



INTERNAL QUALITY ASSURANCE CELL (IQAC)

STAKEHOLDER FEEDBACK POLICY-MITS

I. INTRODUCTION

Madanapalle Institute of Technology & Science (MITS) holds that effective learning outcomes are vital for institutional success. To achieve this, MITS has established a robust feedback system crucial for institutional advancement. This policy is designed to collect feedback from diverse stakeholders, including Students, Faculty, Alumni, and Employers, particularly during significant revisions to the curriculum. Additionally, stakeholder feedback is sought to integrate necessary enhancements in institutional processes.

Feedback serves as the cornerstone of bilateral communication between providers and recipients. Both positive and negative feedback are essential for continual improvement, aiding in understanding the organization's strengths, weaknesses, opportunities, and challenges. This benefits both the organization and stakeholders, as adjustments based on feedback benefit all involved parties.

Feedback from students, staff, and alumni instills a sense of ownership and responsibility for the organization. Regular feedback is vital throughout the organization to remain aligned with goals and to facilitate continuous learning for ongoing improvements.

In its commitment to continuous improvement across all domains, academic or administrative, MITS has entrusted the Internal Quality Assurance Cell (IQAC) with arranging feedback responses from all college stakeholders regarding quality-related institutional processes.

The IQAC, as the overseer of quality enhancement endeavors, will ensure the methodical collection, analysis, and utilization of feedback data to enhance overall institutional effectiveness. Through this process, MITS endeavors to foster a culture of transparency, openness, and accountability, valuing every stakeholder's input in shaping the institution's future direction.

The feedback mechanism will be optimized to ensure confidentiality and anonymity, encouraging stakeholders to provide honest and constructive feedback without apprehension. The collected feedback will be scrutinized to identify patterns, trends, and areas for improvement, then communicated to relevant departments for action and follow-up.



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Regular assessment and monitoring of the feedback implementation process will be conducted by the IQAC to uphold its effectiveness and relevance. Continuous engagement with stakeholders will be upheld to relay the outcomes of their feedback, showcasing the institution's commitment to responsive and accountable governance.

Through this comprehensive feedback policy, MITS aims to cultivate a culture of continuous improvement and excellence, recognizing every stakeholder's contribution as pivotal in shaping the institution's pursuit of academic and operational excellence.

II. FEEDBACK MECHANISM

The periodic feedback gathered from various stakeholders plays a crucial role in enhancing both academic performance and other institutional endeavors. The feedback is sourced from the following stakeholders:

- ✓ Students
- ✓ Faculty
- ✓ Parents
- ✓ Alumni
- ✓ Employer

The feedback mechanism in MITS college will include the following Steps:





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A) Format Preparation:

IQAC will design the feedback formats tailored to each stakeholder group. The respective departments will collect the feedback electronically, with IQAC overseeing the process.

The electronic forms will be generated through the portal www.quia.com up to AY 2023-24. From AY 2024-25 onwards, the forms weblinks will no longer be generated using QUIA; instead, they will be available under the IQAC- Feedback System tab on college website.

STAKEHOLDERS

The multiple stakeholders of the institute are

- a) **Students**
- b) **Faculty**
- c) **Alumni**
- d) **Employers**
- e) **Parents**
- f) **National/ International Experts**
- g) **Industry Experts Feedback**

1. TYPES OF FEEDBACK

2.1 Students Feedback

- a) Feedback about Curriculum
- b) Feedback about Teaching Learning Process
- c) Feedback about Facilities
- d) Feedback about Faculty
- e) Graduate Exit Survey
- f) Course Exit Survey

2.2 Faculty Feedback

- a) Feedback about Curriculum
- b) Feedback about Infrastructure
- c) Feedback about Governance
- d) Feedback about Teaching, Learning, Evaluation & Research

2.3 Alumni Feedback

2.4 Employers Feedback

2.5 Parents Feedback

2.6 National/ International Experts Feedback

2.7 Industry Experts Feedback

2.8 Non-Teaching Faculty Feedback



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2.1 Students Feedback:

a) Feedback about Curriculum

Assessing students' appraisal of their educational journey within an institution is fundamental to any quality assurance structure. This assessment enables the institution to gauge how its services are perceived by its primary stakeholders – the students.

The feedback concerning the curriculum aims to solicit students' insights on various curriculum facets, covering course content, learning resources, classroom environment, delivery quality, and assessment methods. Additionally, it seeks input on specific topics within the curriculum that students believe should be revised or omitted to better align with professional standards. This feedback will be gathered annually from students at the conclusion of each academic year, as applicable.

b) Feedback about Teaching Learning Process

MITS will conduct the Student Satisfaction Survey (SSS) on the Teaching-Learning Process annually, aligning with NAAC standards. This survey serves as a pivotal tool for assessing and enhancing the educational experience within the institution. Recognizing the paramount importance of student feedback, the SSS provides a structured mechanism for students to voice their opinions, perceptions, and suggestions regarding the teaching and learning environment.

The annual SSS aims to gauge students' satisfaction levels with various aspects of the teaching-learning process, including instructional methods, course content, faculty engagement, assessment practices, and classroom dynamics. By soliciting feedback directly from students, MITS gains invaluable insights into the effectiveness of its educational programs and areas for improvement.

Incorporating the feedback obtained from the SSS, MITS can formulate targeted interventions and pedagogical strategies to enhance student engagement, academic outcomes, and overall satisfaction levels. By fostering a culture of continuous improvement and responsiveness to student needs, the SSS on the Teaching-Learning Process plays a pivotal role in advancing the quality and effectiveness of higher education delivery at MITS, ultimately contributing to institutional excellence and student success.

c) Feedback about Facilities

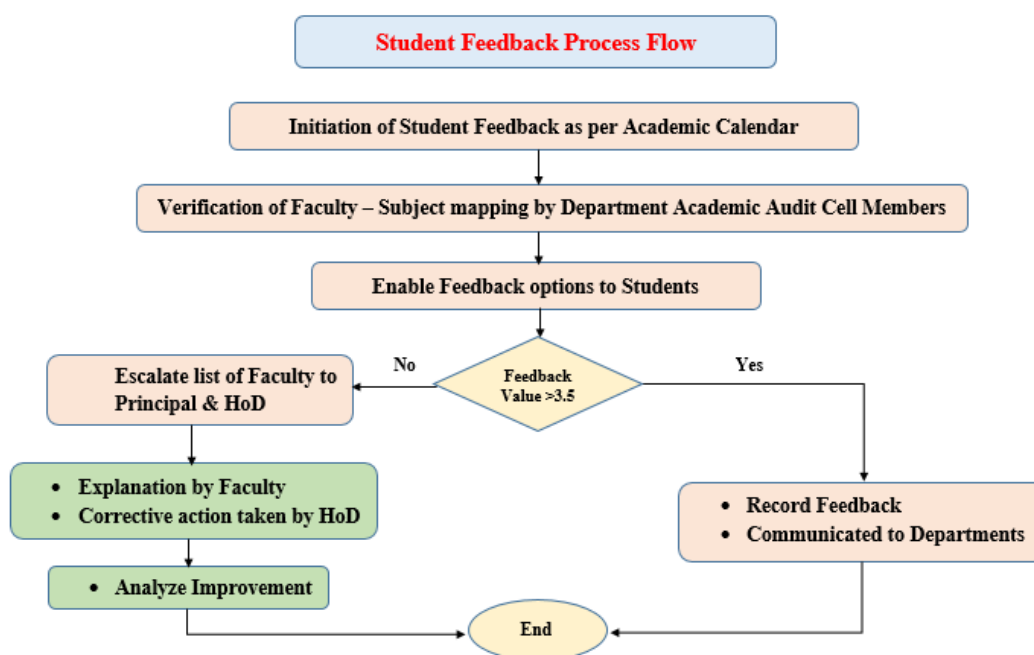
This process will encompass feedback regarding all aspects of infrastructure and facilities within the college, including classrooms, library, transportation, student services, canteen, restrooms, and campus life. It will be collected annually from all students, regardless of their semester or year. However, particular attention will be given to graduating students in their final semester/year to gain insights into their overall impression of the institute throughout their academic journey.



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d) Feedback about Faculty

This process will gather feedback on the teaching quality of each faculty member responsible for a particular subject. The standard format, provided by the VP-Academics and distributed through the HODs, will help assess the teaching methods utilized and the classroom atmosphere. Supervised by the HODs, this feedback will occur twice per semester. Students from every semester will provide feedback on faculty members instructing during that specific semester. The student feedback procedure is outlined below.



Appreciation Letters shall be given for faculties who receive feedback ≥ 4.5 from their respective HODs.

e) Graduate Exit Survey

MITS, in line with NBA accreditation standards, will conduct the Graduate Exit Survey annually, exclusively targeting final-year or final-semester students. This targeted approach ensures that the survey captures insights and feedback from graduates who have completed their academic journey at MITS.

The Graduate Exit Survey serves as a crucial mechanism for evaluating the effectiveness of academic programs and assessing graduates' readiness for their professional endeavors. By specifically targeting final-year or final-semester students, MITS aims to gather comprehensive feedback on various aspects of the educational experience, including curriculum relevance, teaching quality, learning resources, practical exposure, industry interface, and overall satisfaction with the institution.



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Administered once a year and exclusively to graduating students, the Graduate Exit Survey ensures that MITS collects feedback from individuals who have completed their entire academic program. This targeted approach allows MITS to gain insights into program strengths, areas for improvement, and emerging trends directly from those who have experienced the entirety of the educational journey at the institution.

The feedback obtained from the Graduate Exit Survey will inform evidence-based decision-making and program enhancements, guiding curriculum revisions, faculty development initiatives, and institutional planning efforts. By incorporating feedback from final-year or final-semester students, MITS can further strengthen its academic programs, better align educational offerings with industry demands, and enhance the overall educational experience for its graduates. Ultimately, the survey underscores MITS's commitment to excellence in higher education, ensuring that graduates are well-prepared to excel in their chosen fields and contribute meaningfully to society. This will also help in assessing the extent of attainment of the programme outcomes.

f) Course Exit Survey

Each individual department at MITS, in alignment with NBA accreditation standards, will conduct the Course Exit Survey once at the end of every semester. This survey serves as a vital component of the institution's commitment to continuous improvement and excellence in course delivery.

The Course Exit Survey is structured to gather feedback from students at the conclusion of each course, providing valuable insights into various aspects of the course content, delivery, and overall learning experience. By administering the survey once per semester, MITS ensures that feedback is collected regularly, allowing for timely opportunities for course enhancement and improvement.

At the conclusion of each semester, students will be given the opportunity to participate in the Course Exit Survey, where they can provide feedback on their perceptions, experiences, and suggestions pertaining to the courses they have recently completed. The survey results will then be systematically analyzed by each department to identify areas of success and areas for improvement within their respective courses, guiding evidence-based decision-making and curriculum enhancements.

By incorporating feedback from the Course Exit Survey, individual departments at MITS can pinpoint opportunities to refine course content, enhance teaching methodologies, and better align course objectives with industry demands and accreditation standards. Ultimately, the Course Exit Survey plays a pivotal role in promoting continuous improvement and excellence in course delivery, ensuring that students receive a high-quality educational experience that equips them for success in their academic and professional endeavors. This will also help in assessing the extent of attainment of the course outcomes.



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2.2 Faculty Feedback

a) Feedback about Curriculum

The objective of this feedback is to gather faculty perspectives on the educational environment within the college. It will focus on teachers' insights regarding curriculum design and updates, employability, examination structures and improvements, teaching methodologies, and the general teaching-learning atmosphere. Faculty feedback will be gathered once annually

b) Feedback about Infrastructure

Faculty members will provide feedback on all aspects of infrastructure and facilities within the college, including classrooms, library, transportation, student services, canteen, restrooms, and campus life. This feedback will be collected annually, ensuring comprehensive coverage of the facilities. Special attention will be given to gathering insights from graduating faculty members in their final semester/year, allowing for a thorough understanding of their overall impressions of the institute's facilities throughout their tenure.

c) Feedback about Governance

Faculty members at MITS College offer valuable feedback on various aspects of governance within the institution. They commend the college's efforts in forging meaningful collaborations through MoUs with esteemed institutions and research organizations, recognizing the potential for mutual cooperation and advancement. Moreover, faculty members acknowledge the administration's sincere dedication to the institution's development, noting proactive measures undertaken for improvement.

The faculty also appreciates the quality initiatives implemented during the previous academic year, attributing them to notable enhancements across the institution. Furthermore, the effective functioning of the Internal Quality Assurance Cell (IQAC) is recognized, with faculty members acknowledging its role in promoting and maintaining quality standards. They also express gratitude for the freedom afforded to them to voice their opinions and contribute to decision-making processes, fostering a culture of open communication and collaboration.

Additionally, the accessibility of the administrative team is highlighted, ensuring that faculty concerns are addressed promptly and efficiently. It's worth noting that this feedback collection process occurs once a year, allowing faculty members to provide their input regularly and ensuring that their perspectives are considered in ongoing governance decisions. Overall, faculty feedback on governance reflects a positive engagement with the institution's leadership and a commitment to continuous improvement.



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d) Feedback about Teaching, Learning, Evaluation & Research

MITS, in its commitment to fostering excellence in education and research, conducts an annual feedback process focusing on teaching, learning, evaluation, and research with its faculty members. This strategic endeavor aims to ensure the continuous enhancement of the educational experience provided by the institution. By soliciting feedback from faculty members, MITS actively engages in refining teaching methodologies, evaluating assessment practices, and promoting research quality.

The college's proactive approach to gathering feedback underscores its dedication to student-centric learning, evident through the provision of abundant learning resources both in the Central Library and Department Libraries. Moreover, MITS acknowledges the importance of supporting faculty members with adequate resources, encouraging their professional development through seminars, conferences, workshops, and Faculty Development Programmes.

The effectiveness of the evaluation system employed by the college further ensures the maintenance of academic standards and the continuous improvement of teaching quality. Notably, MITS recognizes and incentivizes faculty members' scholarly contributions, such as publications, funded projects, consultancy, and patents, thereby fostering a culture of research and innovation within the institution. Overall, MITS's commitment to gathering and acting upon faculty feedback underscores its dedication to academic excellence and continuous improvement.

2.3 Alumni Feedback

The purpose of this feedback is to obtain the inputs from the alumni on the quality of course/program at MITS. This will also help in assessing the extent of attainment of the program outcomes. This feedback will be collected from all participating alumni of MITS during annual Alumni meet, Alumni guest lectures, or through email. This format for feedback shall be shared by IQAC to the Department Alumni coordinators of the departments for collection of feedback either manually or electronically. The collected feedback will be submitted to the respective HODs for analysis and necessary action at their end.

2.4 Employers Feedback

The purpose of this feedback is to obtain the employers' input on the quality of the graduates at MITS and to assess whether the expectations of recruiters were fulfilled. The students' ability to handle professional situations and the knowledge acquired during their learning can also be assessed. The format prepared by the IQAC shall be submitted to respective department HODs for the collection of feedback by the recruiters, manually or electronically. The collected feedback about particular program students shall be submitted to respective HODs for necessary action at their end. This will also help in assessing the extent of attainment of the program outcomes.



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2.5 Parents Feedback

MITS regularly organizes Parents-Teachers-Students Meet (PTM) to inform parents and guardians about the academic and professional development of their ward. Feedback from parents regarding the institution's delivery of academics, including course employability, skill training, practical learning, and their overall satisfaction with their ward's progress, will be collected manually or electronically by the concerned teachers, under the supervision of Department HODs.

2.6 National/ International Experts Feedback

The feedback gathered from National and International experts plays a pivotal role in the continuous refinement of our curriculum across respective departments at MITS. Once a year, during various events such as guest lectures delivered by distinguished figures on a National or International level, interactions with Board of Study Members, engagements with IAAB members, and through email correspondence, valuable insights are obtained regarding the relevance, effectiveness, and contemporary requirements of our academic programs. This feedback serves as a compass guiding our curriculum revision efforts, ensuring alignment with global standards and industry demands. The respective Department Heads receive this feedback first-hand, empowering them to initiate meaningful adjustments and enhancements that uphold our commitment to academic excellence and relevance in an ever-evolving landscape of education.

2.7 Industry Experts Feedback

The invaluable feedback provided by industry experts is integral to the ongoing enhancement of our curriculum across all departments at MITS. Once a year, during various events such as industry seminars, workshops, and collaborative projects, as well as through email correspondence, we actively seek insights and recommendations from leading professionals in the field. This feedback, received first-hand by our respective Department Heads, serves as a cornerstone for curriculum revision efforts.

By aligning our academic programs with the dynamic needs and emerging trends of the industry, we ensure our graduates are equipped with the skills and knowledge necessary for success in their careers. This collaborative approach allows MITS to incorporate industry perspectives into curriculum design and revision, ensuring that students are equipped with the skills and knowledge needed for successful careers. Through this collaborative exchange, we maintain our commitment to academic excellence and relevance, preparing our students to thrive in an ever-evolving professional landscape. This collaborative exchange, we maintain our commitment to academic excellence and relevance, preparing our students to thrive in an ever-evolving professional landscape. By fostering ongoing dialogue and collaboration with industry partners, MITS remains committed to producing graduates prepared to meet workforce challenges.



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2.8 Non-Teaching Faculty Feedback

The purpose of this feedback is to get the Non-Teaching Faculty inputs to assess their work environment, work-life balance, opportunities for professional development, promotions, basic medical facilities, addressing grievances, salary, provident funds and other allowances available at MITS. This assessment enables the institution to gauge how its services are perceived by its stakeholders (Non-Teaching Faculties). This feedback will be collected electronically from Non-Teaching Faculties of MITS once in a year by IQAC. The collected feedback will be submitted to the respective HODs for analysis and necessary action at their end.

B) Circulation of Feedback Formats

The feedback forms shall be circulated through the IQAC to the concerned department responsible for engaging with the specific stakeholder.

Types of Feedback	Mechanism of Circulation
Feedback On Curriculum, Teaching & Learning From Students	IQAC through HODs to Students
Feedback From Faculty On Curriculum Design And Development	IQAC through HODs to Faculty
Feedback On Curriculum Enrichment From Parents	IQAC through HODs to Parents
Alumni Survey	IQAC through Alumni Coordinator to Alumni
Employer Survey	IQAC through HODs to Employers
Feedback On Curriculum By National/ International Experts	IQAC through HODs to National/International Experts
Feedback On Curriculum Enrichment From Industry Experts	IQAC through HODs to Industry Experts



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Student Satisfaction Survey (SSS) on Teaching Learning Process	IQAC to Students
Students Feedback Form On Facilities	IQAC through HODs to Students
Feedback From Faculty On Infrastructure	IQAC through HODs to Faculty
Feedback From Faculty On Governance	IQAC through HODs to Faculty
Feedback From Faculty On Teaching, Learning, Evaluation & Research	IQAC through HODs to Faculty
Graduate Exit Survey	HODs to Students
Course Exit Survey	HODs to Students
Students Feedback on Faculty	VP Academics through HODs to Students
Parents Teacher Meeting Feedback	IQAC through HODs to Students
Non-Teaching Faculty Feedback	IQAC through HODs to Non-Teaching Faculties

C) Collection of Data:

The data of the feedback received shall be collected as follows:

Type of Feedback	Mode of Selection	Collection Body	Time Schedule of Collection
Feedback On Curriculum, Teaching & Learning From Students	Online	HODs	Once in a Year
Feedback From Faculty On Curriculum Design And Development	Online	HODs	Once in a Year
Feedback On Curriculum Enrichment From Parents	Online	HODs	Once in a Year
Alumni Survey	Online	Alumni Coordinators	Once in a Year
Employer Survey	Online	HODs/Placements	Once in a Year
Feedback On Curriculum By National/ International Experts	Online	HODs	Once in a Year
Feedback On Curriculum Enrichment From Industry Experts	Online	HODs	Once in a Year
Student Satisfaction Survey (SSS) on Teaching Learning Process	Online	IQAC	Once in a Year
Students Feedback Form On Facilities	Online	IQAC / HODs	Once in a Year



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Feedback From Faculty On Infrastructure	Online	HODs	Once in a Year
Feedback From Faculty On Governance	Online	HODs	Once in a Year
Feedback From Faculty On Teaching, Learning, Evaluation & Research	Online	HODs	Once in a Year
Graduate Exit Survey	Online	Class Teachers / HODs	"Once a Year (Specifically for Graduating Students)
Course Exit Survey	Online	Class Teachers / HODs	Once in a Sem
Students Feedback on Faculty	Online	VP Academics	Twice in a Sem
Parents Teacher Meeting Feedback	Offline / Online	Class Teachers / HODs	During PTM/Once in a Year
Non-Teaching Faculty Feedback	Online	IQAC	Once in a Year



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D) Analysis of Feedback received and review of results:

The Feedback received will be analysed offline or online as per the mode of collection and results will be reviewed as follows.

Type of Feedback	Analysis and review by
Feedback On Curriculum, Teaching & Learning From Students	Concern Depts. & HODs
Feedback From Faculty On Curriculum Design And Development	Concern Depts. & HODs
Feedback On Curriculum Enrichment From Parents	Concern Depts. & HODs
Alumni Survey	Concern Depts. & HODs
Employer Survey	Concern Depts. & HODs
Feedback On Curriculum By National/ International Experts	Concern Depts. & HODs
Feedback On Curriculum Enrichment From Industry Experts	Concern Depts. & HODs
Student Satisfaction Survey (SSS) on Teaching Learning Process	IQAC
Students Feedback Form On Facilities	IQAC / HODs
Feedback From Faculty On Infrastructure	Concern Depts. & HODs
Feedback From Faculty On Governance	Concern Depts. & HODs
Feedback From Faculty On Teaching, Learning, Evaluation & Research	Concern Depts. & HODs
Graduate Exit Survey	Class Teachers followed by HOD
Course Exit Survey	Class Teachers followed by HOD
Students Feedback on Faculty	VP Academics and IQAC
Parents Teacher Meeting Feedback	Class Teachers followed by HOD
Non-Teaching Faculty Feedback	IQAC & Administration



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E) Action Taken

The actions about the collected feedback after analysis shall be taken as under:

Type of Feedback	Analysis and review by
Feedback On Curriculum, Teaching & Learning From Students	HODs
Feedback From Faculty On Curriculum Design And Development	HODs
Feedback On Curriculum Enrichment From Parents	HODs
Alumni Survey	HODs
Employer Survey	HODs
Feedback On Curriculum By National/ International Experts	HODs
Feedback On Curriculum Enrichment From Industry Experts	HODs
Student Satisfaction Survey (SSS) on Teaching Learning Process	IQAC
Students Feedback Form On Facilities	IQAC & HODs
Feedback From Faculty On Infrastructure	HODs
Feedback From Faculty On Governance	HODs
Feedback From Faculty On Teaching, Learning, Evaluation & Research	HODs
Graduate Exit Survey	HODs
Course Exit Survey	HODs
Students Feedback on Faculty	HODs
Parents Teacher Meeting Feedback	HODs
Non-Teaching Faculty Feedback	IQAC & Administration



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The action taken report by each concerned Department HOD shall be submitted to IQAC with a month of analysis of feedback.

All the action taken reports will be sent to principal to be presented before the Academic Council of MITS.

III. REVISION OF FEEDBACK FORM

The feedback forms can be revised as per the need of the situation and as per the requirement of the feedback to be obtained. The revisions shall be approved by IQAC.

IV. FEEDBACK COLLECTION, ANALYSIS, AND ACTION PROTOCOL

1. After the collection of feedback from the stakeholders within the timeframe, analysis was made category wise and the same was discussed and reviewed by the Head of the Department.
2. The **minimum target for the achievement is 70 % and above**, otherwise the corrective action was taken as discussed in point 1.
3. Each action taken based on feedback analysis was meticulously documented within each department with approval from the Internal Quality Assurance Cell (IQAC) and the Head of the Institution.
4. Feedback Analysis and Action taken reports are made available on the college website, ensuring transparency and accountability in the feedback process.

