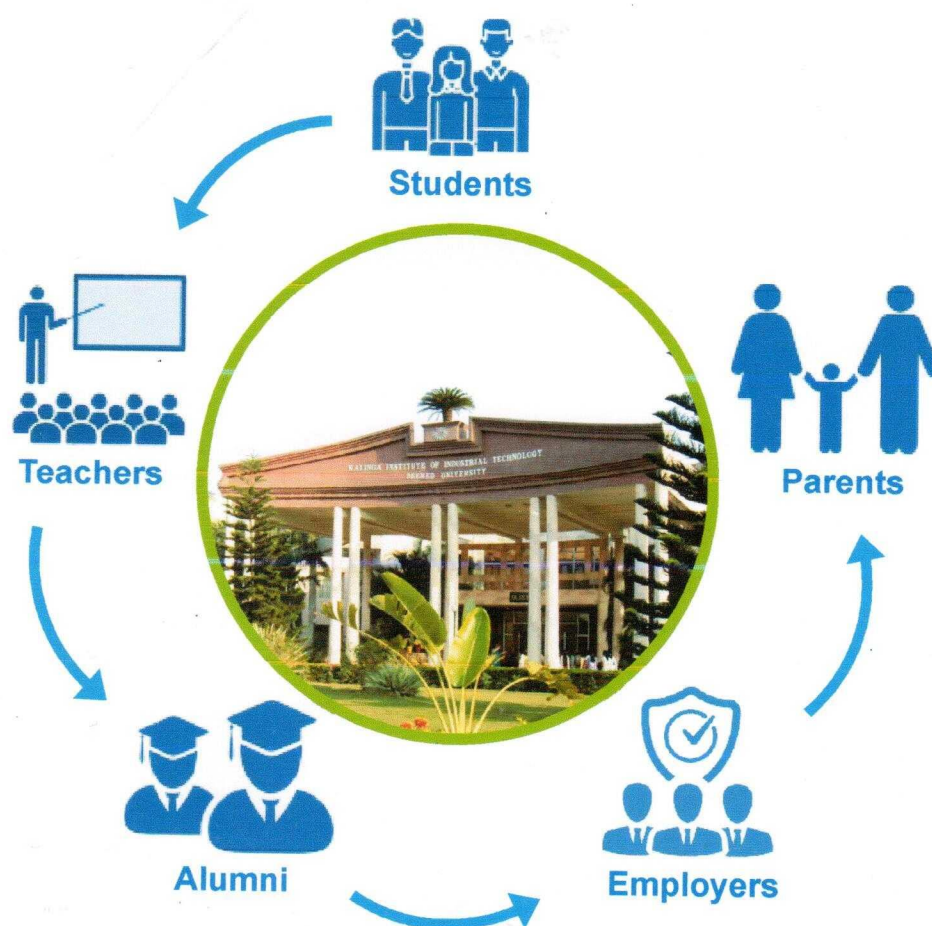# Stakeholders' Feedback Analysis Report

2016-17

Kalinga Institute of Industrial Technology

(Deemed to be University u/s 3 of UGC Act 1956)
(Institute of Eminence)
(NAAC Accredited A Grade)
Bhubaneswar, Odisha

Feedback from Stakeholders

2016-17

Internal Quality Assurance Cell

IQAC

KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY (KIIT)

Deemed to be University U/S 3 of the UGC Act, 1956

Bhubaneswar, India

CONTENTS

FEEDBACK PROCESS

A. Feedback Collection:

To get an overall idea on curriculum and other relevant aspects, the University has established feedback system through the close ended structured questionnaire .Feedback are collected from Stake holders which include Students, Faculty members, Alumni, Employers and Parents. Feedback is collected from the Students twice in a year through SAP on course content and course outcome, Course teacher and institutional facilities. Feedbacks are collected from the faculty members on design and outcome of the course they are teaching. Feedback from Recruiters, Alumni and Parents are taken once in year on curriculum development and overall improvement of Teaching Learning process. The Feedback is collected through a questionnaire in a scale of 5. The quantitative analysis is done on the basis of the score while the qualitative analysis is done on major opinions and suggestions given by different Stakeholders.The feedback on curriculum includes the course content and its depth, coverage, applicability, learning value, clarity and relevance.

B. Feedback Analysis:

The data collected by the IQAC was sorted and consolidated for drafting the analysis report. The data entered in the selected format was then converted into chart form and decoded for the proper comprehension of the matter. The analysis is done year wise as well as parameter wise. The aspects pointed out by all the stakeholders are considered with special care and attention. The teachers discussed and evaluated the suggestions received from different spheres regarding the curriculum. The suggestions were consolidated to communicate to the teachers who are members of various Boards of Studies and Syllabus Revision Committees, and those who participated in the Syllabus Revision Workshops conducted by the University. Proper suggestions were formulated to be communicated to ensure the proper redressal of the grievances.

Response in a Scale of 5

1	Poor
2	Fair
3	Very Good
4	Great
5	Excellent

STUDENTS FEEDBACK

Feedback analysis of Student's Responses

Frequency per Year- 2

The students were asked to provide their feedbacks in terms of rating against different criteria associated with course content and outcomes, teaching and learning process as well as institutional facilities. The different criteria points associated in this regard are

mentioned in the table below. The questions asked to the Students are provided in the appendix1.

Table I Criteria points and average scores (Students)

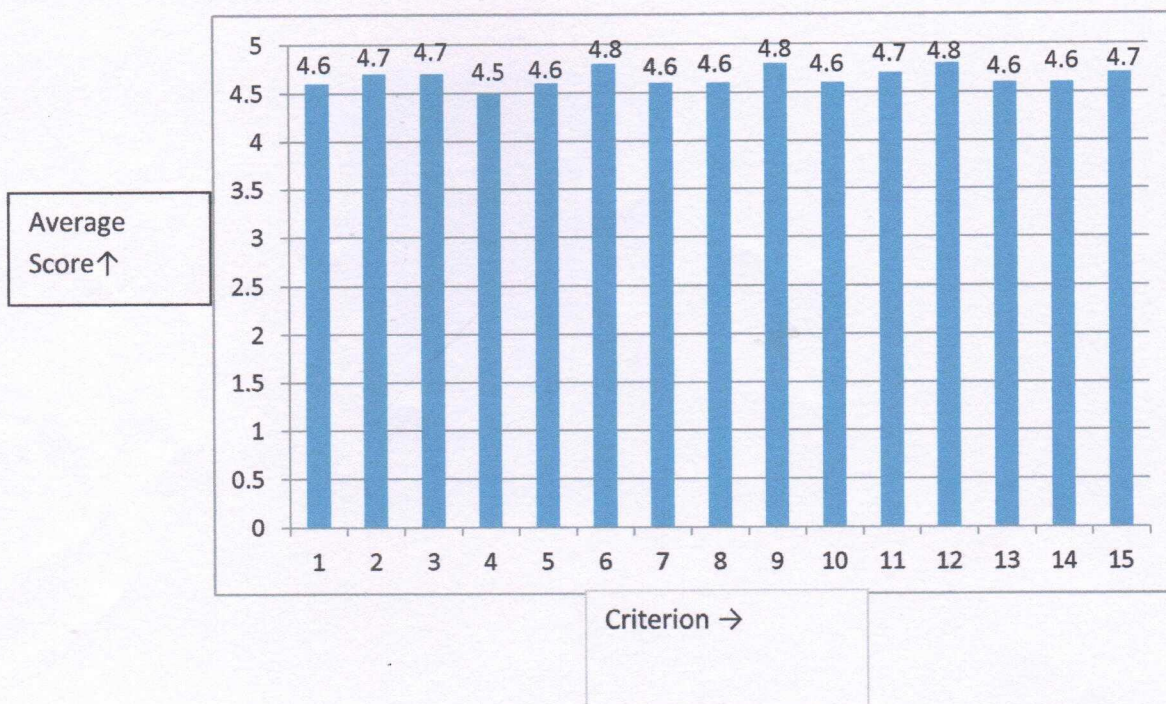| Sl No	Criterion	Average Score (Scale of 5)
	COURSE CONTENT AND OUTCOME	
1	The course content provides sufficient objectives, knowledge and skills about the course	4.6
2	The course is well structured, interesting and relevant	4.7
3	The course is up to date and as per the need of the time	4.7
TEACHING AND LEARNING		
4	Delivery of structured lectures and completion of syllabus in time	4.5
5	Classes are interactive and Participations & Discussions are encouraged	4.6
6	Well versed in the subject and has ability to teach simple & clear way	4.8
7	Effective communication skill (e.g. Grammar, Clarity and Audibility)	4.6
8	Enthusiastic, Energetic and creates curiosity to learn more and more	4.6
9	Innovative in teaching and Activity based learning	4.8
10	Punctuality, regularity and effectively conduct classes	4.6
11	A capable counselor with regard to Academic, Career Planning and related matters	4.7
INSTITUTIONAL FACILITIES		
12	Infrastructure & Facilities (Lab, Library, Hostel etc)	4.8
13	Training & Placement	4.6
14	Extracurricular & Extramural Activities	4.6
15	Health & Hygiene	4.7

02

Fig 1 : Bar graph for average score against each criterion on scale of 5 as mentioned in the table I

Feedback on Curriculum Development (5 Point Scale)

Criterion1.The course content provides sufficient objectives, knowledge and skills about the course
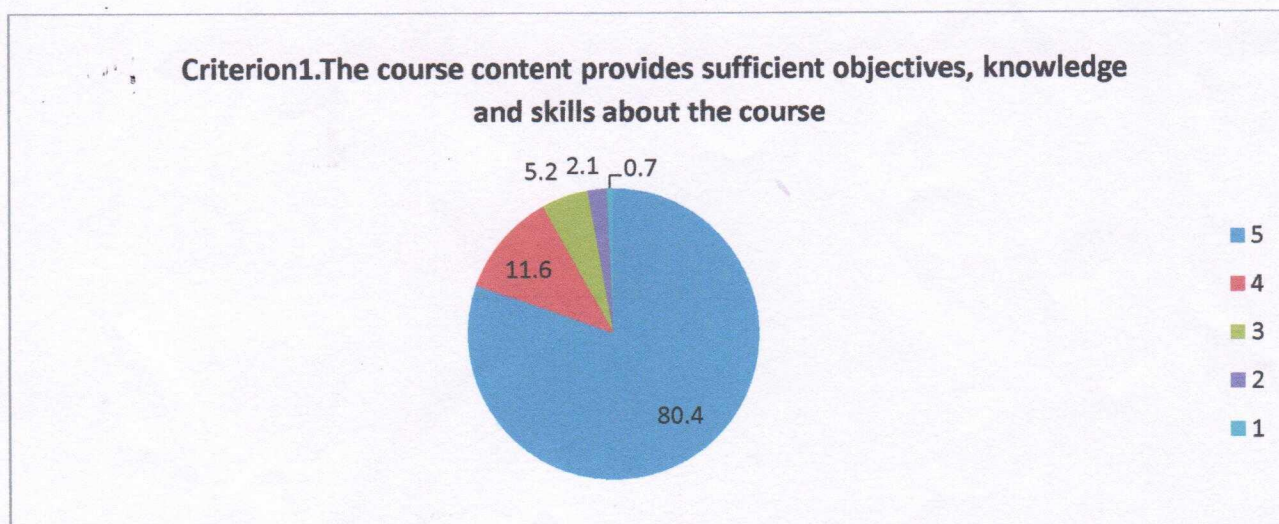

Fig 2: Pie chart analysis on Feedback received with respect to curriculum development

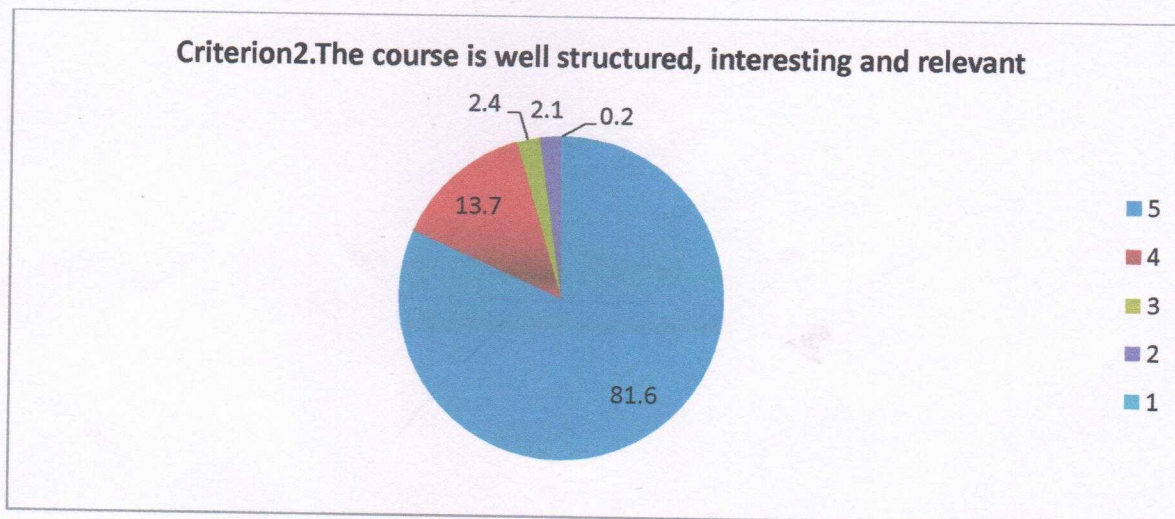**Criterion2.The course is well structured, interesting and relevant**

Criterion2.The course is well structured, interesting and relevant

2.4 2.1 0.2

13.7

81.6

5
4
3
2
1

Fig 3: Pie chart analysis on the feedback received with respect to structure and relevance of the course

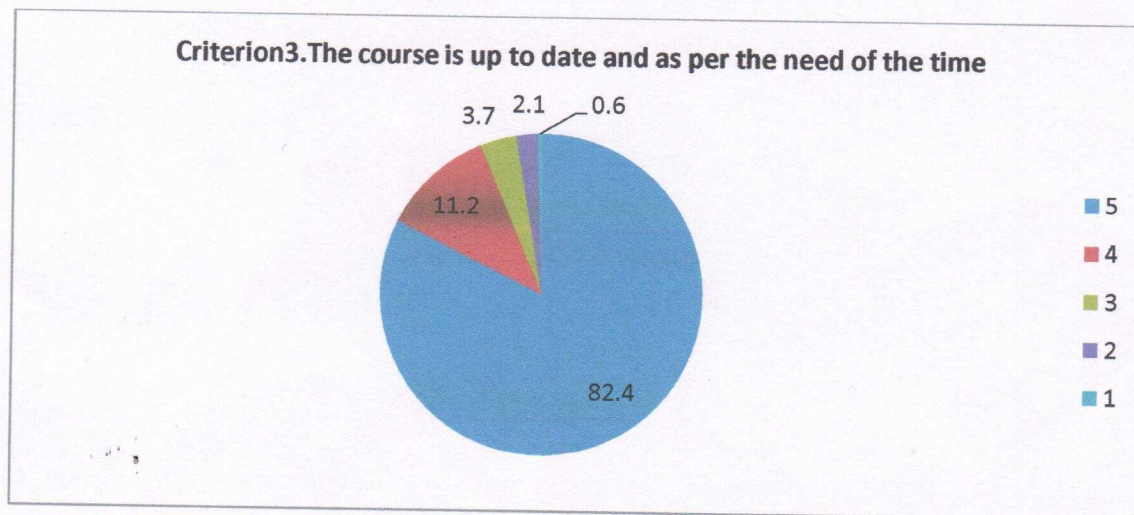**Criterion3.The course is up to date and as per the need of the time**

Criterion3.The course is up to date and as per the need of the time

3.7 2.1 0.6

11.2

82.4

5
4
3
2
1

Fig 4: pie chart analysis on the feedback received with respect to course updation.

TEACHERS FEEDBACK

Feedback analysis of Teachers Responses

Frequency per Year- 1

The faculty members have been asked to provide their feedback in terms of rating and suggestion against different criteria mentioned in table II provided below. The questions asked in this regard are provided as Appendix 2.

Table II: Criteria points and average score (Teachers)

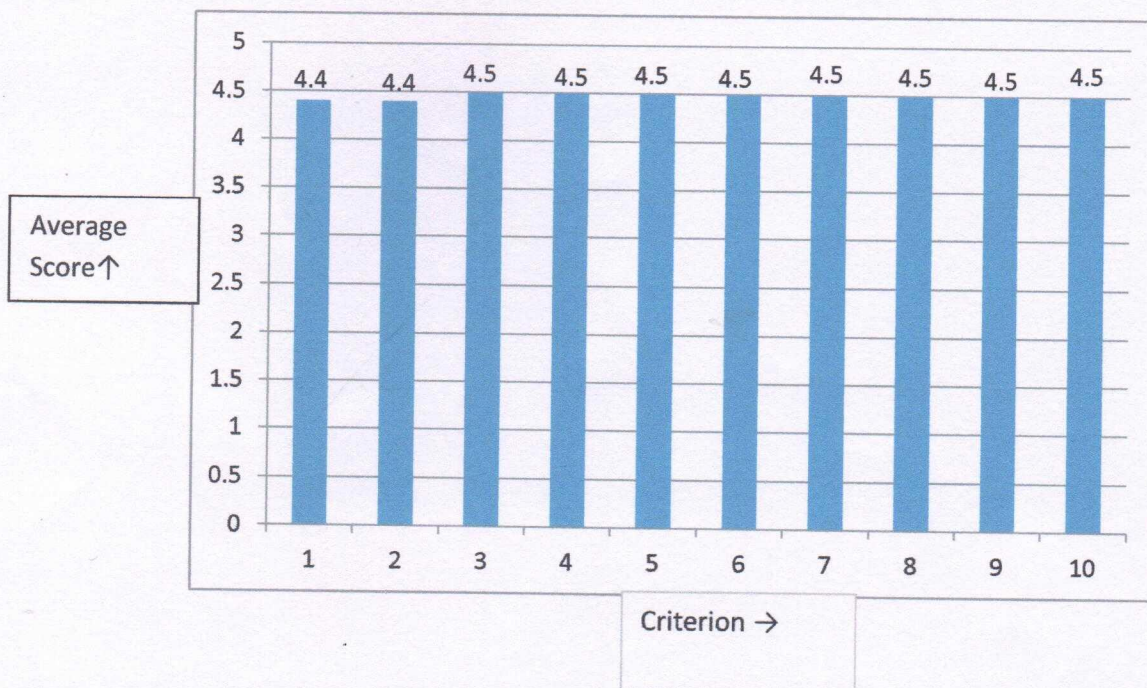| Sl No	Criterion	Average Score (Scale of 5)
1.	Students' satisfaction for the contents of the existing course	4.4
2.	The Curriculum is well designed relevant to applications and scope	4.4
3.	The Course outcomes are well defined	4.5
4.	The Curriculum provides opportunity for conducting research and project related activities	4.5
5.	The Curriculum is balanced with regard to theoretical and practical knowledge	4.5
6.	The Curriculum recommends relevant text and reference books	4.5
7.	The Course is innovative and periodically updated	4.5
8.	The Curriculum reflects to build technical knowledge and skills as per the desire of the industries/society	4.5
9.	The Curriculum demands international and national importance	4.5
10.	Participation of the students during course delivery in the class	4.5

Fig 5: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in Table II

Feedback on Curriculum Development (5 Point Scale)

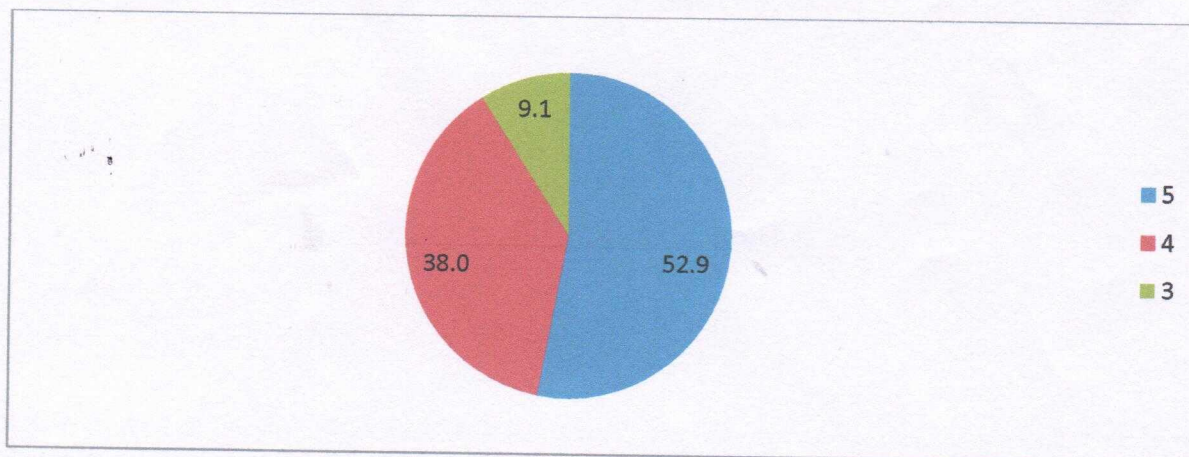**Criterion1.Students' satisfaction for the contents of the existing course**

Fig 6: Pie chart analysis on the feedback received with respect to satisfaction over the course content

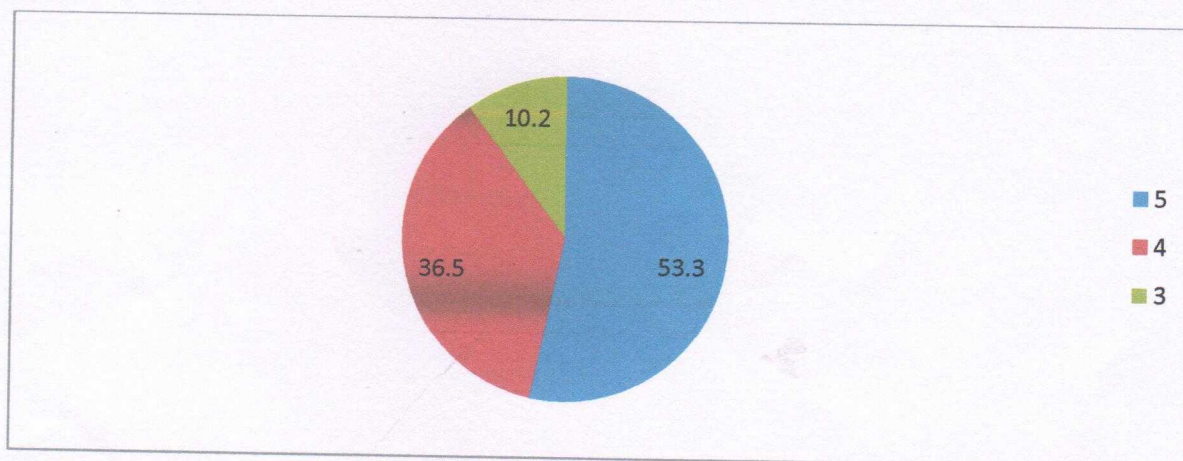**Criterion2.The Curriculum is well designed relevant to applications and scope**

Fig 7: Pie chart analysis on the feedbacks received with respect to relevance of the curriculum and its scope.

Criterion3.The Course outcomes are well defined
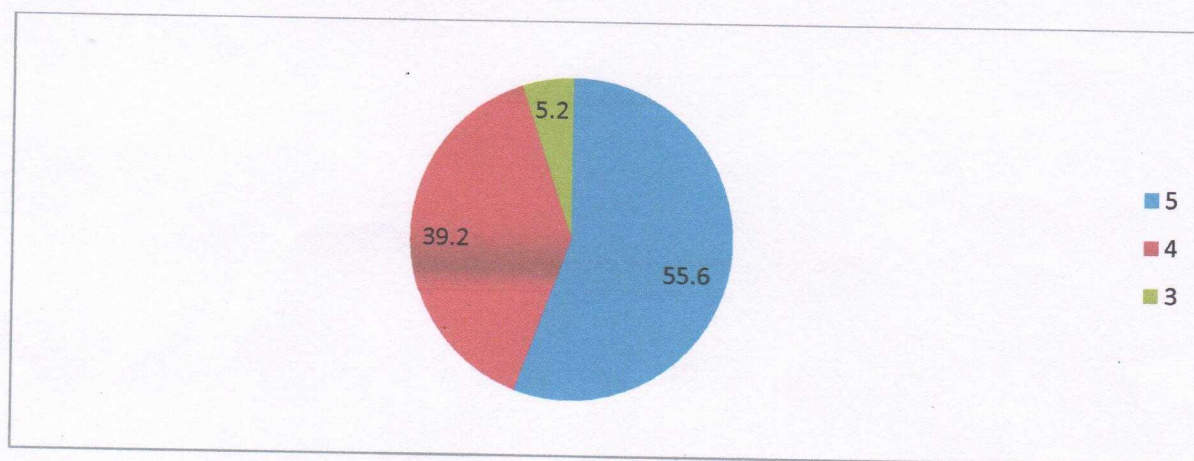
Fig 8: Pie chart analysis on the feedbacks received with respect to the course outcomes to course in the curriculum

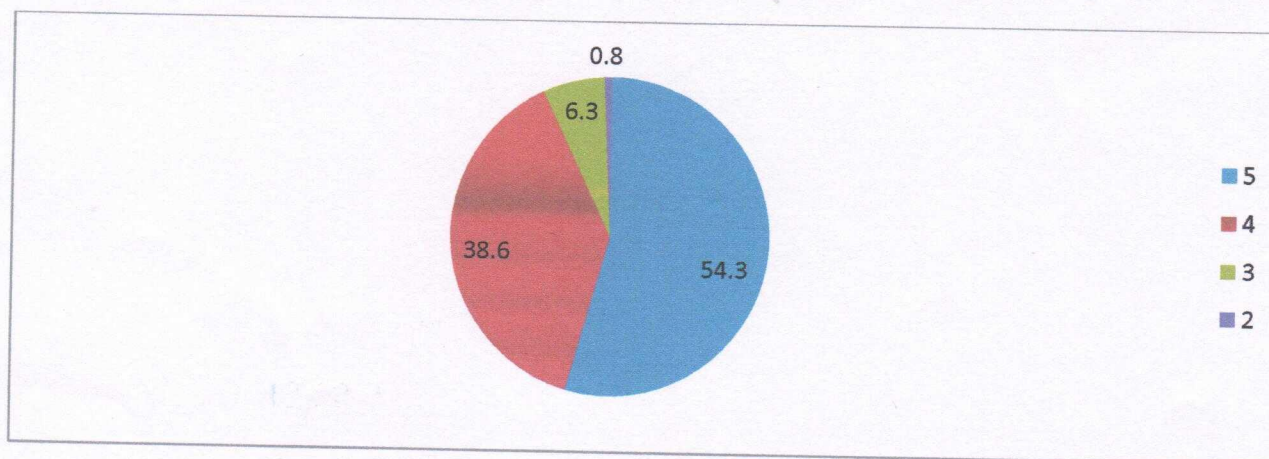**Criterion4.The Curriculum provides opportunity for conducting research and project related activities**
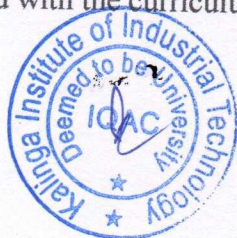

Fig 9: Pie chart analysis on the feedbacks received based on the opportunities for project and research aspects associated with the curriculum

Criterion5.The Curriculum is balanced with regard to theoretical and practical knowledge
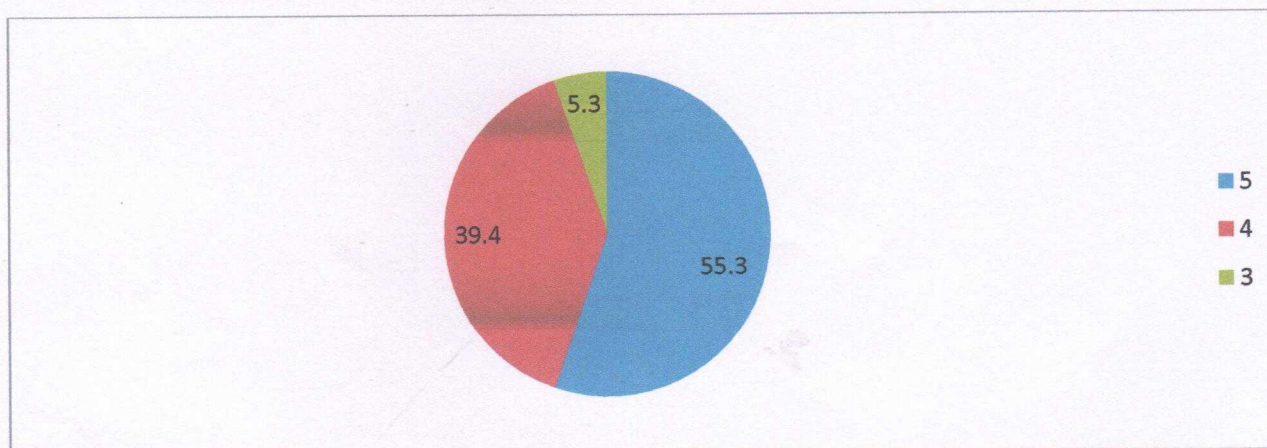

Fig 10: Pie chart analysis on the feedbacks based on the theoretical knowledge and practical aspects associated with the curriculum

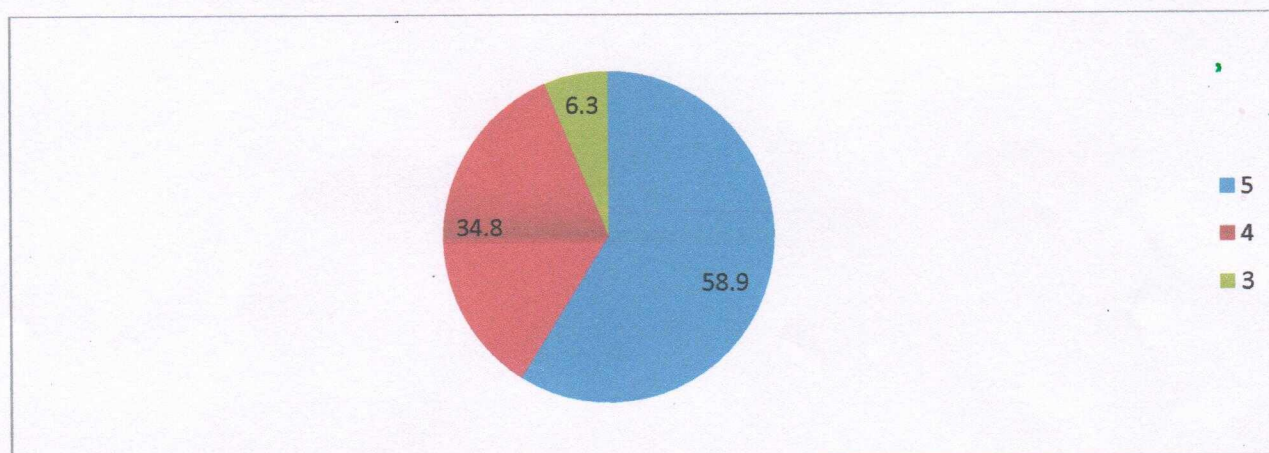**Criterion6. The Curriculum recommends relevant text and reference books**

Fig 11: Pie chart analysis on the feedbacks received with respect to appropriate of the text and reference books provided to the students

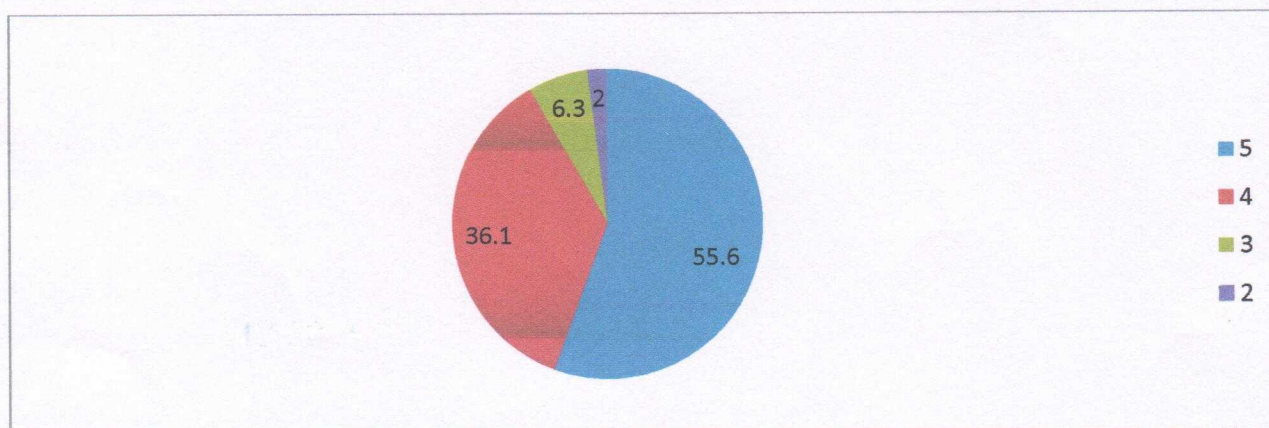**Criterion7. The Course is innovative and periodically updated**

Fig 12: pie chart analysis based in the feedback received with respect to course updation

Criterion8.The Curriculum reflects to build technical knowledge and skills as per the desire of the industries/society
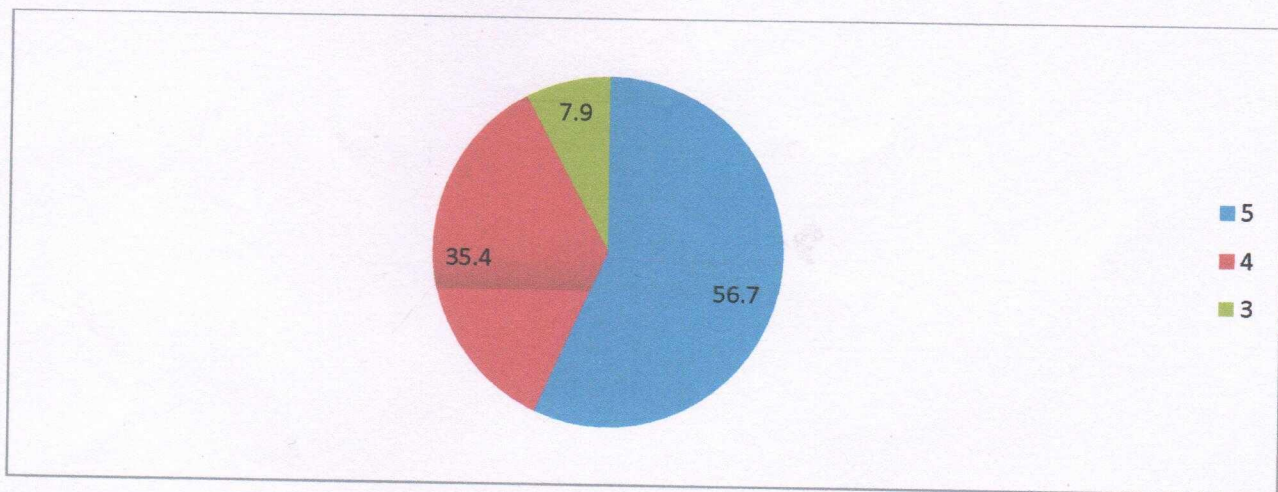

Fig13: Pie chart analysis with respect to the feedback received with respect to technical knowledge and industry relevant skills provided through the curriculum

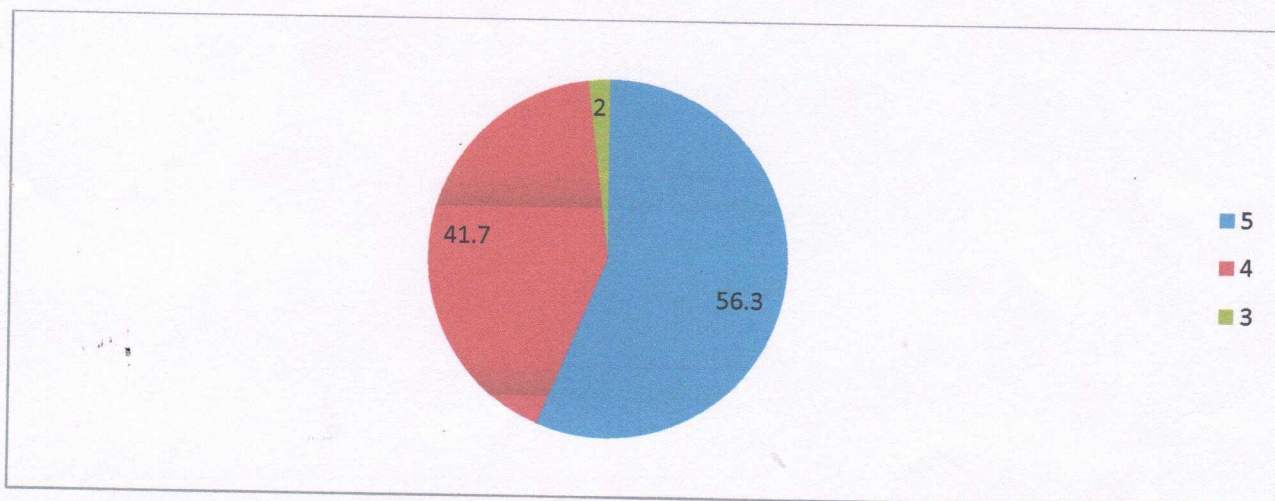**Criterion9.The Curriculum demands international and national importance**

Fig 14: Pie chart analysis with respect to the feedback received with respect to the curriculum addresses issues of national & international relevance.

Criterion10.Participation of the students during course delivery in the class
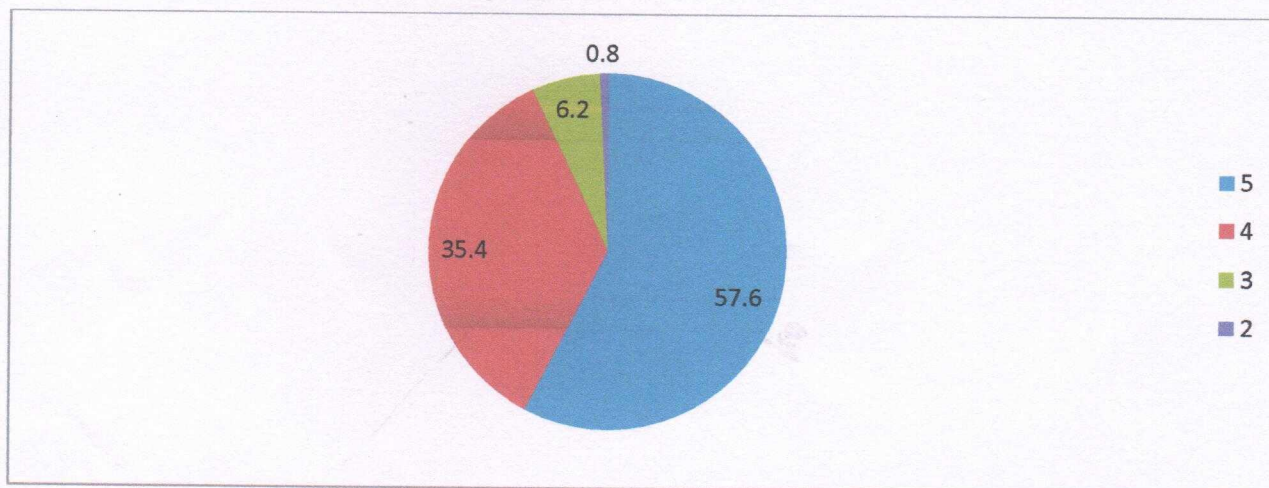

Fig 15: Pie chart analysis on the feedbacks received with respect to actual involvement of the students in different course activities

ALUMNI FEEDBACK

Feedback analysis of Alumni Responses

Frequency per Year- 1

Alumni feedbacks were collected in terms of ratings and suggestions against different criteria as mention in table III. The questions provided to the alumni are provided in appendix 3

Table III: Criteria points and average score (Alumni)

Sl No	Criterion	Average Score (Scale of 5)
1	Course content and outcome	4.7
2	Faculty	4.7
3	Laboratory & equipments	4.7
4	Project guidance	4.7
5	Opportunity to Learn / Innovate	4.8
6	Evaluation System	4.8
7	Library facilities	4.5
8	Hostel facilities	4.4
9	Healthcare facilities	4.6
10	Sports & other Recreational facilities	4.4
11	Additional facilities (Bank, Transport, Canteen etc.)	4.4
12	Training & Placement	4.5
13	Student– mentoring System	4.5
14	Grievance redressal	4.5
15	Attitude of University employees	4.4
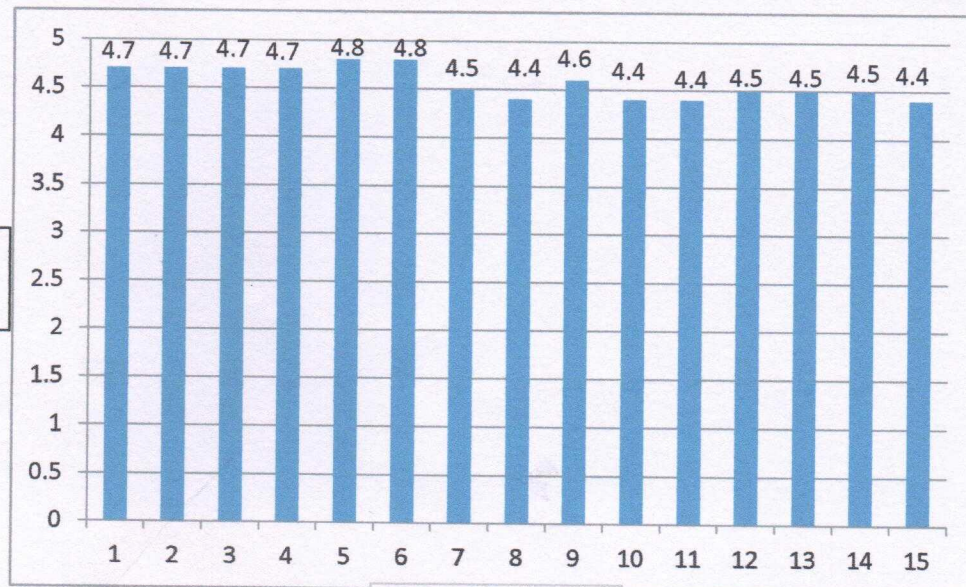
Fig 16: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in table III.

Feedback on Curriculum Development (5 Point Scale)
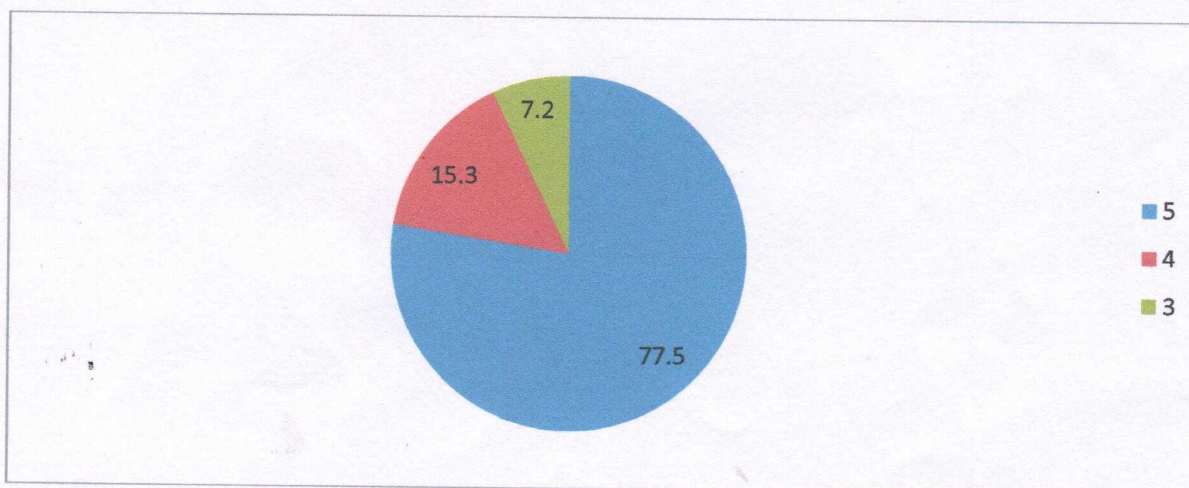
Criterion1. Course content and outcome

Fig 17 : Pie Chart analysis on the feedbacks received from alumni on Course content and outcome
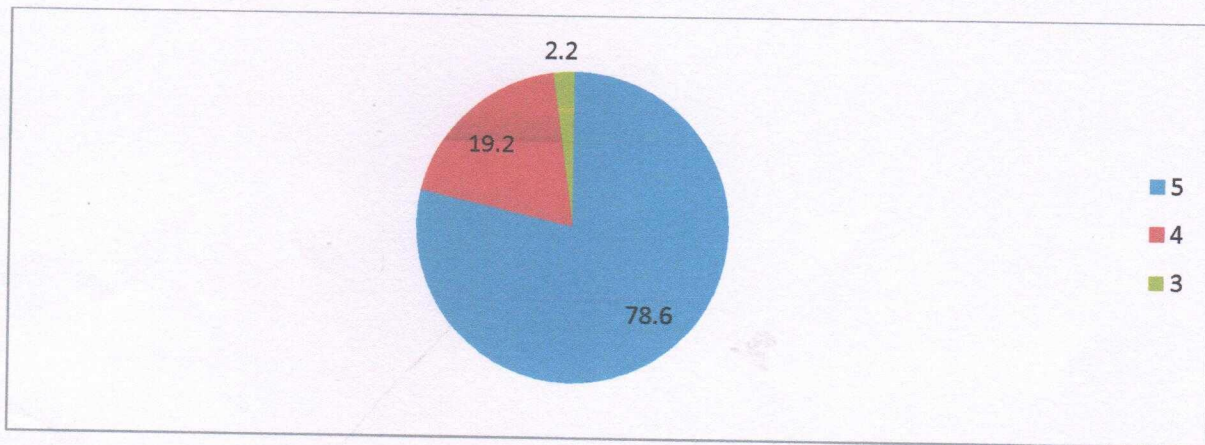
12

Criterion2. Faculty

Fig 18: Pie Chart analysis on the feedbacks received from alumni on Faculty

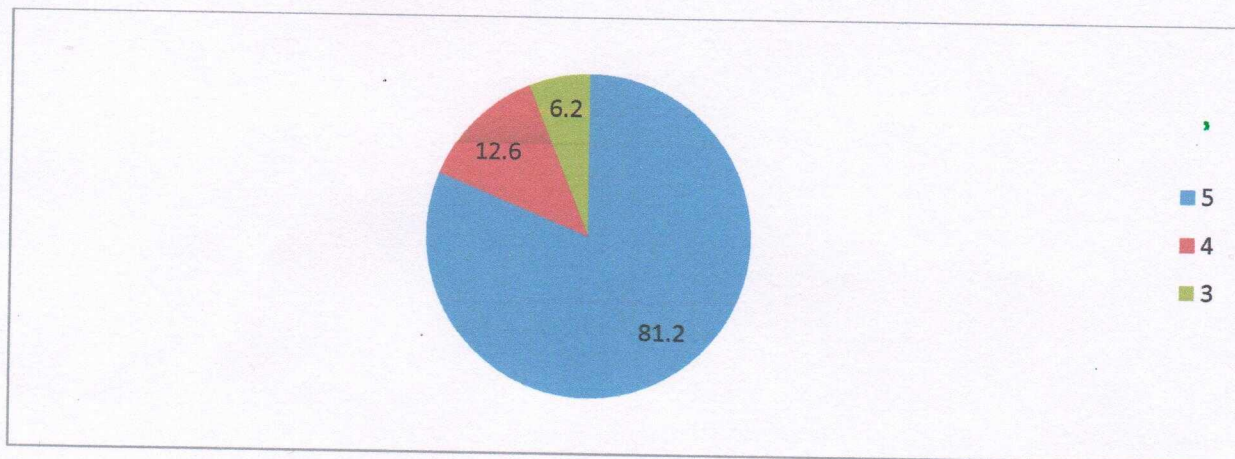**Criterion3. Laboratory & equipments**

Fig 19: Pie Chart analysis on the feedbacks received from alumni on Laboratory & equipments
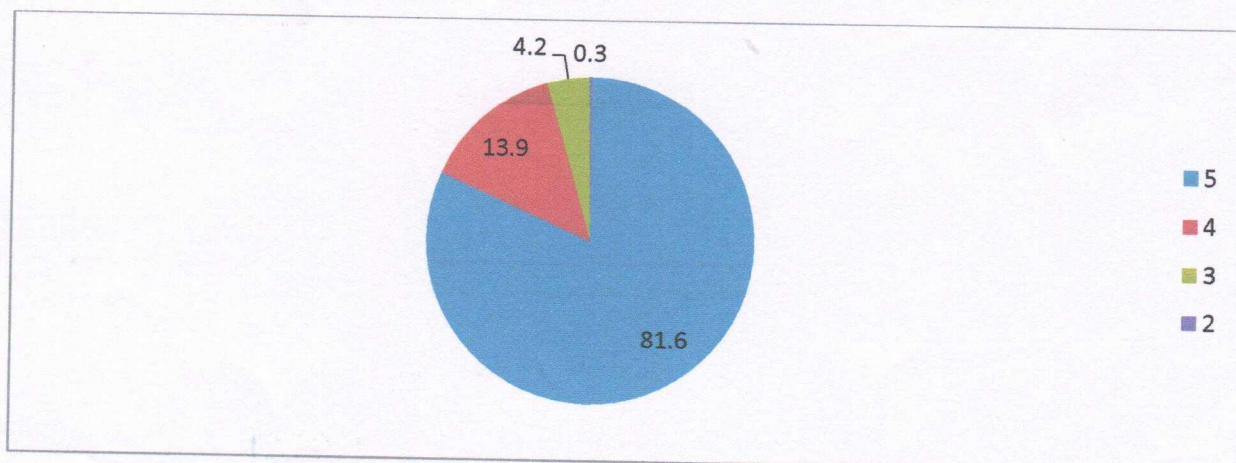
Criterion4. Project guidance

Fig 20: Pie Chart analysis on the feedbacks received from alumni on Project guidance

13

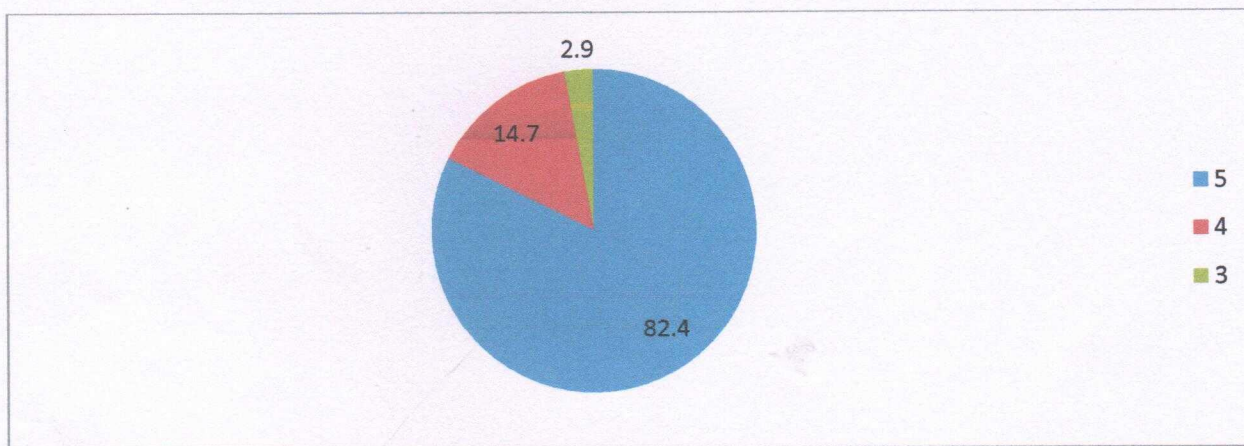**Criterion5. Opportunity to Learn / Innovate**

Fig 21: Pie Chart analysis on the feedbacks received from alumni on Opportunity to Learn / Innovate
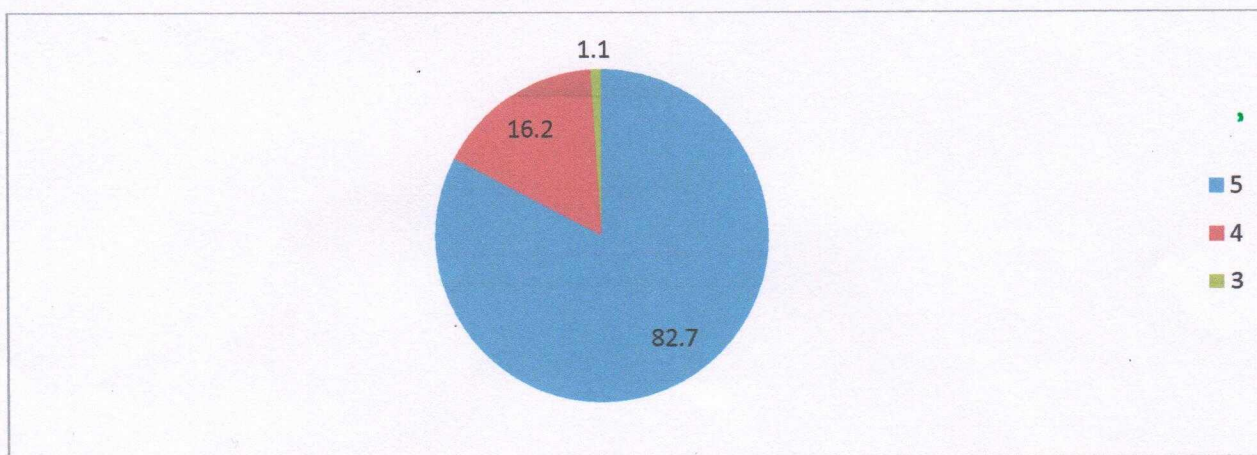
Criterion6. Evaluation System

Fig 22: Pie Chart analysis on the feedbacks received from alumni on Evaluation System

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EMPLOYERS FEEDBACK

Feedback analysis of Employers Responses

Frequency per Year- 1

The employer's responses have been collected against the different criteria points mentioned in Table IV. The feedback response form is provided Appendix IV

Table IV: Criteria points and average score (Employers)

|	FEEDBACK ON STUDENTS	Average Score (Scale of 5)
1.	Technical Knowledge / Skills	4.6
2.	Communication skills	4.5
3.	Personal interest & Involvement	4.7
4.	Innovativeness & Creativity	4.5
5.	Responsible & Reliable	4.6
6.	Effective team member / leader	4.4
7.	Effectively address work place problems	4.8
8.	Overall contribution to meet organizational goal	4.6
FEEDBACK ON INSTITUTION		
9.	Course content and outcome	4.6
10.	Training of the students	4.6
11.	Attitude of University Employees	4.7
12.	Hospitality and logistic support	4.8

15
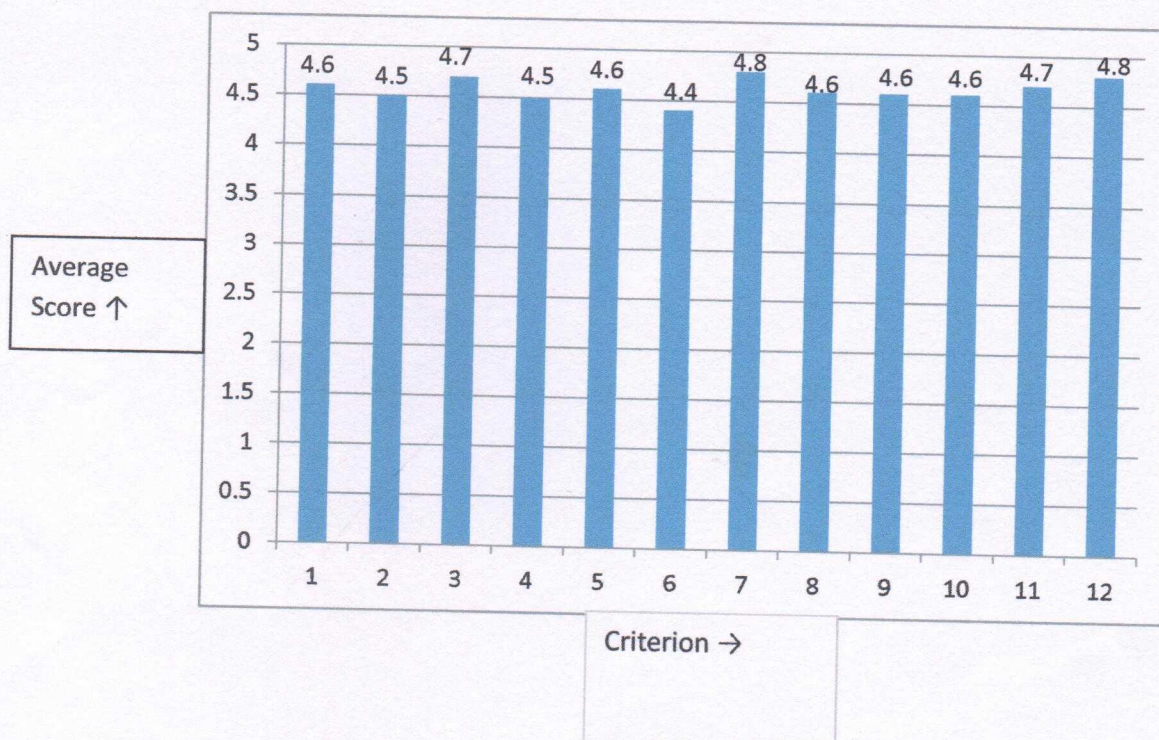
Fig 23: Bar graph scores against each criterion (on a scale of 5) as mentioned in Table IV

Feedback on Curriculum Development (5 Point Scale)
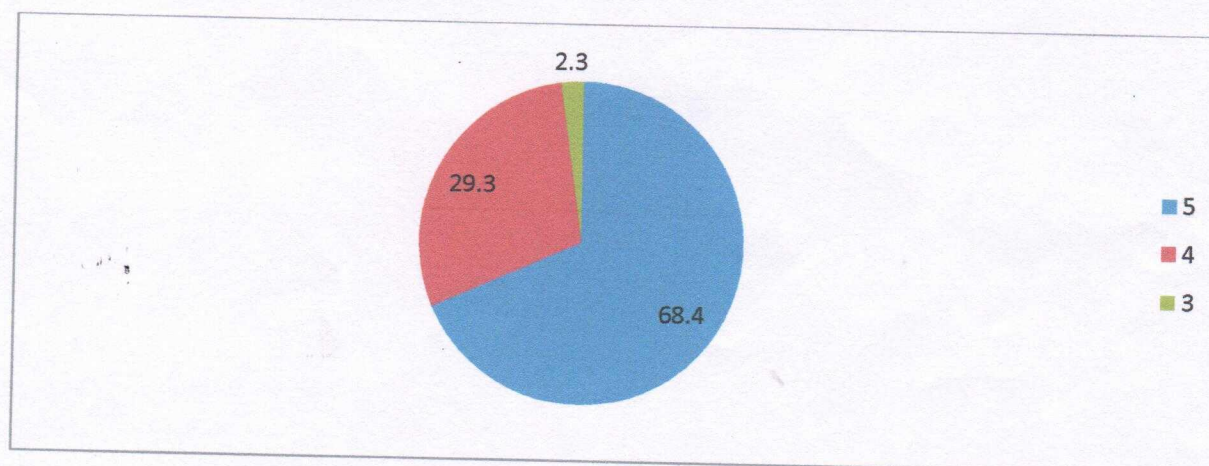
Criterion1. Technical Knowledge / Skills

Fig 24: Pie chart analysis on the feedbacks received from recruiters on Technical Knowledge / Skills
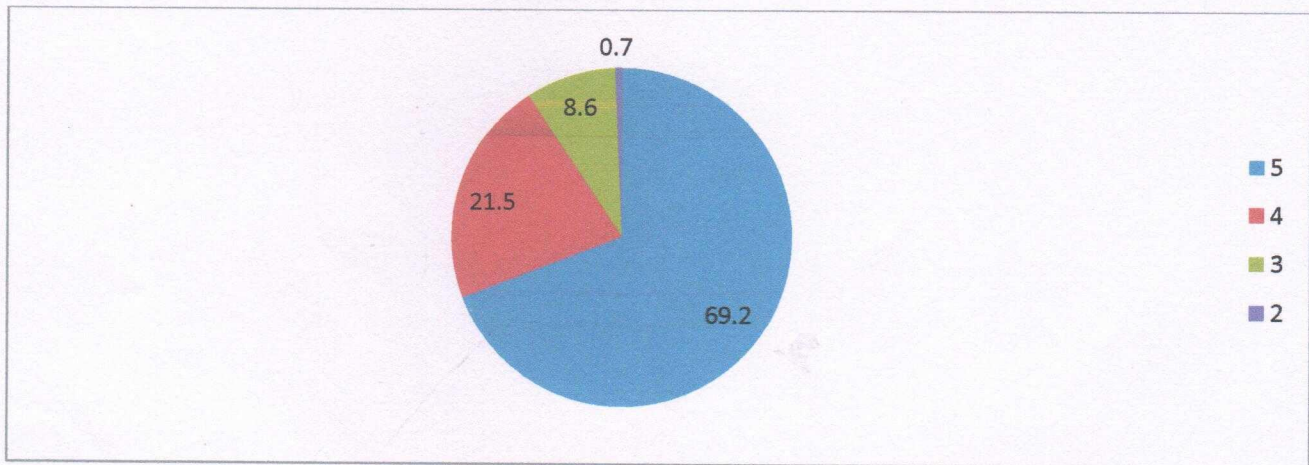
16

Criterion2. Communication skills

Fig 25: Pie chart analysis on the feedbacks received from recruiters on Communication skills

Criterion3. Course content and outcome
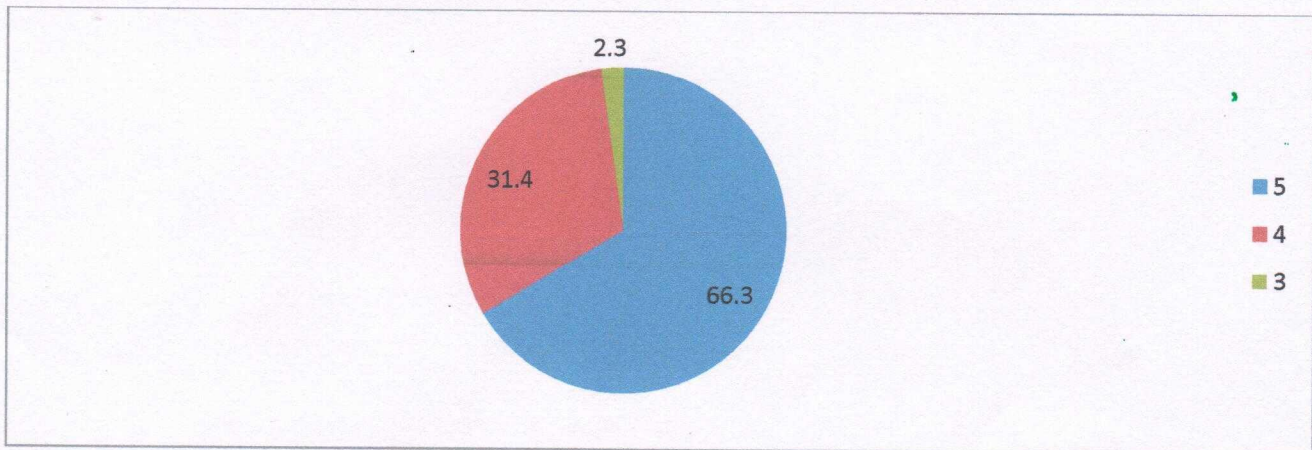

Fig 26 : Pie chart analysis on the feedbacks received from recruiters on course curriculum
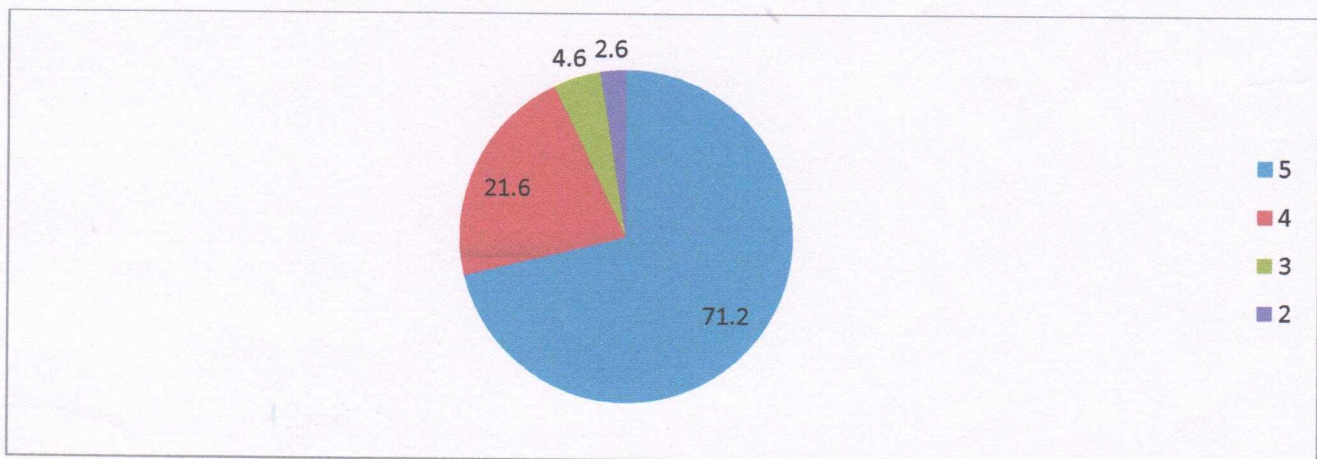
Criterion4. Training of the students

Fig 27: Pie chart analysis on the feedbacks received from recruiters on Communication skills

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PARENTS FEEDBACK

Feedback analysis of Employers Respondents

Frequency per Year- 1

The parents responses have been collected for different criteria points as mentioned in the table below. The feedback response form is provided Appendix V

Table V: Criteria points and average score (Parents)

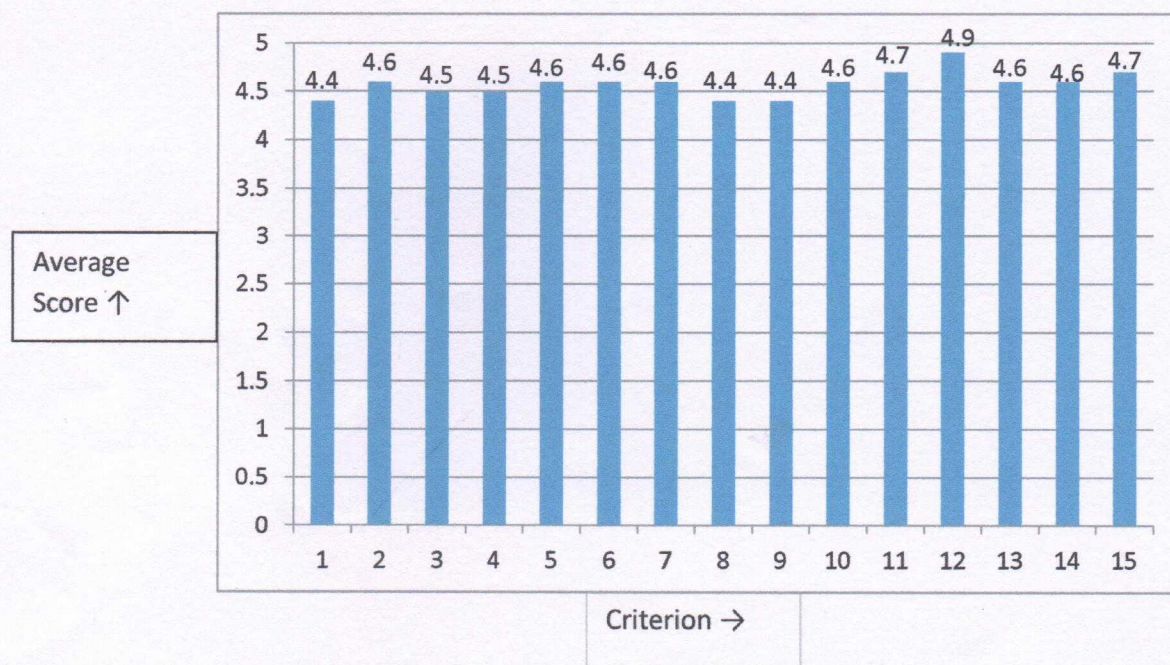| Sl NO	Criterion	Average Score (Scale of 5)
1	Admission procedure	4.4
2	Curriculum and teaching learning process	4.6
3	Competence and commitment of faculty	4.5
4	Students mentoring system	4.5
5	Environment and ambience	4.6
6	Academic facilities	4.6
7	Learning resources (Laboratory, Library, Internet etc.)	4.6
8	Health care facilities	4.4
9	Sports, games and other extracurricular facilities	4.4
10	Support services (Hostel, Transport, Canteen, etc.)	4.6
11	Training and placement	4.7
12	Timely publication of results	4.9
13	Grievance redressal	4.6
14	Attitude of the institute employees	4.6
15	Parental pride and respect for the Deemed University	4.7

Fig 28: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in Table V

Feedback on Curriculum Development (5 Point Scale)

Criterion1. Curriculum and teaching learning process
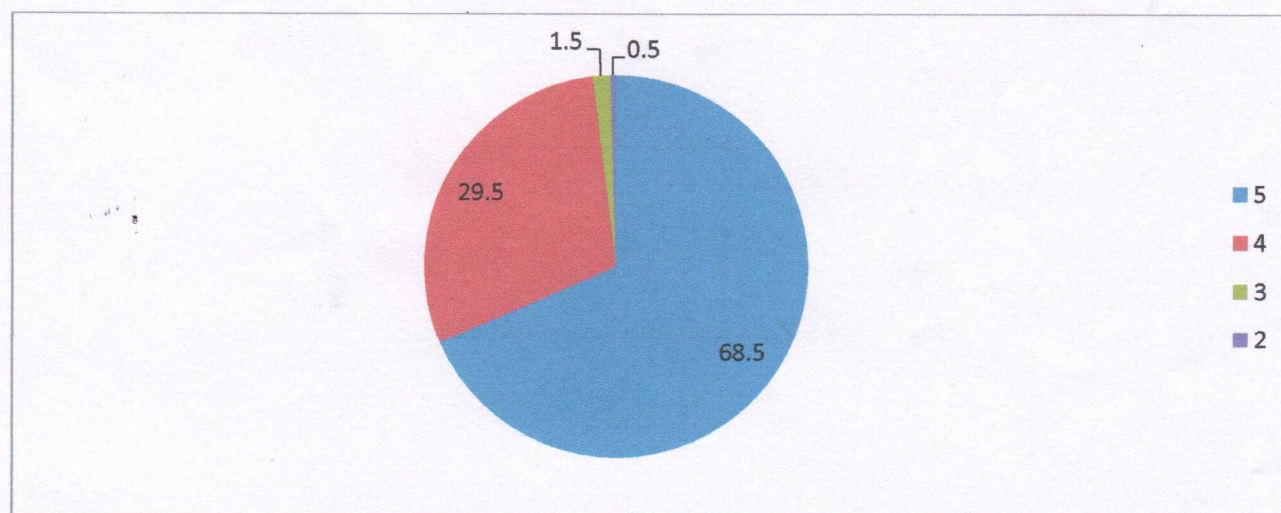

Fig 29: Pie chart analysis on the feedbacks received from parents on the teaching learning process

Criterion2. Students mentoring system

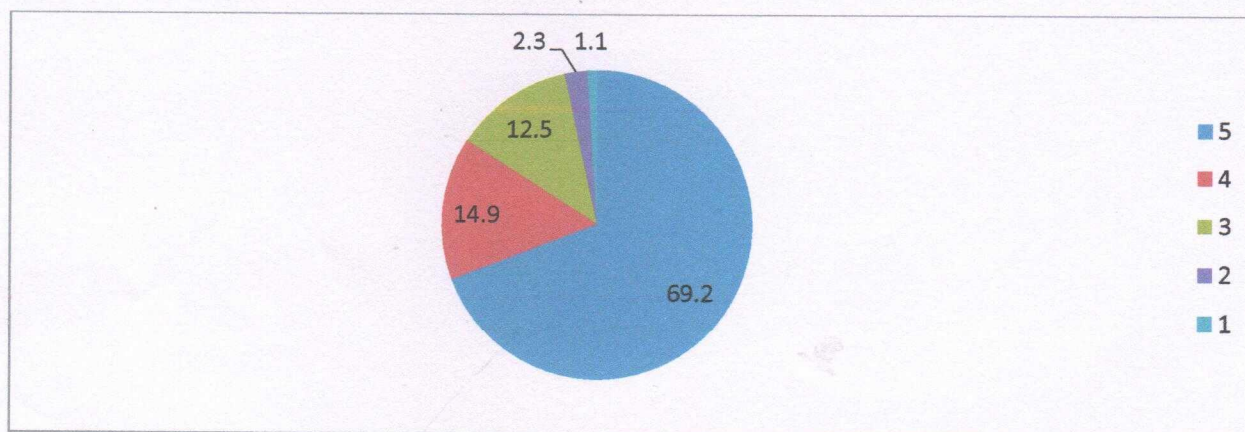Fig 30: Pie chart analysis on the feedbacks received from parents on the Students mentoring system
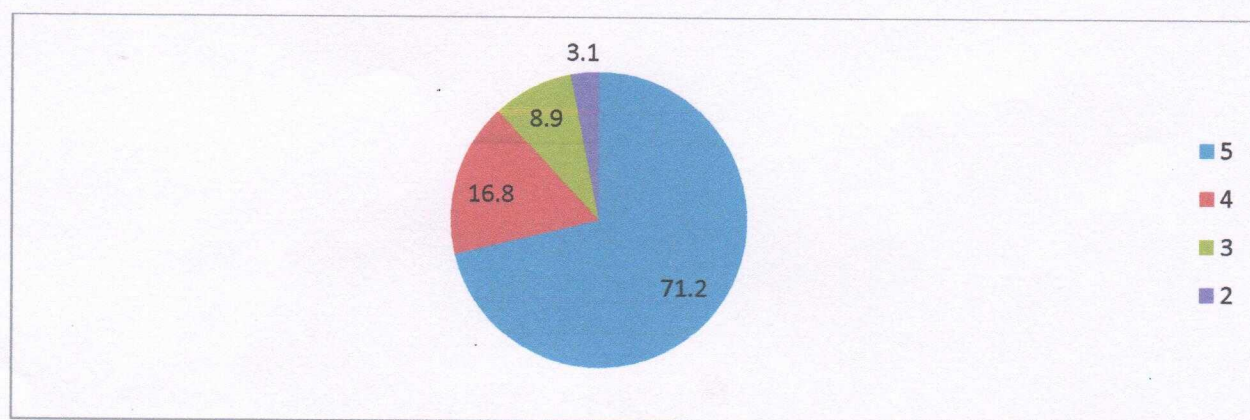
Criterion3. Academic facilities

Fig 31: Pie chart analysis on the feedbacks received from parents on the Academic facilities

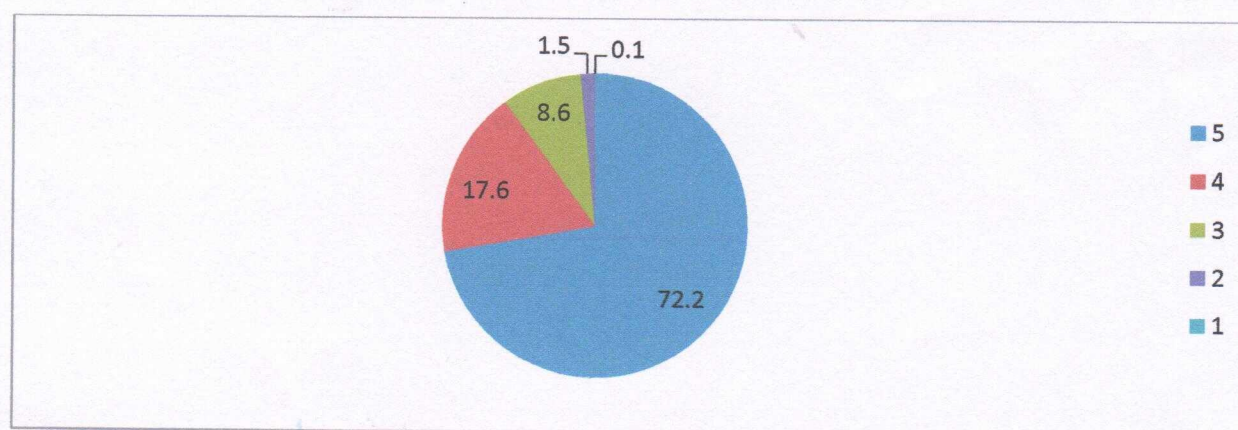## Criterion4. Learning resources (Laboratory, Library, Internet etc.)

Fig 32: Pie chart analysis on the feedbacks received from parents on the Learning resources (Laboratory, Library, Internet etc.)

FEEDBACK ANALYSIS

- The feedback data was collected from the stakeholders i.e. Students, Teachers, Alumni, Employers and Parents.
- In general positive feedbacks were received as all the stakeholders expressed their satisfaction with respect to curriculum-content and outcome.
- The students are highly satisfied with the course content and course out come and felt that the course is as per the need of the time.
- The teachers felt that the curriculum is balanced with regard to theoretical and practical knowledge.
- The parents are highly satisfied with the overall teaching – learning process.
- The parents also suggested some extra classes for the students who are weak in some subjects.
- The students suggested for introduction of new industry elective courses and more industrial exposure. It is noted and communicated to appropriate authority.
- The students also suggested more training on technical skill, soft skill and personality development. They also suggested proper time slot management in sports activities.
- The teachers suggested toconduct Faculty Development Programme (FDPs) on recent technologies.
- The alumni suggested for plastic free campus.

ACTION TAKEN REPORT

On the basis of the feedback collected from stakeholders the following actions were taken

• Improvement of Slow Learners:

Slow learners were identified on the basis of

i)   KIITEE merit list of admission

ii)   Periodical class assessments

iii)   Examinations result

Remedial class assistance on the subjects where improvement is required was provided by the respective departments.

• Revision/ Updating of Syllabi

As per the suggestions from the stakeholders

i)   New Industry elective courses are added and are run in collaborations with industries

ii)   New courses such as B.Tech in Aerospace Engineering and B.Tech in Mechatronics Engineering were introduced

• Industrial visits:

As a part of experiential learning and to acquire more practical knowledge so also to get industrial exposure, industrial visits for the students were conducted regularly at least once in a year. The faculty member in charge of Industrial visit/study tour with their group of students visited the industrial houses after getting confirmation from the industry concern.

• Job Preparedness:

Career advisory and Augmentation services (CASS) of KIIT organized various Technical skill, Soft skill and personality development programs, mock interviews, group discussions for the students which are quite beneficial for them for campus readiness.

• Faculty Development Program:

As per the practice of the University, Faculty Development Program was conducted on recently developed innovative areas. The weeklong program was conducted by inviting experts from the institute of reputes.
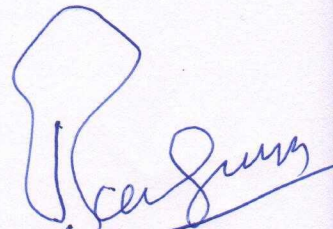
- **Plastic/ Tobacco/ Vehicle free campus:**

All the campuses of the University was declared Plastic free, Tobacco free and Vehicle free. Use of Tobacc[o] and Plastics are strictly prohibited in the campus. All the vehicles of the staffs and students are parked in th[e] designated parking area.

- **Time slot management in Sports:**

As per the feedback from the students proper time slot management was carried out in Gym and the spor[ts] like Badminton and Tennis etc. Because of this the waiting time of the students has considerably decreased.

Director, IQAC

Date: 14/08/20[

Director IQAC
KALINGA INSTITUTE OF INDUSTRIAL TECHNOL[OGY]
DEEMED TO BE UNIVERSITY
BHUBANESWAR

KIIT UNIVERSITY

INTERNAL QUALITY ASSURANCE CELL

MINUTES OF THE MEETING

MEETING NO:KQAC/M2/2017   DATE/TIME:22-09-2017/   VENUE:CH ,Campus-3
11.30 a.m.

1	Prof. P.P. Mathur, Vice Chancellor	-	Chairman
2	Prof. S. Nanda, Head, CIR	-	Vice Chairman
3	Dr. S. Samanta, Registrar	-	Member
4	Dr. M.R. Nayak, Director, Planning	-	Member
5	Dr. K.G. Mishra, Controller of Examination	-	Member
6	Dr. Biswajeet Sahoo, Director, Students Affairs	-	Member
7	Dr. Jyotin Dash, Principal, KIMS	-	Member
8	Dr. Shruti Vishal Dev, Professor, KIDS	-	Member
9	Prof. A.K. Sen, Professor, School of Electronics Engineering	-	Member
10	Dr. M. Suar, Director, KSBT	-	Member
11	Dr. Paramita Chataraj, KLS	-	Member
12	Sri D.N. Dwivedy, Management Representative	-	Member
13	Prof. Arabinda Tripathy, Former Professor, IIM Ahmedabad	-	Member
14	Adarsha Pattnaik, 3rd SEE		Member
15	Trisha Chaterjee, 3rd year MBBS	-	Member
16	Durgasish Mohapatra, Dy.Manager, Maruti Suzuki Ltd.	-	Member
17	Mr. R.N. Mohanty, President-Technology Pidlite Industries, Mumbai	-	Member
18	Dr. B.C. Guru, Advisor, QA Cell	-	Member
19	Dean, QA Cell	-	Member Secretary

1. <u>**Confirmation of minutes of previous meeting**</u>

The members confirmed all the resolutions taken in the IQAC Meeting held on 07.07.2017 and expressed their satisfaction on the action taken.

2. Industry-Academia Interaction

It is decided by the IQAC to associate more and more number of Industry personnel for activities like Curriculum Development, Internship, Research, Consultancy, etc. Deans / Directors will be informed accordingly to take necessary steps in this direction.
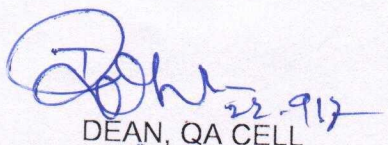
3. Stakeholders' feedback -2016-17

Dean, QA Cell presented a detail analysis of stakeholder's feedback and the action taken report. The members express their satisfaction on this.

4. Academic Audit 2016-17

The Academic Audit for 2017-18 was conducted by the internal auditors in the month of July. The academic audit report for 2016-17 along with action taken report for 2015-16 was placed before the IQAC. There was a though discussion among the members on this.

The meeting was ended with vote of thanks to the Chair and other dignitaries present in the meeting.
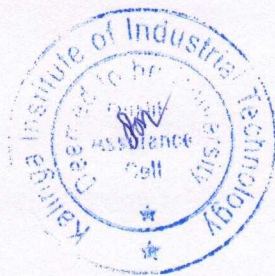
DEAN, QA CELL

MEMBR SECRETARY
Dean, Quality Assurance Cell
Kalinga Institute of Industrial Technology (KIIT)
Deemed to be University
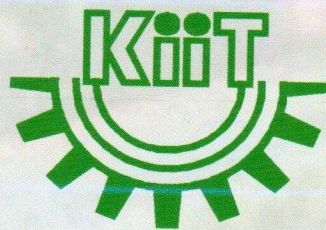
Kalinga Institute of Industrial Technology

Deemed to be University, Bhubaneswar-751024, Odisha, India, www.kiit.ac.in