

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(UGC-AUTONOMOUS INSTITUTION)

(AY 2025-26)

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.

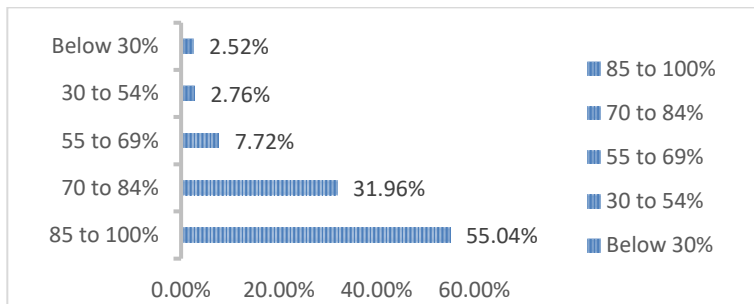
The questionnaire encompasses a wide array of skills involved in the teaching process, ranging from the teacher's instructional abilities and specialized knowledge to the effectiveness of communication, preparedness, doubt-clearing skills, and utilization of ICT tools. Additionally, it evaluates the 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.

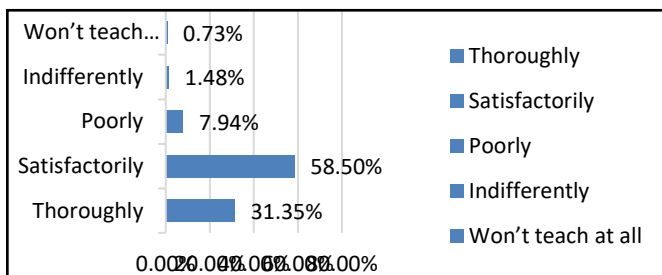
The online form containing surveys recommended by NAAC on various properties of the teaching learning process was created and sent through mentors to all the students within their respective departments.

A total of 4,246 valid responses were received across all departments and programmes, with every respondent answering all nineteen closed-ended items. 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 2025-26 stands at 3.87, which is 4 on a scale of 5.

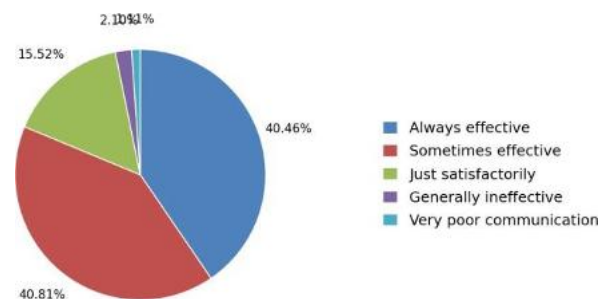
1. How much of the syllabus was covered in the class?



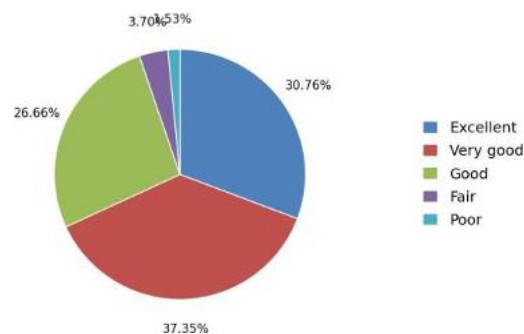
2. How well did the teachers prepare for the classes?



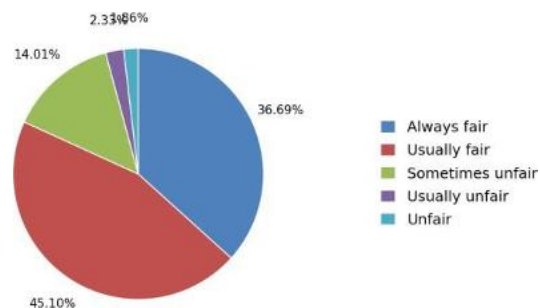
3. How well were the teachers able to communicate?



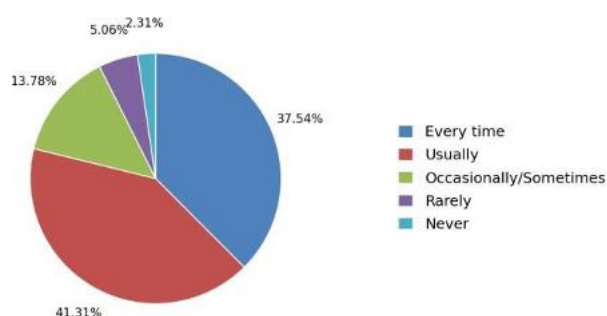
4. The teacher's approach to teaching can best be described as



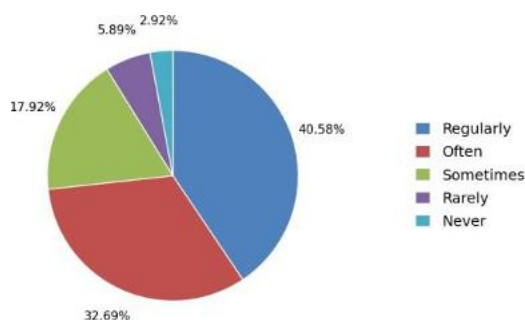
5. Fairness of the internal evaluation process by the teachers.



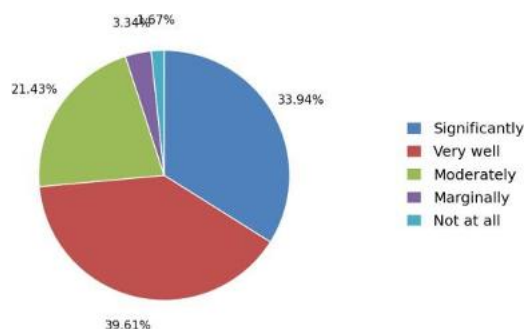
6. Was your performance in assignments discussed with you?



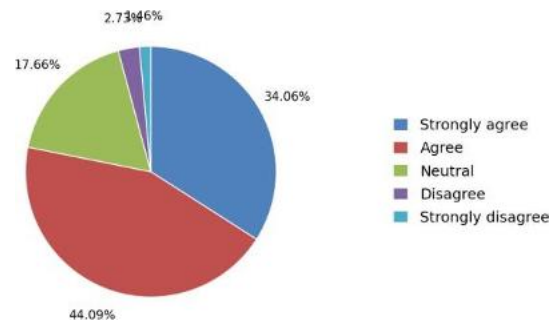
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.



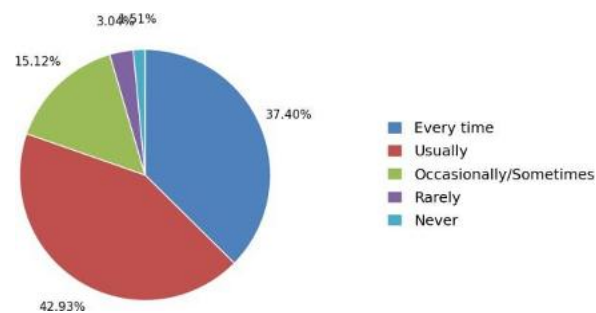
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.



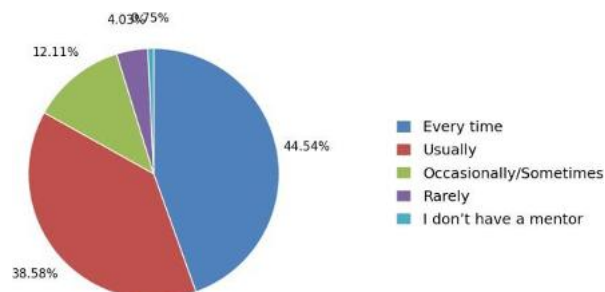
9. The institution provides multiple opportunities to learn and grow.



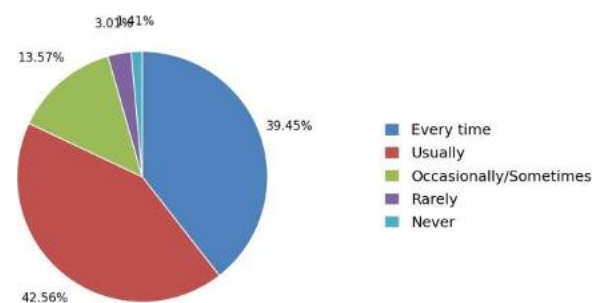
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.



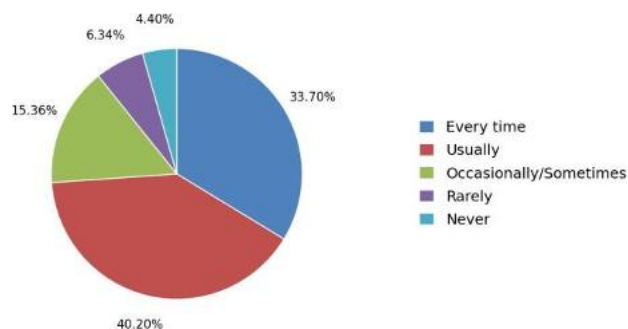
11. Your mentor does a necessary follow-up with an assigned task to you.



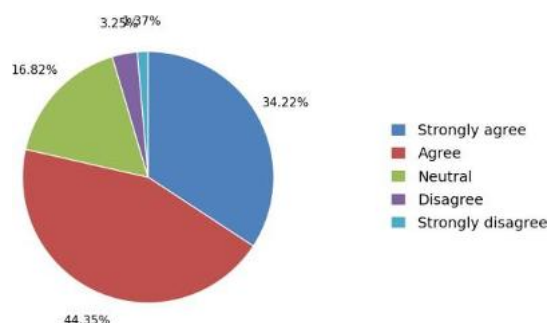
12. The teachers illustrate the concepts through examples and applications.



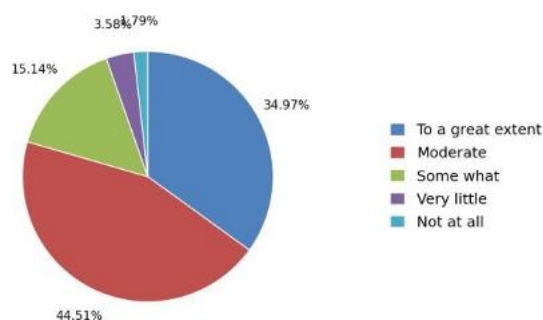
13. Teachers are able to identify your weaknesses and help you to overcome them.



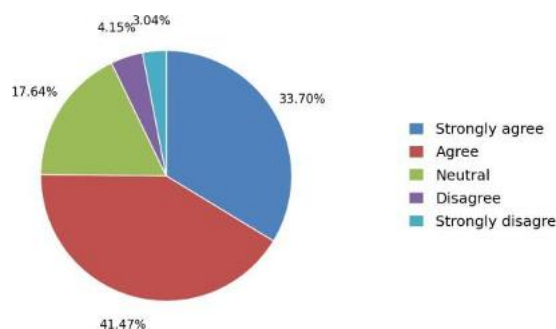
14. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



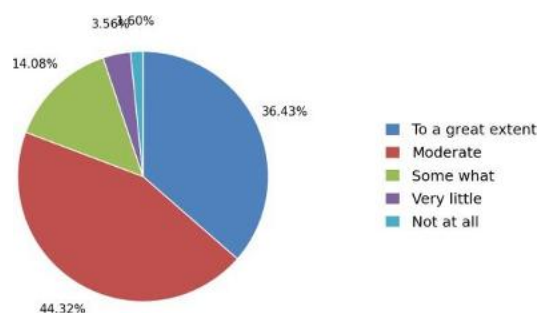
15. The institution/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.



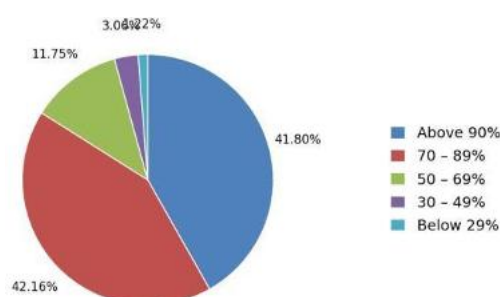
16. Teachers encourage you to participate in extracurricular activities.



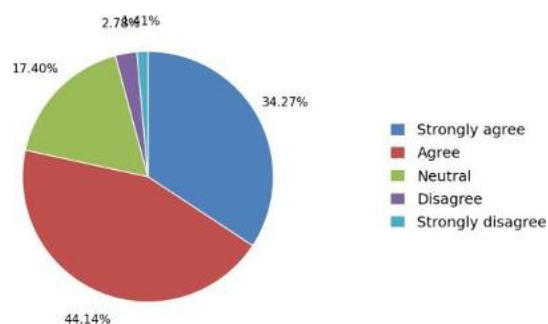
17. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.



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



19. The overall quality of the 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)

Students were invited to record up to three free-text observations. A total of 4,246 responses were submitted, of which 1,630 carried substantive content. Nearly two in five of these (38.4%) were purely appreciative, indicating that the existing teaching-learning process is largely well received. The remaining responses were coded thematically, and the recurring suggestions consolidate into the three directions set out below.

A) Strengthen practical, application-oriented and hands-on learning

1. Expand practical, laboratory and hands-on components across all departments. This was the single largest improvement theme, raised in 10.7% of substantive responses, with students repeatedly asking for classes to move beyond purely theoretical delivery.

2. Integrate each concept with **worked examples, real-world applications, and relevant case studies** to enhance students' conceptual understanding, knowledge retention, and ability to apply theoretical concepts in practical contexts.
3. Increase project-based, coding and skill-oriented activity (5.0% of responses), including mini-projects, guided assignments and continuous formative tasks such as quizzes and peer reviews, so that learning is demonstrated through work produced rather than through recall alone.
4. Strengthen industry orientation through workshops, guest lectures, industrial visits and internship linkages (2.5% of responses), aligning course content with current industry tools and practices.

B) Make classroom delivery more interactive and student-centred

1. Improve the depth and pace of explanation. Suggestions relating to teaching method and clarity of explanation formed 10.2% of substantive responses, with requests to teach from first principles, moderate the pace, and confirm comprehension before advancing.
2. Minimize excessive dependence on presentation slides and **enhance the use of board-based teaching for mathematical derivations, conceptual explanations, and problem-solving activities**, thereby promoting greater student engagement and effective learning.
3. Conduct regular doubt-clearing and revision sessions, particularly ahead of internal examinations, and make lecture notes, question banks and study material available in advance.

C) Deepen mentoring, faculty development and continuous quality improvement

1. Sustain and extend teacher-student engagement. Interaction, approachability and doubt clearing formed the largest single improvement cluster after appreciation (11.5% of responses), with students valuing faculty who are approachable beyond scheduled class hours.
2. Promote **continuous faculty development through workshops and training programmes** on contemporary pedagogical practices and digital teaching tools, while encouraging peer observation, professional reflection, and the sharing of effective teaching practices across departments.
3. Strengthen digital and blended learning support (3.8% of responses), including continued availability of the learning management system, recorded sessions, simulations and interactive tools that accommodate diverse learning styles.
4. Review assessment and evaluation practice (5.8% of responses) by increasing the transparency of internal evaluation, discussing assignment performance with students, and using continuous assessment to identify and support academically weaker students early.

These consolidated observations have been placed before the Internal Quality Assurance Cell and the respective Heads of Departments for action planning and for review in the subsequent academic cycle.