



INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal - 500 043, Hyderabad, Telangana

Feedback Analysis on Student Support Academic Year 2024-25

Average

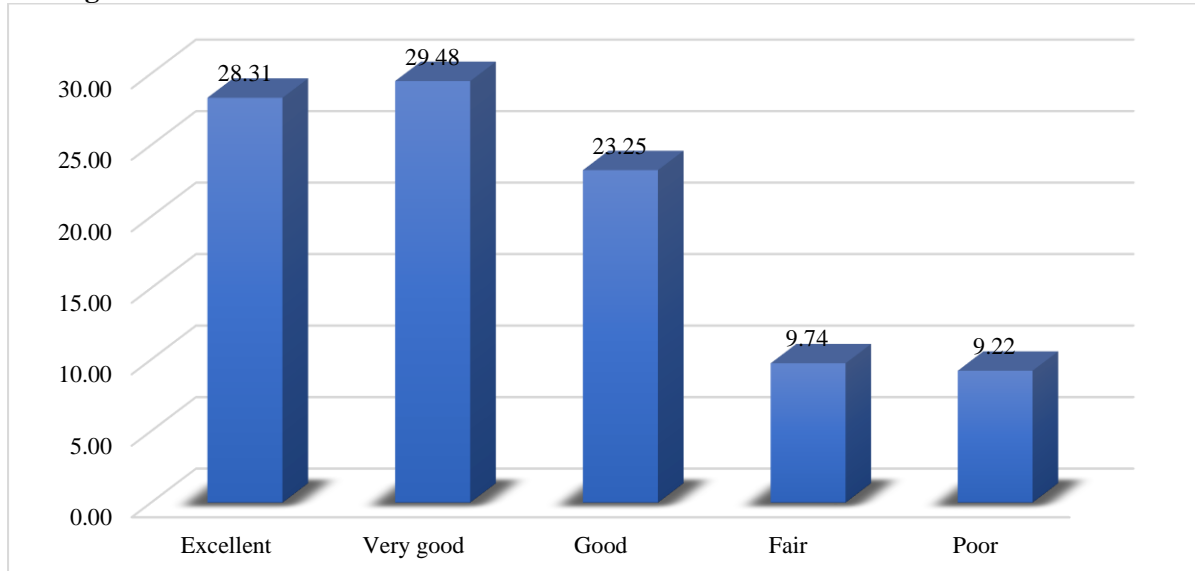


Figure 1

Figure 1 presents student feedback on support services in the college, revealing generally positive perceptions. The highest ratings fall under the "Very Good" category with an average of 29.48, followed by "Excellent" at 28.31. The "Good" category holds an average of 23.25, showing moderate satisfaction. However, lower ratings indicate areas for improvement, with "Fair" averaging 9.74 and "Poor" at 9.22. While overall feedback suggests that student support is well-received, addressing concerns in the lower-rated categories could enhance the effectiveness and accessibility of these services.

How effective is Jaan Pachan academic counseling program?

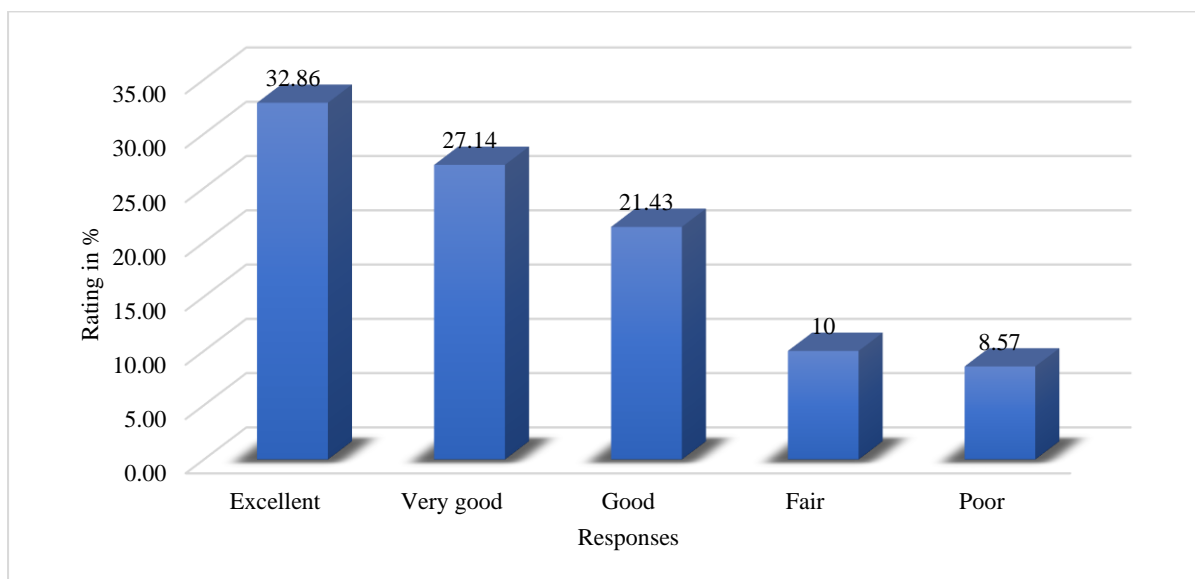


Figure 2

Figure 2 illustrates 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 counselling 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.

How much satisfied are you with scholarship assistance in the Institute?

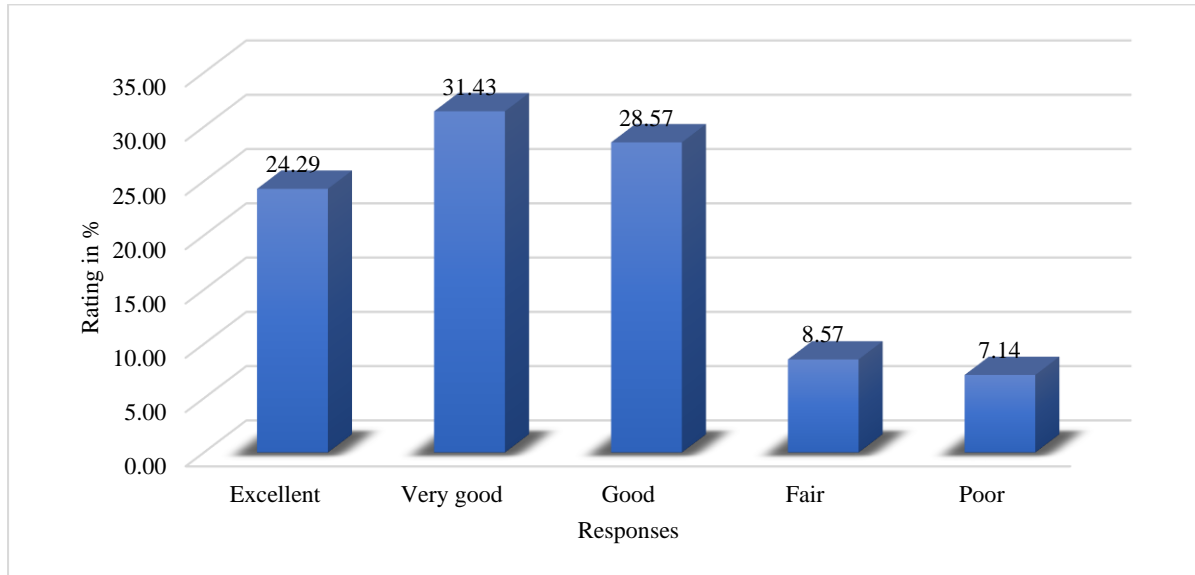


Figure 3

Figure 3 presents that more than 84% of respondents expressed satisfaction ranging from "Good" to "Excellent," which indicates effective communication, timely processing, and appropriate support systems. However, the presence of 15.71% of respondents rating the service as "Fair" or "Poor" suggests that some students may be experiencing delays, lack of clarity, or difficulty accessing the resources. These insights highlight the need for continued improvements and more personalized or accessible guidance to ensure all eligible students benefit from the scholarship programs.

How would you rate the Institute scholarships for economically weaker / merit / Sports

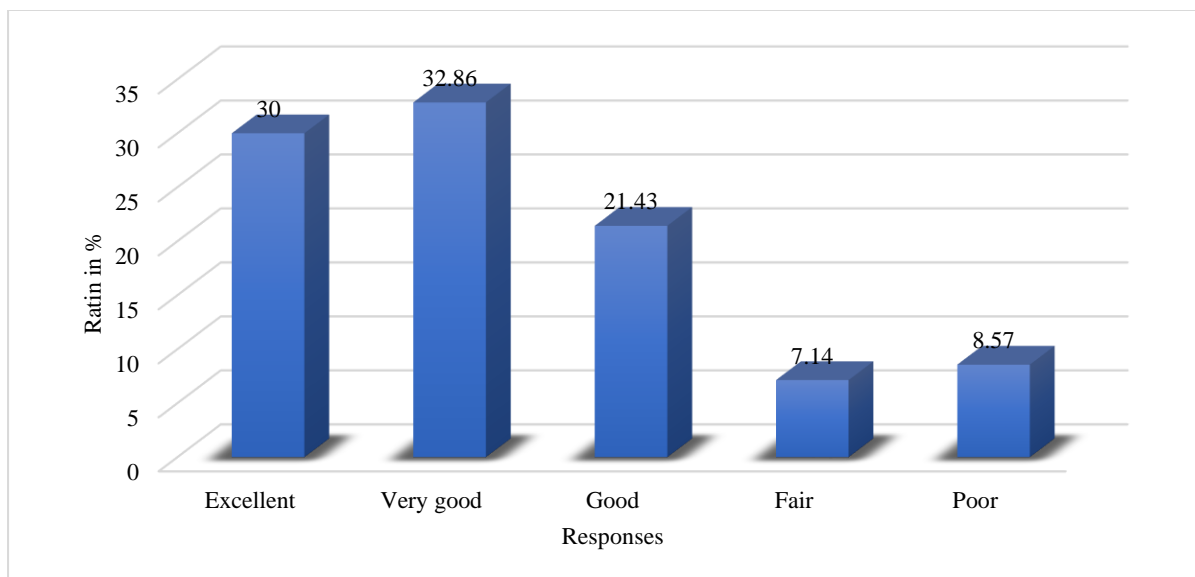


Figure 4

Figure 3 presents student feedback on institute scholarships for economically weaker, merit-based, and sports categories. The majority of respondents rated the scholarships positively, with 32.86% selecting "Very Good" and 30% choosing "Excellent," demonstrating strong approval. Meanwhile, 21.43%

marked them as "Good," indicating moderate satisfaction. However, lower ratings suggest room for improvement, with 7.14% rating scholarships as "Fair" and 8.57% as "Poor." While the overall response is encouraging, addressing concerns from students with lower ratings could enhance the effectiveness and accessibility of these financial aid programs.

Is special care given to weak students and are the teachers able to identify your weaknesses and help you to overcome them?

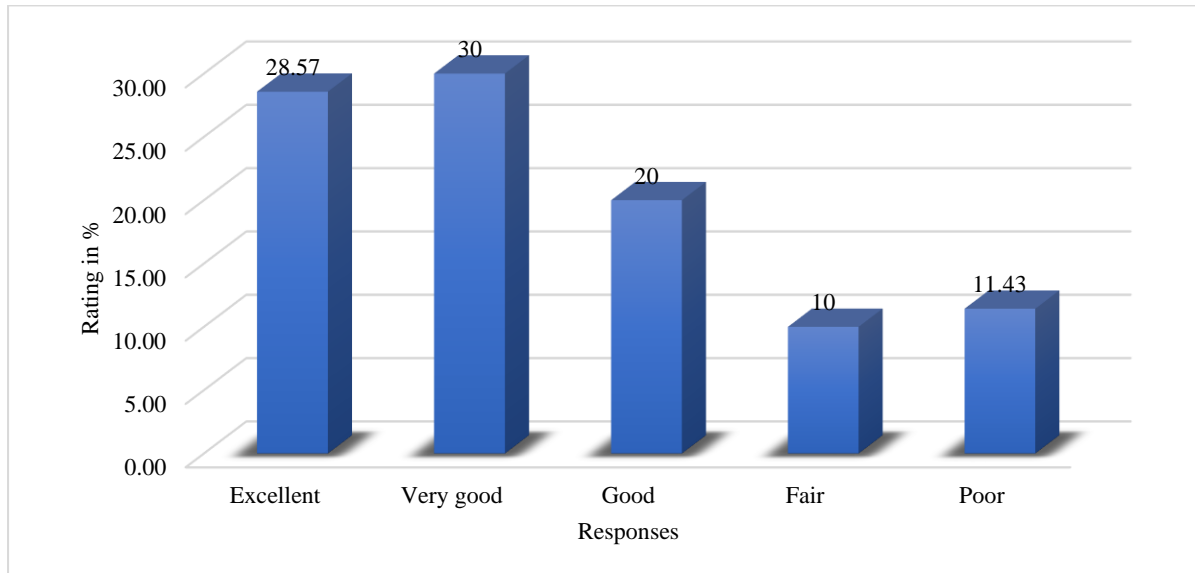


Figure 5

Figure 5 presents that a significant majority—nearly 79%—believe that the teachers are making a commendable effort to support weaker students by identifying their challenges and helping them improve. This highlights the effectiveness of the institute's inclusive teaching practices and targeted support systems. However, a combined 21.43% rating the support as "Fair" or "Poor" suggests that a noteworthy segment of the student population feels underserved or overlooked. This feedback points to the need for more individualized attention, consistent mentoring, or better communication channels to ensure no student is left behind in their academic journey.

How would you rate the remedial teaching for academic improvement?



Figure 6

Figure 6 reflects over 81% of students expressing satisfaction from "Good" to "Excellent." This suggests that the remedial support is well-structured and effectively helps students improve academically.

Nonetheless, the combined 18.57% of responses marked as "Fair" and "Poor" signal room for refinement. This could mean that some students may not be fully benefitting due to issues such as timing, teaching methods, or personalized attention. Enhancing engagement strategies and customizing content to student needs could further increase the effectiveness of remedial teaching.

The students are encouraged to involve in co-and extra-curricular activities.

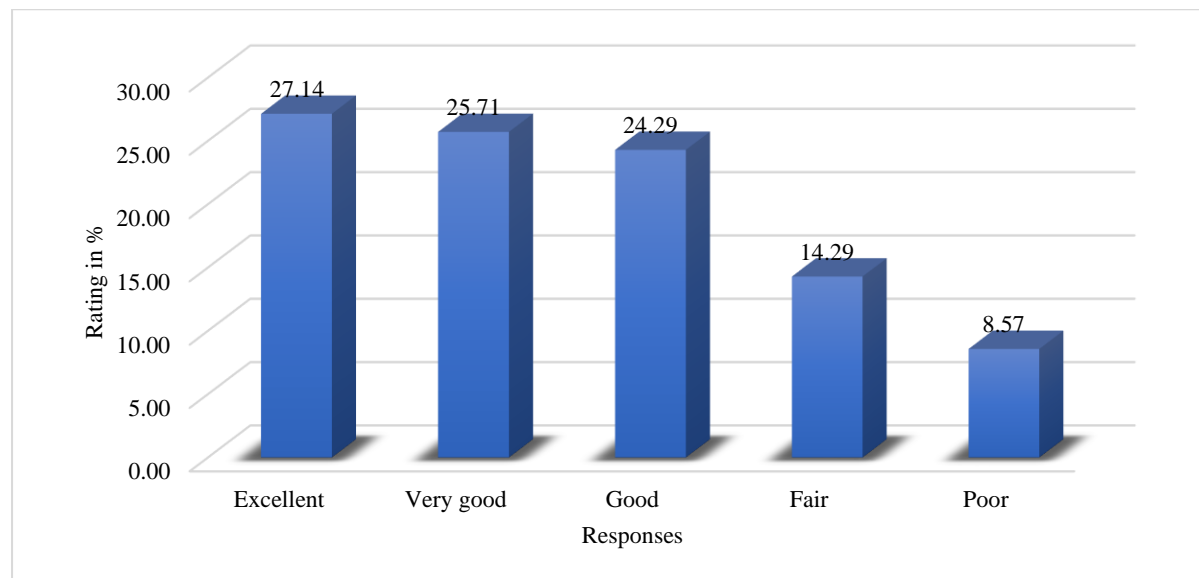


Figure 7

Figure 7 presents student feedback on encouragement for participation in co-curricular and extra-curricular activities. The majority of responses are positive, with 27.14% rating it as "Excellent," 25.71% as "Very Good," and 24.29% as "Good," indicating strong support for engagement beyond academics. However, a notable portion expressed concerns, with 14.29% rating the encouragement as "Fair" and 8.57% as "Poor." While overall feedback suggests that students feel motivated to participate, addressing the concerns of those who rated it lower could further enhance inclusivity and accessibility in extracurricular opportunities.

There are opportunities and students are encouraged to get involved with community services (NSS / NCC / Outreach / Inclusivity etc).

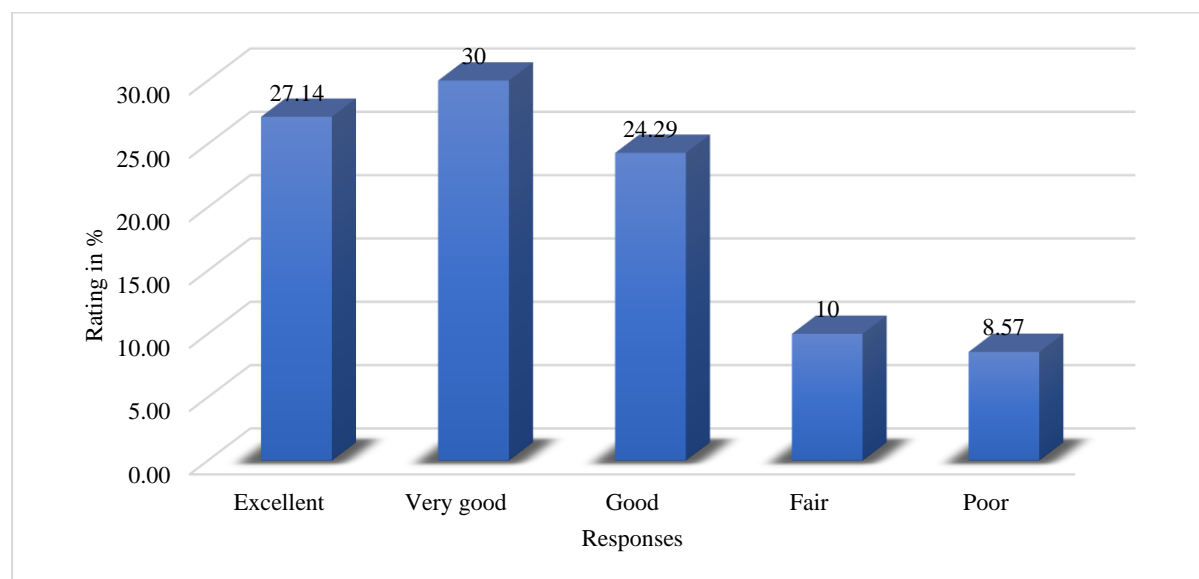


Figure 8

Figure 8 represents that most students feel positively about their involvement in community services, showcasing general satisfaction and engagement. The combined percentages for "Very good" and "Excellent" suggest strong encouragement and accessibility. However, the 10% "Fair" and 8.57%

"Poor" ratings highlight areas where improvements might be needed to make these opportunities more inclusive or impactful for all students. This data provides valuable insights for enhancing such initiatives.

Functioning of grievance redressal system in the Institute?

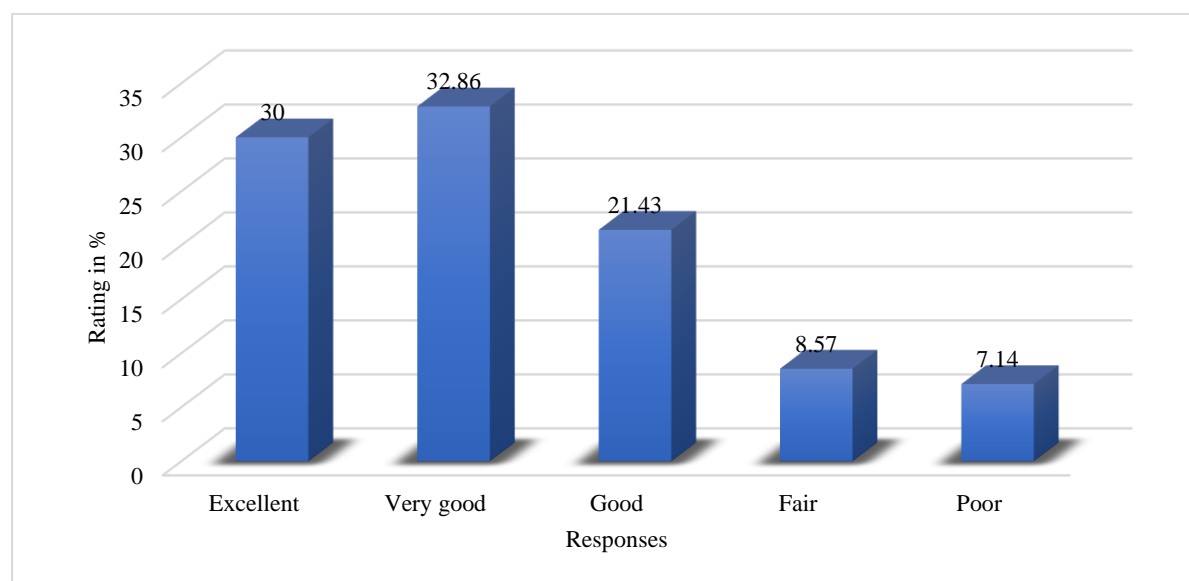


Figure 9

Figure 9 presents that most respondents perceive the grievance redressal system as effective, with nearly 63% offering highly favourable ratings ("Very good" or "Excellent"). However, the smaller percentages of "Fair" and "Poor" highlight some dissatisfaction, pointing to areas for refinement. These insights suggest the system has strong foundations but could benefit from addressing the needs and concerns of those less satisfied to ensure a more inclusive and responsive approach.

Awareness programs being conducted on mental wellbeing by the psychologist

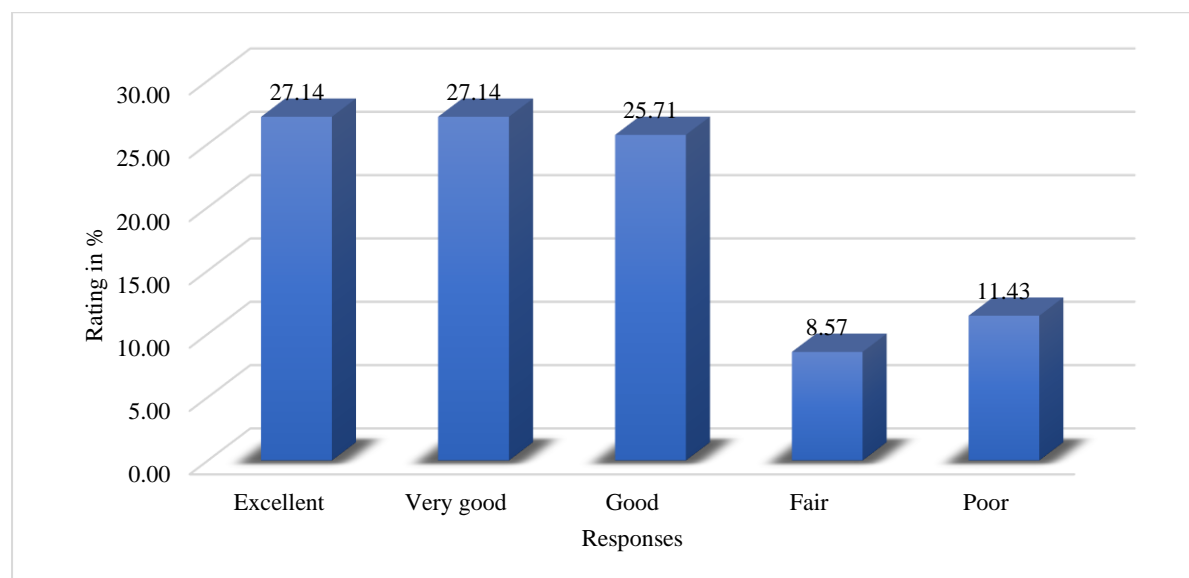


Figure 10

Figure 10 displays overall positive feedback, with nearly 80% of ratings falling into "Good," "Very good," or "Excellent," suggests that these programs are well-received and appreciated. However, the 8.57% "Fair" and 11.43% "Poor" ratings signal room for improvement. Enhancements could be focused on addressing specific gaps in program content or delivery to better engage and support participants

who rated them less favourably. These insights can guide efforts to make the programs more impactful and inclusive for all.

Is mentor mentee program being conducted regularly?

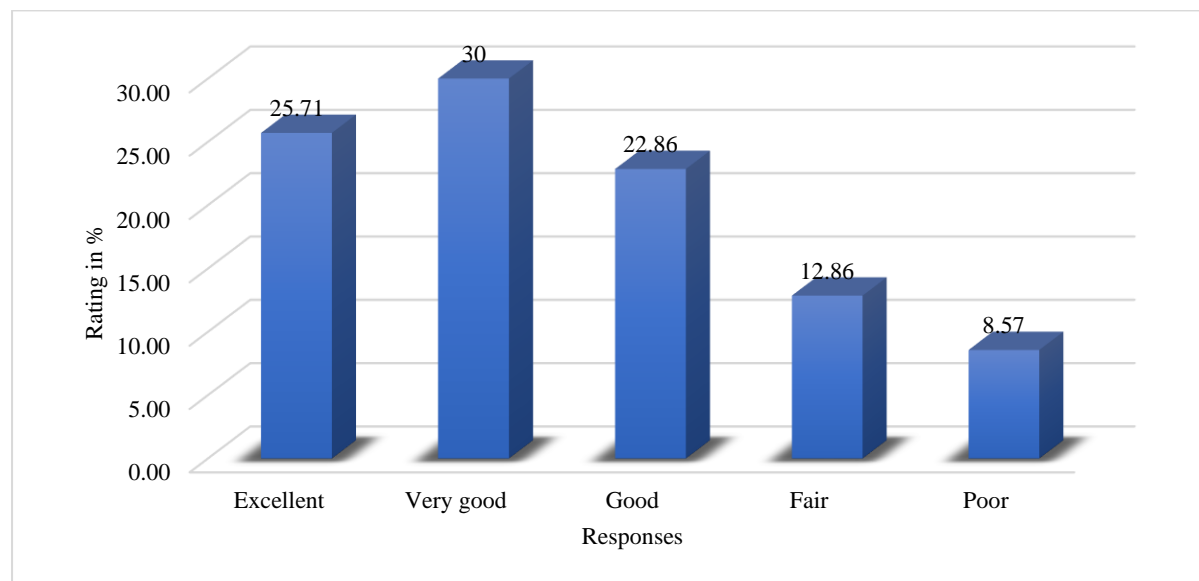


Figure 11

Figure 11 illustrates that the mentor-mentee program is generally well-received, with over 78% of respondents providing favorable ratings ("Good," "Very good," or "Excellent"). However, the combined 21.43% of "Fair" and "Poor" ratings indicate areas where the program might not meet expectations for some participants. This feedback highlights an opportunity to enhance the program's consistency and impact, ensuring that it addresses the needs of all mentees effectively.

Are awareness programs on human values and professional ethics and Constitutional values being conducted regularly?

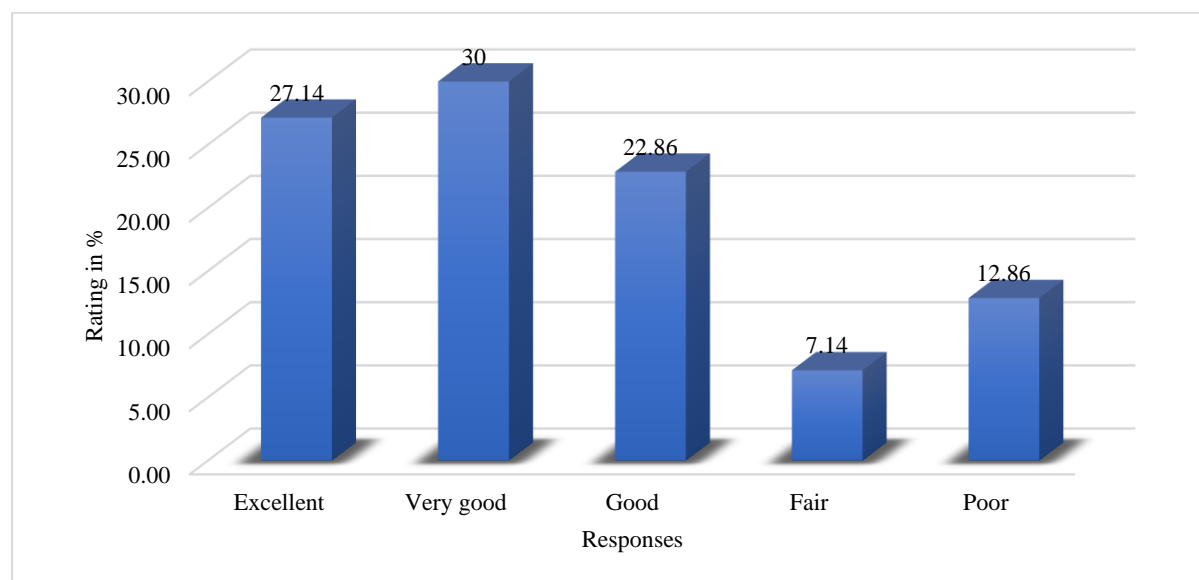


Figure 12

Figure 12 evaluates that over 80% of responses indicating satisfaction ("Good," "Very good," or "Excellent"). The lower ratings ("Fair" and "Poor") signal the need for enhancements, potentially in the structure or delivery of these programs, to engage and resonate more effectively with all participants. This feedback provides direction for refining such initiatives to make them more impactful and inclusive.

Recommendations of Internal Quality Assurance Centre

S.NO.	Feedback received	Recommendations
1	Is special care given to weak students and are the teachers able to identify your weaknesses and help you to overcome them	<ul style="list-style-type: none">• Conduct targeted interviews with students to better understand their specific concerns.• Enhanced support materials and streamlined processes based on the feedback.
2	The students are encouraged to involve in co-and extra-curricular activities.	<ul style="list-style-type: none">• Collaborate with student representatives to identify key dissatisfaction drivers.• Introduced workshops and one-on-one sessions to address these specific gaps.