



MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE
(UGC-AUTONOMOUS INSTITUTION)

Affiliated to JNTUA, Ananthapuramu & Approved by AICTE, New Delhi
NAAC Accredited with A+ Grade, NIRF India Rankings 2025 - Band: 201-300 (Engg.)
NBA Accredited - B.Tech. (CIVIL, CSE, ECE, EEE, MECH, CST), MBA & MCA

(AY 2024-25)

2.7 Student Satisfaction Survey

2.7.1 Online Student Satisfaction Survey regarding to Teaching Learning process

The Student Feedback system is conducted annually to gauge students' perceptions regarding Teaching, Learning, and Evaluation, aiming to enhance the quality of processes implemented within our institution.

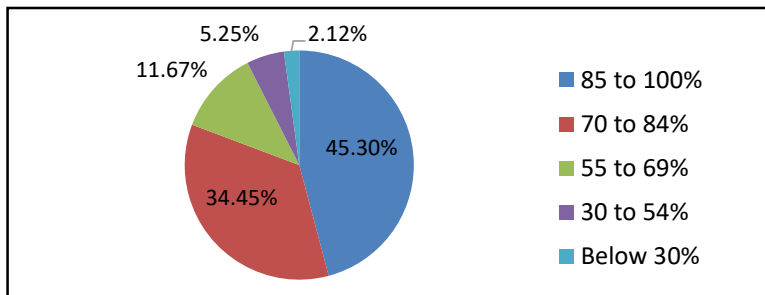
The questionnaire encompasses a wide array of skills involved in the teaching process, ranging from the teacher's instructional abilities and specialized knowledge to the effectiveness of communication, preparedness, doubt-clearing skills, and utilization of ICT tools. Additionally, it evaluates the overall approach to the educational process, including provocation, interpersonal connections, feedback mechanisms, and adaptability in modifying teaching methodologies to support students with weaker academic performance.

The study is overseen by the Internal Quality Assurance Cell (IQAC), with the assistance of department heads.

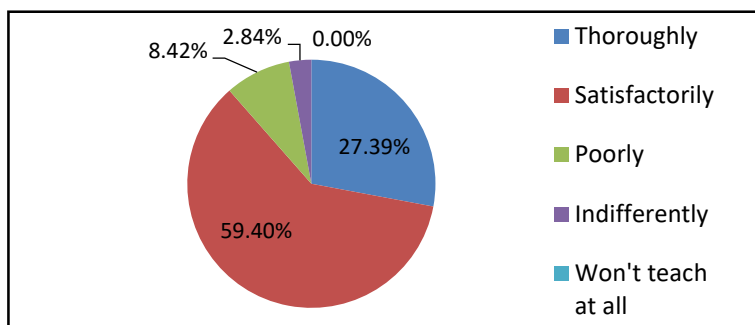
The GOOGLE form containing surveys recommended by NAAC on various properties of the teaching learning process was created and sent through mentors to all the students within their respective departments.

The responses collected across these dimensions are tabulated into a spreadsheet, analyzed, and used to draw logical conclusions. The Student Satisfaction Score (SSS) for the academic year 2024-25 stands at 4 on a scale of 5.

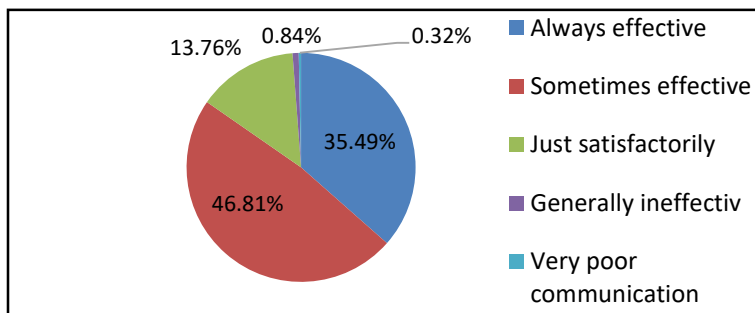
1. **How much of the syllabus was covered in the class?**



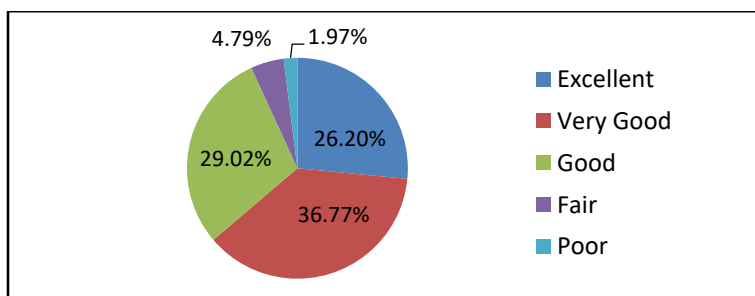
2. **How well did the teachers prepare for the classes?**



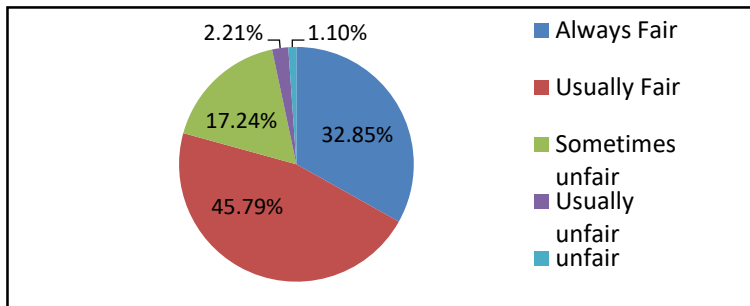
3. **How well were the teachers able to communicate?**



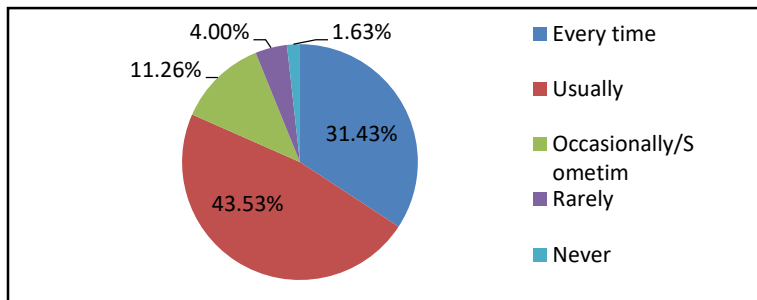
4. **The teacher's approach to teaching can best be described as**



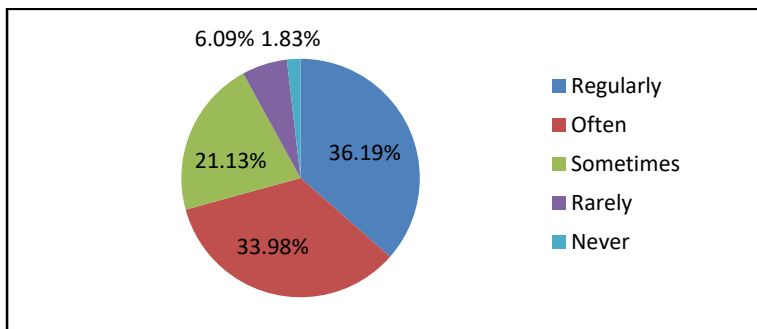
5. Fairness of the internal evaluation process by the teachers.



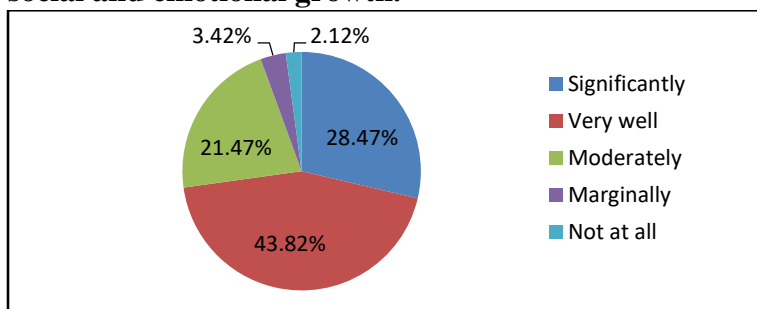
6. Was your performance in assignments discussed with you?



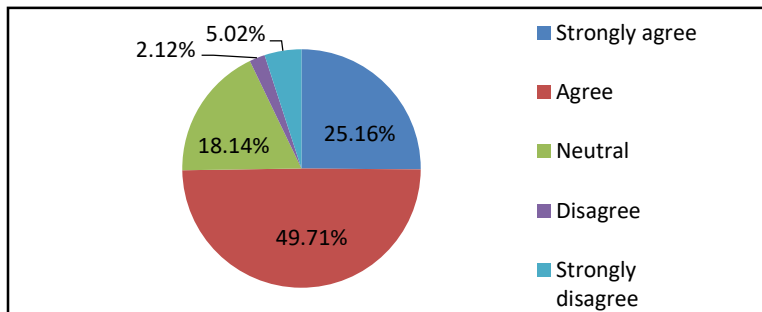
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.



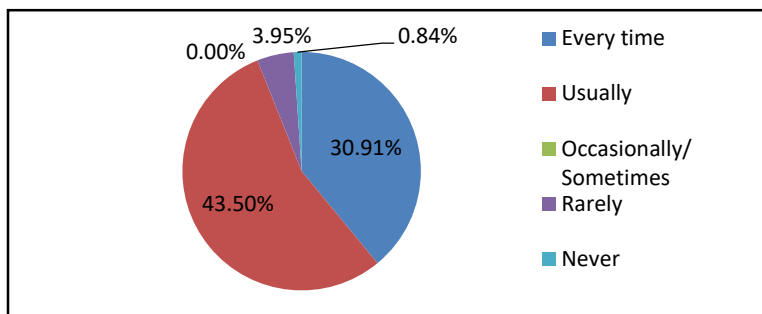
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.



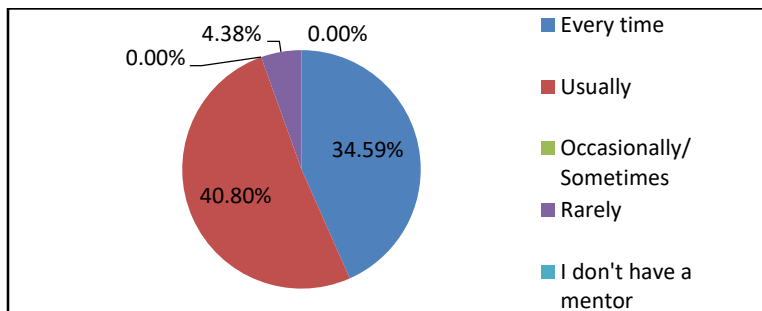
9. The institution provides multiple opportunities to learn and grow.



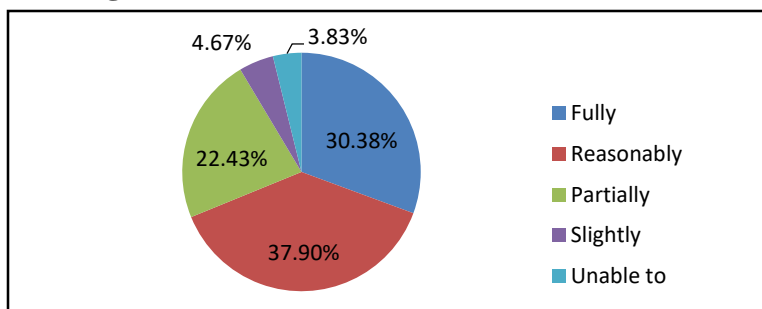
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.



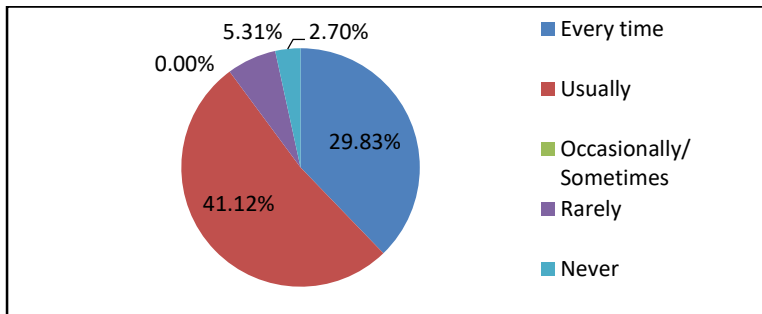
11. Your mentor does a necessary follow-up with an assigned task to you.



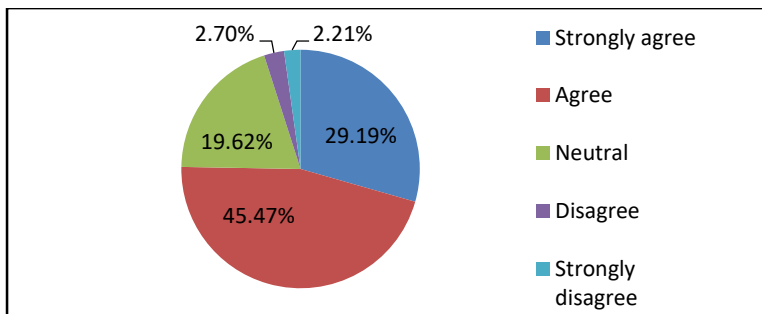
12. The teachers identify your strengths and encourage you with providing right level of challenges.



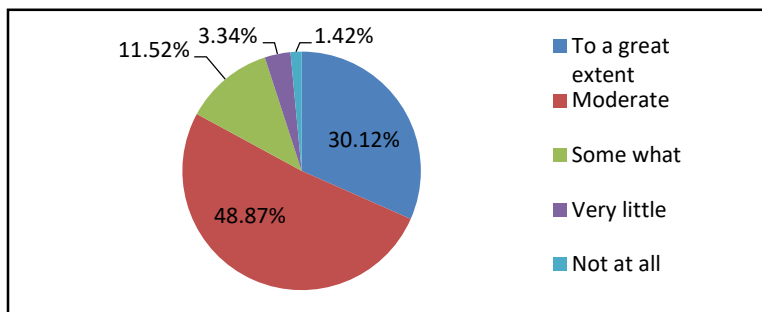
13. Teachers are able to identify your weaknesses and help you to overcome them.



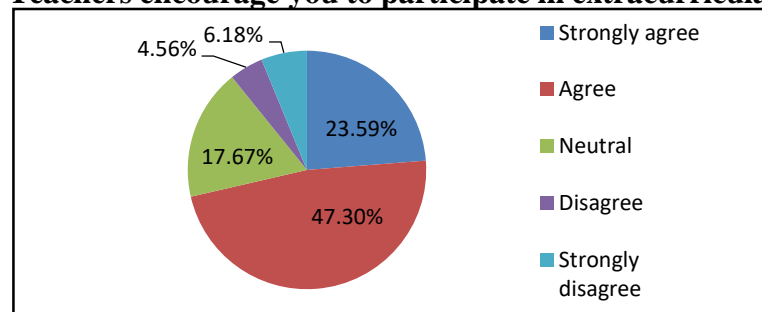
14. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



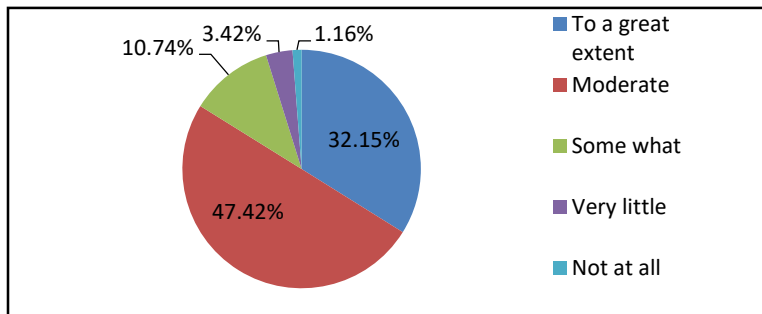
15. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.



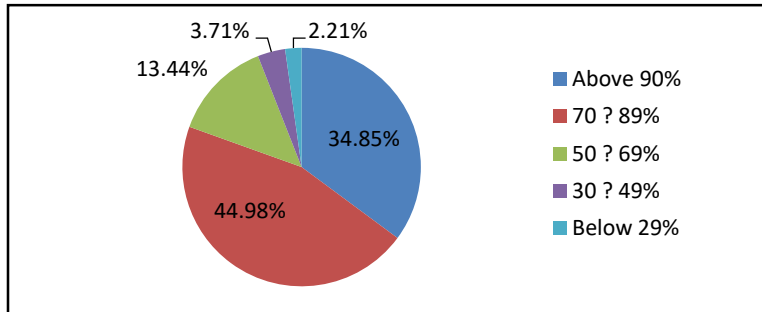
16. Teachers encourage you to participate in extracurricular activities.



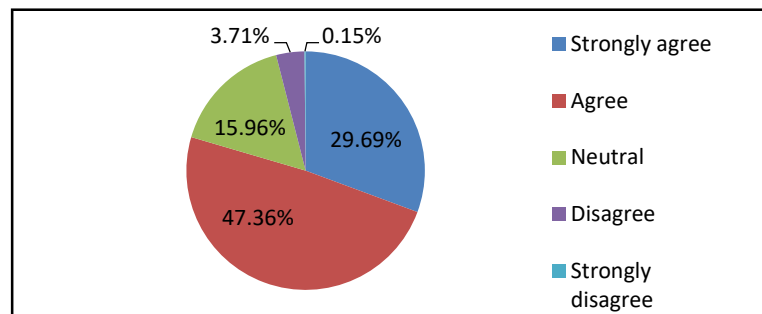
17. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.



18. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?



19. The overall quality of teaching-learning process in your institute is very good.



20. Give three observations / suggestions to improve the overall teaching - learning experience in our institution. A) B) C)

A) Deepen and expand “excellent teaching”

1. Encourage peer-observation and reflection among faculty. Having teachers observe one another’s classes (or record and review a segment) can reveal small tweaks that make a big difference.
2. Promote continued professional development (workshops, webinars) focusing on new pedagogies and digital tools so faculty remain up-to-date with teaching strategies. Recognise and share best-practices: since many faculties are already doing well (“teaching was very good ... I learn somethings”), capturing those cases and sharing across departments can raise the overall standard even further.

B) Increase hands-on, student-centred and practical learning

1. Expand project-based, coding, and hands-on activities across all departments (not just CSE) so students in all fields get exposure to practical skills. Student feedback already emphasises “need more practical application”.
2. Use active learning strategies—e.g., “Think-Pair-Share”, group discussions, peer-feedback—to shift from purely lecture-based to more student-involved learning.
3. Integrate interdisciplinary and real-world problems (challenge-based learning) so students see relevance and apply knowledge, not just rote absorb.

C) Leverage technology, research & innovation, and student motivation

1. Encourage students to engage in research, mini-projects, and innovation-oriented tasks—this boosts motivation, autonomy and helps them prepare for future roles.
2. Strengthen use of educational technology (LMS, simulations, interactive tools) to support diversified learning styles and make classes more engaging.
3. Foster strong teacher-student interaction: Make sure that beyond classes students can approach teachers, seek guidance, and be mentored—this supports learning, belonging and deeper understanding.