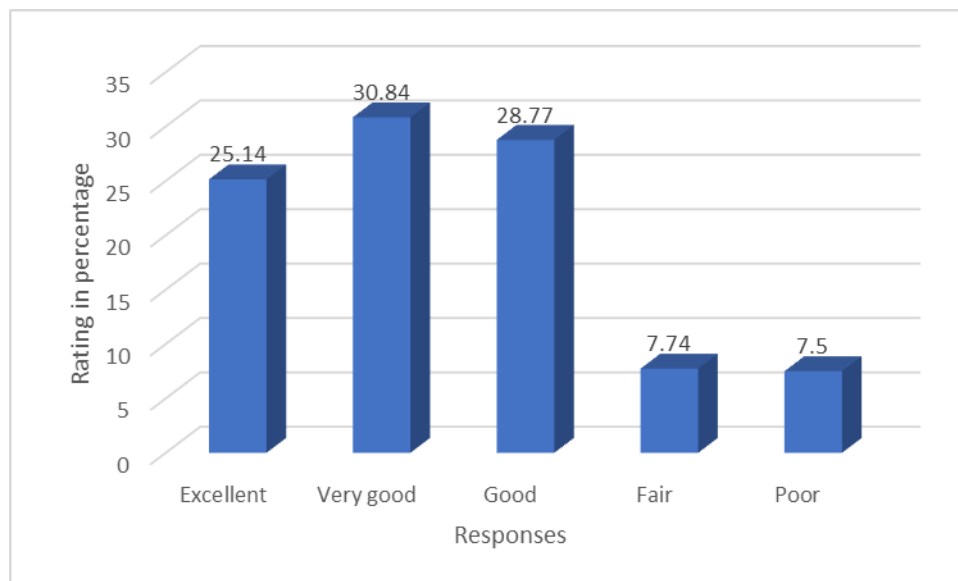


Figure 10: Mentor-mentee program

The figure 10 illustrates a high level of institutional consistency and student engagement. A significant 84.75% of respondents provided positive feedback, with 30.84% rating the regularity as very good followed by 28.77% as good and 25.14% as excellent. This suggests that the mentorship framework is well-established, with most students experiencing consistent guidance and scheduled interactions with their designated mentors.

On the other hand, 15.24% of the student body expressed dissatisfaction with the program consistency. Within this group, 7.74% rated the regularity as fair, and 7.5% gave it a poor rating. While these critical figures are relatively low, they highlight a small gap in execution, potentially due to scheduling conflicts or varying levels of proactive engagement from individual mentors. Overall, however, the mentor-mentee program is perceived as a reliable and regularly functioning pillar of the student support system.

11. Awareness programs on human values and professional ethics & Constitutional values

The Figure 11 explains the response of administrative staff towards student queries shows a high level of satisfaction with the efficiency and helpfulness of the institute's administration. A combined 84.77% of students provided a positive rating, with the sentiment distributed across very good 31.62%, good 27.42%, and excellent 25.73%. This data suggests that the administrative office is generally perceived as approachable and effective in resolving student concerns, which is a critical component of a smooth campus experience.



Figure 11: Awareness programs on human values, professional ethics & Constitutional values

Conversely, a total of 15.23% of respondents expressed dissatisfaction. Within this group, 8.82% of participants rated the responsiveness as fair, and 6.41% gave it a poor rating. While the majority of students are satisfied, these figures represent a small portion of the population that may have experienced delays in communication, bureaucratic hurdles, or a lack of clear information. Overall, the administrative support remains a strong pillar of the student support services, though a slight focus on reducing processing times could further improve these satisfaction levels.

12.Overall Survey on Student Support

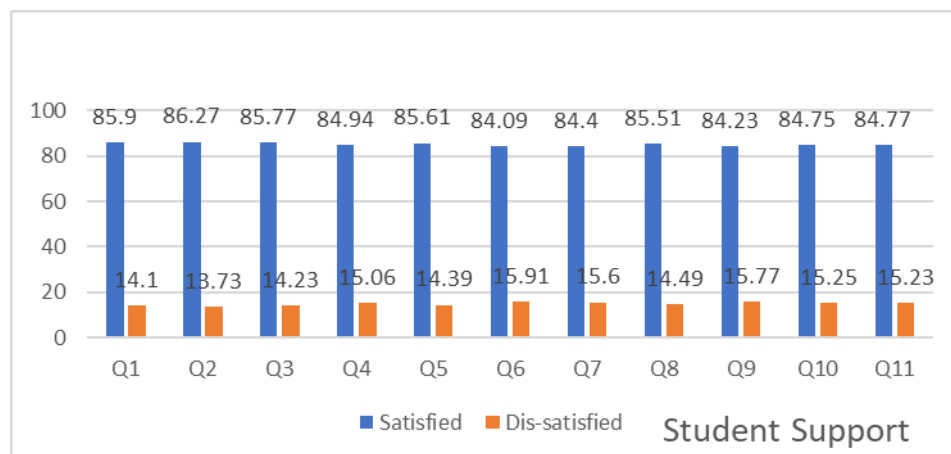


Figure 12: Overall survey on Student Support

The summary for Student Support indicates a remarkably stable and high level of student satisfaction across all eleven-service metrics, with positive sentiment consistently hovering between 84.09% Q6 and 86.27% Q2. This narrow range suggests a uniform standard of excellence across diverse support functions, from administrative assistance to student welfare. The highest satisfaction level is recorded for Q2 86.27%, while Q6 represents the relative floor of student approval, though still maintaining a strong majority.

In terms of dissatisfaction, the figures are consistently low, ranging from 13.73% to 15.91%. The highest dissatisfaction is observed in Q9 15.77% and Q6 15.91%, which may point to specific areas such as administrative processing times or certain welfare provisions—where students feel there is slight room for improvement. Overall, the data paints a picture of a highly effective Student Support department that successfully meets the expectations of approximately six out of every seven students, providing a robust foundation for the campus experience.

12. Average analysis on Student Support

The figure 13 describes average ratings across five categories, with very good receiving the highest score of 30.88, followed by good at 28.85 and excellent at 25.38. The lower categories are much less significant, with fair at 7.97 and Poor at 6.91.

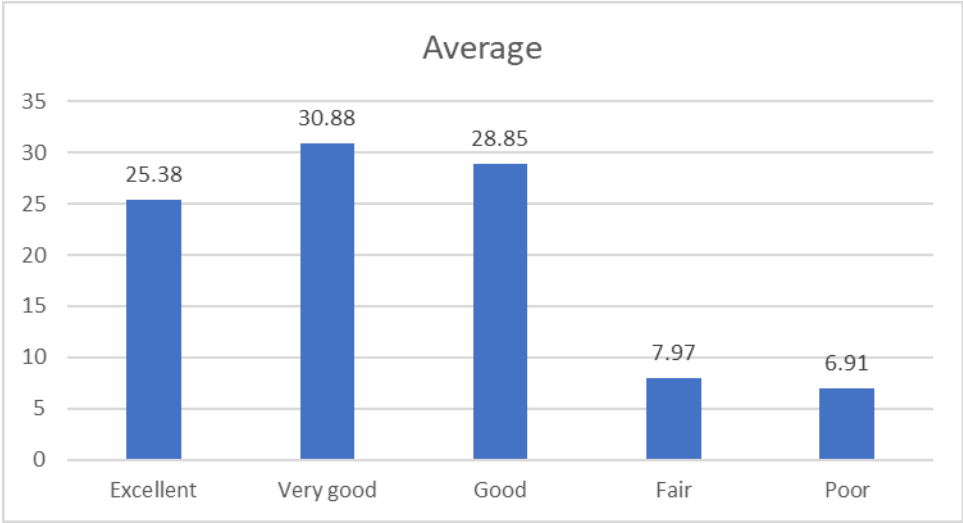


Figure 13: Average analysis of Student Support

Overall, the data highlights those positive ratings dominate the averages, while negative ratings remain minimal, suggesting a generally favorable outcome in the context of these results.