

REPORT ON
STUDENT SATISFACTION SURVEY
Academic Year: 2023 - 2024

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1. Student Satisfaction Survey (SSS) Report

MLR Institute of Technology and Management (MLRITM) is dedicated to upholding excellence in education, student support, and institutional transparency. As part of its commitment to quality assurance and accountability, MLRITM conducted a comprehensive Student Satisfaction Survey (SSS) to collect valuable feedback on various aspects of the academic and campus environment. The survey focused on teaching-learning processes, infrastructure, library and internet facilities, food services, safety, hygiene, and the overall educational experience.

For the National Assessment and Accreditation Council (NAAC) Annual Quality Assurance Report (AQAR), the SSS emphasized teaching, learning, and evaluation. The survey was hosted online via the institute's website, with measures in place to ensure respondent anonymity, fostering candid and unbiased feedback.

The survey comprised 21 questions, structured as follows:

- 20 objective questions utilizing a Likert scale (0 to 4, with 4 representing the highest satisfaction level).
- 1 open-ended question inviting students to provide suggestions and observations to improve the academic experience.

The questionnaire addressed key areas, including:

- Faculty teaching proficiency and preparedness
- Depth of subject knowledge and communication clarity
- Effectiveness in addressing student queries and utilizing ICT tools
- Support and motivation provided to students
- Quality of feedback mechanisms
- Adaptability of teaching methods to meet diverse learning needs

In response from 4,657 students, 3,625 expressed satisfactions with the quality of teaching and the overall learning environment, with appreciation of the comprehensive coverage of the syllabus, both theoretically and practically. Actions identified through the SSS will help in MLRITM's continuous effort to improve the student experience by focusing on improvements in infrastructure, teaching methodology, and initiatives at an institutional level. A cut-off of 7% has been used to extract and identify responses in the 'Fair' and 'Poor' categories of performance, enabling targeted actions to be taken for continuous improvement.

2. Questionnaire

National Assessment and Accreditation Council (NAAC) Student Satisfaction Survey

Guidelines for Students

NAAC (National Assessment and accreditation council) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality in higher education. A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

- A) Please confirm this is the first and only time you answer this survey.
a) Yes b) No
- B) Age:
- C) College Name:
- D) Gender:
a) Female b) Male c) Transgender
- E) What degree program are you pursuing now?
a) Bachelor's b) Master's c) M. Phil d) Doctorate
e) Other
- F) What subject area are you currently pursuing?
a) Arts b) Commerce c) Science
d) Professional e) Other:

Instructions to fill in the questionnaire

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one.
- The response to the qualitative question no.21 is student' support unity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)

Teaching–Learning and Evaluation

Student Satisfaction Survey on Teaching Learning Process

The following are questions for online student satisfaction survey regarding teaching learning process.

1. How much of the syllabus was covered in the class?
 - 4 – 85 to 100%
 - 3 – 70 to 84%
 - 2 – 55 to 69%
 - 1– 30 to 54%
 - 0 –Below 30%
2. How well did the teachers prepare for the classes?
 - 4 –Thoroughly
 - 3 – Satisfactorily
 - 2 – Poorly
 - 1 – Indifferently
 - 0 – Won't teach at all
3. How well were the teachers able to communicate?
 - 4 – Always effective
 - 3 – Sometimes effective
 - 2 – Just satisfactorily
 - 1– Generally ineffective
 - 0– Very poor communication
4. The teacher's approach to teaching can best be described as
 - 4– Excellent
 - 3 – Very good
 - 2 – Good
 - 1 – Fair
 - 0– Poor
5. Fairness of the internal evaluation process by the teachers.
 - 4 – Always fair
 - 3 – Usually fair
 - 2 – Sometimes unfair
 - 1 – Usually unfair
 - 0– Unfair
6. Was your performance in assignments discussed with you?
 - 4 – Every time
 - 3 – Usually
 - 2 – Occasionally/Sometimes
 - 1 – Rarely
 - 0– Never
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
 - 4 – Regularly
 - 3 – Often
 - 2 – Sometimes
 - 1 – Rarely

- 0– Never
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
- 4 – Significantly
- 3 – Very well
- 2 – Moderately
- 1 – Marginally
- 0– Not at all
9. The institution provides multiple opportunities to learn and grow.
- 4 – Strongly agree
- 3 – Agree
- 2 – Neutral
- 1 – Disagree
- 0– Strongly disagree
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
- 4 – Every time
- 3 – Usually
- 2– Occasionally/Sometimes
- 1 – Rarely
- 0– Never
11. Your mentor does a necessary follow-up with an assigned task to you.
- 4 – Every time
- 3 – Usually
- 2 – Occasionally/Sometimes
- 1 – Rarely
- 0 – I don't have a mentor
12. The teachers illustrate the concepts through examples and applications.
- 4 – Every time
- 3 – Usually
- 2 – Occasionally/Sometimes
- 1– Rarely
- 0 – Never
13. The teachers identify your strengths and encourage you with providing right level of challenges.
- 4 – Fully
- 3 – Reasonably
- 2 – Partially
- 1 – Slightly
- 0– Unable to
14. Teachers are able to identify your weaknesses and help you to overcome them.
- 4 – Every time
- 3 – Usually
- 2 – Occasionally/Sometimes
- 1 – Rarely
- 0 – Never
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

- 4 – Strongly agree
 - 3 – Agree
 - 2 – Neutral
 - 1 – Disagree
 - 0 – Strongly disagree
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.
- 4 – To a great extent
 - 3 – Moderate
 - 2 – Somewhat
 - 1 – Very little
 - 0 – Not at all
17. Teachers encourage you to participate in extracurricular activities.
- 4 – Strongly agree
 - 3 – Agree
 - 2 – Neutral
 - 1 – Disagree
 - 0 – Strongly disagree
18. 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.
- 4 – To a great extent
 - 3 – Moderate
 - 2 – Somewhat
 - 1 – Very little
 - 0 – Not at all
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
- 4 – Above 90%
 - 3 – 70 – 89%
 - 2 – 50 – 69%
 - 1 – 30 – 49%
 - 0 – Below 29%
20. The overall quality of teaching-learning process in your institute is very good.
- 4 – Strongly agree
 - 3 – Agree
 - 2 – Neutral
 - 1 – Disagree
 - 0 – Strongly disagree
21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution.
- a)
 - b)
 - c)

3. Summary of the Survey

Program wise student participation in the survey

S. No	Name of the Program	No. of students
1	B. Tech - Computer Science & Engineering	868
2	B. Tech.- Information Technology	400
3	B. Tech.- Electronics and Communication Engineering	780
4	B. Tech.- Electrical and Electronics Engineering	161
5	B. Tech.- Mechanical Engineering	131
6	B. Tech.- Civil Engineering	131
7	B. Tech.- CSE (Data Science)	654
8	B. Tech.- CSE (Cyber Security)	326
9	B. Tech.- CSE (Artificial Intelligence and Machine Learning)	670
10	B. Tech.- Computer Science and Information Technology	235
11	M. Tech. Computer Science and Engineering	8
12	M. Tech. Embedded Systems	12
13	M. Tech. Structural Engineering	2
14	M. Tech. Computer Aided Design and Manufacture	15
15	MBA	256
	Total	4657

4. Analysis of the Student Satisfaction Survey

Student's Feedback - Teaching – Learning and Evaluation

S. No	Description	Average Score
1	Syllabus covered in the class	3.18
2	Teacher's preparation for the classes	3.38
3	Teacher's communication	3.18
4	Teaching approach	3.24
5	Internal evaluation process by the teachers	3.19
6	Discussion of Students performance in assignments	3.19
7	Internship, student exchange, field visit opportunities	3.08
8	Teaching and mentoring process to facilitates cognitive, social and emotional growth	3.22
9	Multiple opportunities to learn and grow	3.25
10	Information about expected competencies, course outcomes and program outcomes	3.22
11	Mentor follow-up with an assigned task to students	3.23
12	Teachers illustrate the concepts through examples and applications	3.19
13	Teachers identify student strengths and encourage students with providing right level of challenges	3.19
14	Teachers are able to identify students' weaknesses and help students to overcome them.	3.18
15	Efforts taken to Students in monitoring, review and continuous quality improvement of the teaching learning process.	3.30
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.	3.28
17	Teachers encourage students to participate in extracurricular activities	3.27
18	Efforts made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make students ready for the world of work	3.30
19	Percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	3.20
20	The overall quality of teaching-learning process in institute	3.38

Student's Feedback - Teaching – Learning and Evaluation

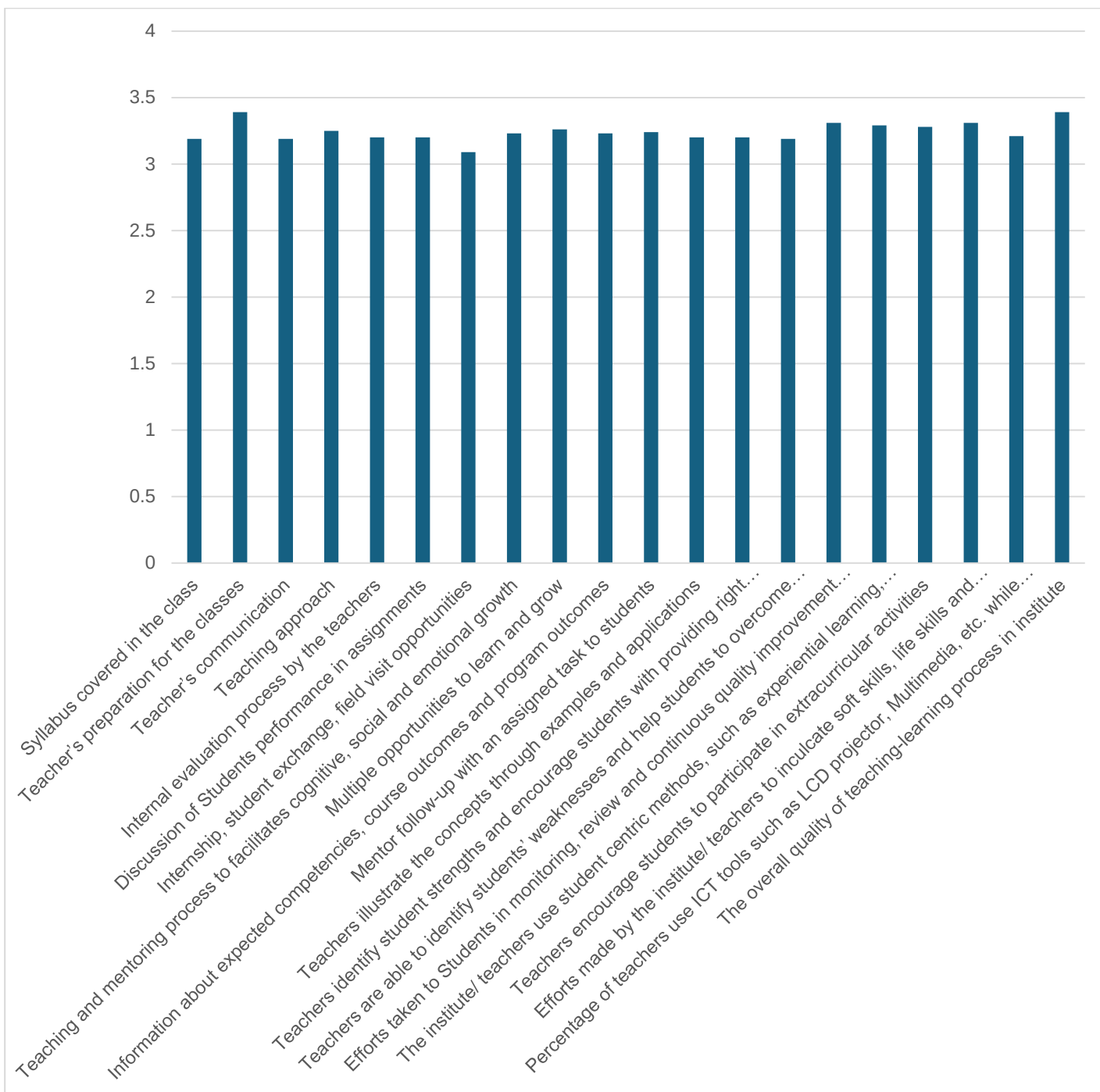


Fig: Student's Feedback on Teaching – Learning and Evaluation

5. Action Taken Report

S. No.	Question	% of Responses	Action Taken	Evidence
1	How much of the syllabus was covered in the class?	98.43	Instructors strictly followed the sanctioned academic timeline to achieve full syllabus delivery. Departmental leaders and IQAC conducted routine progress checks to uphold uniform coverage standards.	Faculty members maintain detailed session planners to record syllabus progression, while the respective Heads of Departments prepare and submit comprehensive coverage reports to the Dean (Academics) for monitoring and validation.
2	How well did the teachers prepare for the classes?	98.43	At the outset of every semester, faculty members develop exhaustive course dossiers that incorporate the instructional timetable, lecture materials, subject synopsis, tutorial question compilations, topics for technical deliberations, seminar themes, tech-talk outlines, concept-based video modules, and specimen examination papers. The detailed teaching schedule is provided to students at least one week prior to the semester's start.	. A Faculty Orientation Program is conducted prior to the start of each semester to equip instructors with guidance on developing session planners, integrating case studies, leveraging NPTEL resources, curating seminar topics with real-world applications, and implementing impactful pedagogical strategies.
3	How well were the teachers able to communicate?	98.43	The campus mandated English as the sole instructional language to guarantee precision and accessibility. Instructors flagged for refinement underwent structured coaching and communication skill workshops.	Student Satisfaction Survey (SSS) and Faculty Feedback Reports through ERP documenting improvement areas.
4	The teacher's approach to teaching can best be described as	98.43	Priority was given to technology-enhanced delivery modes to heighten interaction and grasp of	Session planners, course files, SSS Reports, and ERP-based faculty feedback records.

			core ideas. Instructors employed simulations, digital aids, and adaptive techniques to elevate classroom dynamics.	
5	Fairness of the internal evaluation process by the teachers.	98.43	A unified Continuous Internal Assessment framework was rolled out, incorporating dual scrutiny and post-evaluation dialogues to reinforce impartiality.	Student-verified answer scripts and archived evaluation reconciliation minutes.
6	Was your performance in assignments discussed with you?	98.43	Faculty orchestrated individualized performance audits to dissect task outcomes and prescribe precision-targeted advancement strategies.	Score matrices, consultation transcripts, and BEES portal performance chronicles.
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	98.43	Compulsory industry immersions and curated site expeditions were orchestrated to crystallize experiential learning and sectoral synergy.	Internship deployment rosters and expedition compendiums.
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	98.43	Every learner was paired with a dedicated mentor delivering longitudinal oversight across intellectual, relational, and aspirational spheres.	Mentorship ledgers and advisory dossiers housed within the BEES ecosystem.
9	The institution provides multiple opportunities to learn and grow	98.43	The institution orchestrated a spectrum of intellectual forums, capability intensives, innovation sprints, and prototype galas, catalysed by dynamic student collectives.	Event compendiums, registrant matrices, and coordination cell deliverables.
10	Teachers	98.43	At semester inception,	OBE compendiums and

	inform you about your expected competencies, course outcome and program outcomes		faculty articulated Course Outcomes, Program Outcomes, and domain-specific benchmarks to calibrate learner trajectories with curricular architecture.	digitally vaulted orientation artifacts.
11	Your mentor does a necessary follow-up with an assigned task to you.	98.43	Mentors maintained vigilant oversight of delegated mandates, attendance patterns, and evaluative milestones, dispensing calibrated scholastic and psychosocial interventions.	Follow-up matrices and BEES mentorship repositories.
12	The teachers illustrate the concepts through examples and applications.	98.43	Faculty integrate real-world examples and practical applications to elucidate theoretical concepts, thereby enhancing student comprehension and engagement..	Faculty incorporate case studies, contemporary examples, and hands-on applications within course materials to clearly demonstrate theoretical principles, thereby deepening student understanding and fostering greater participation..
13	The teachers identify your strengths and encourage you with providing right level of challenges.	98.43	Instructors discerned latent proficiencies and channelled learners into strategic leadership conduits and competitive arenas to cultivate resilience and initiative.	Engagement logs for BoS, IQAC, council mandates, and competitive showcases.
14	Teachers are able to identify your weaknesses and help you to overcome them.	98.43	Underachievers were inducted into precision remedial cohorts and counselling arcs; high-potential learners were vectored into innovation incubators and elite contests.	Remedial timetables, progression dashboards, and IIC initiative archives.
15	The institution makes effort to engage students in monitoring, review and continuous	98.43	Student agency was embedded through cyclical surveys, deliberative conclaves, and statutory representation on academic governance panels.	Attendance rosters, resolution transcripts, survey syntheses, and board proceedings.

	quality improvement of the teaching learning process.			
16	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences	98.43	Curricula were infused with capstone ventures, industrial immersions, and scenario-driven deliverables, augmented by collaborative ideation marathons.	Instructional portfolios, expo recaps, sprint dossiers, and immersion documentation.
17	Teachers encourage you to participate in extracurricular activities.	98.43	Faculty proactively championed holistic engagement in athletics, cultural spectacles, and civic outreach, with flexible scheduling safeguards.	Activity directives, credential portfolios, and council deliberations.
18	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.	98.43	The Career Advancement Cell unveiled “Skill Ascent” and “Industry Sync” curricula to sculpt workplace-calibrated interpersonal and adaptive competencies.	Event circulars, participation certificates, and student council minutes.
19	What percentage of teachers use ICT tools such as LCD projectors, Multimedia, etc. while teaching	98.43	Faculty universally deployed interactive panels, projection arrays, and e-learning constellations including SWAYAM, NPTEL, and Coursera ecosystems.	Course files, FDP records, ICT usage photos, and feedback reports.
20	The overall quality of teaching-learning process in	98.43	Perpetual quality diagnostics via audits and feedback loops triggered precision interventions and elite enrichment pathways	Feedback dissections, audit compendiums, intervention schedules, and IQAC decrees.

	your institute is very good.		to entrench excellence.	
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Action Taken Report (Academic Year 2023–2024)

1	More Industry Related Examples.	To bridge theoretical knowledge with practical implementation, students are taken on industrial visits to core industries for firsthand exposure to real-time operations	Number of Industry Visits
2	Internships, student exchange programs	The institution promotes industry readiness by facilitating student participation in annual field projects, summer internships, and full-semester industrial training programs.	Regulations and curriculum


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