

INTERNAL QUALITY ASSURANCE CELL

STUDENT FEEDBACK ANALYSIS REPORT ON TEACHING LEARNING 2025-26

Introduction: The present report analyses the feedback collected from students regarding the Teaching–Learning Process in the college for the academic year 2025–26. The responses reflect students’ perceptions of teaching quality, curriculum delivery, mentoring, evaluation, and institutional support. A total of responses (around 235 students) have been considered for this analysis.

Coverage of Syllabus: The majority of students expressed satisfaction with syllabus completion. About **85.53%** reported that **85–100% of the syllabus** was covered, while **13.19%** indicated coverage between **70–84%**. Only a negligible percentage felt that syllabus coverage was below satisfactory. This indicates that the institution maintains a strong commitment to completing the prescribed curriculum effectively.

Preparation and Communication by Teachers: A significant proportion (**72.77%**) of students stated that teachers **prepare thoroughly** for classes, while the remaining found preparation satisfactory. Communication skills of teachers are also highly appreciated, with **over 80%** of students rating them as **always effective**. This reflects clarity in teaching and effective classroom interaction.

Teaching Approach and Methodology: The teaching approach has been rated very positively. Around **76.17%** of students described it as **excellent**, and **21.70%** as **very good**. Teachers are also widely recognized for using **student-centric methods**, such as experiential and participative learning, with more than **82%** indicating these methods are used to a great extent.

Fairness in Evaluation and Feedback Mechanism: The internal evaluation process is perceived as highly fair, with **76.60%** of students stating it is **always fair**. Additionally, **89.79%** confirmed that their performance in assignments is discussed regularly. This demonstrates transparency and a strong feedback mechanism that supports student improvement.

Mentoring and Student Support: Mentoring plays a crucial role in the institution. Around **84%** of students reported that mentors **consistently follow up** on assigned tasks. Teachers also effectively identify students’ strengths and weaknesses, helping them improve academically. This indicates a well-structured mentoring system contributing to holistic student development.

Holistic Development and Learning Opportunities: The institution actively supports student growth beyond academics. About **76%** of students **strongly agree** that multiple learning opportunities are provided. Similarly, **over 85%** believe that the institution significantly contributes to **cognitive, social, and emotional development**. Internship and field visit opportunities are also actively promoted.

Use of Teaching Aids and ICT Tools: Modern teaching aids are widely used in the institution. More than **82%** of students reported that **over 90% of teachers use ICT tools**, such as projectors and multimedia. This shows the institution's commitment to integrating technology into the teaching-learning process.

Skill Development and Extracurricular Activities: The college places strong emphasis on **skill development and extracurricular engagement**. Around **85%** of students acknowledged that efforts are made to inculcate **soft skills, life skills, and employability skills**. Teachers also actively encourage participation in extracurricular activities, contributing to all-round development.

Student Participation and Quality Improvement: Students feel involved in institutional development, with over **81% strongly agreeing** that the institution engages them in monitoring and improving the teaching-learning process. This participatory approach enhances transparency and continuous quality improvement.

Overall Satisfaction: The overall quality of the teaching-learning process is rated very highly. Approximately **85.96%** of students **strongly agree** that it is very good, while the remaining **14.04%** agree. Notably, there are virtually no negative responses, indicating a very high level of satisfaction.

Conclusion: The analysis clearly reveals that the Teaching-Learning Process in B.T. Government Degree College, Madanapalle is **highly effective, student-centered, and well-structured**. The strengths of the institution include:

- Strong syllabus coverage and teacher preparedness
- Effective communication and innovative teaching methods
- Transparent evaluation and continuous feedback
- Robust mentoring and student support system
- Integration of ICT tools in teaching
- Focus on holistic and skill-based development

Only minor scope exists for further enhancement, particularly in expanding advanced learning opportunities and ensuring uniform excellence across all responses. Overall, the institution demonstrates **academic excellence and a strong commitment to quality education**, as reflected in the overwhelmingly positive student feedback.

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