FEEDBACK

FROM STAKEHOLDERS

2023-2024

INTERNAL QUALITY ASSURANCE CELL

IQAC

KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY (KIIT)

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

CONTENTS

1. FEEDBACK PROCESS

1.1 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 via Google forms. Feedback is collected from stake holders which include students, alumni, employers and parents. Feedback is collected from the students on curriculum, teaching and learning twice in a year, it focuses on the course objectives, general observations, skill development, innovations and methodology, commitment and command & help and motivation. Students feedback on institutional facilities is collected once in a year which targets the overall facilities and ambience of the University. 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 feedback analysis committee of the University designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues.

1.2 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 Feedback analysis committee discussed and evaluated the suggestions received from different spheres regarding the curriculum. The suggestions were consolidated to communicate to the respective University authorities for necessary action. Proper suggestions were formulated to be communicated to ensure the proper redressal of the grievances. 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.

Table 1: Response on a scale of 5

Score	Choice
1	Below Average
2	Average
3	Good
4	Very Good
5	Excellent

2. ALUMNI SURVEY

Alumni Students in 2024 were surveyed using a 29-item Alumni Survey - 2024 Questionnaire. Table 2 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of students who agreed captured through the Alumni Survey - 2024 instrument. The All-important data frequency distribution is presented in Figure 2a-x. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), enabling quantitative assessment of respondents' perceptions and experiences. Alumni Survey - 2024 questionnaire was distributed and final sample comprised 11743 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 2: Codification & Descriptive Statistics of Alumni Survey - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ASQ-01	*How proficient are you in mathematics and basic sciences?*	4.55	91.00%	86.23%
2	ASQ-02	*How advanced are your engineering and technical concepts and knowledge?*	4.69	93.80%	90.79%
3	ASQ-03	*How well are you able to integrate your concepts and knowledge for solving complex problems or design systems/products?*	4.69	93.80%	92.88%
4	ASQ-04	*How well can you design and perform experiments leading to new study and innovations?*	4.64	92.80%	92.74%
5	ASQ-05	*How proficient are you in analyzing facts and figures and drawing relevant conclusions in your profession?*	4.5	90.00%	83.77%
6	ASQ-06	*How proficient are you in using modern engineering and IT tools and resources?*	4.65	93.00%	91.68%
7	ASQ-07	*How well can you perceive the limitations and impact of engineering solutions or*	4.61	92.20%	84.26%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
		professional practice in the context of societal, legal, health, safety, economical and environmental contexts?			
8	ASQ-08	*How well can you predict the upcoming changes and challenges in your profession based on current scenarios nationally and globally?*	4.58	91.60%	87.92%
9	ASQ-09	*How strongly do you feel the need for sustainable development in different contexts?*	4.55	91.00%	83.04%
10	ASQ-10	*How well can you apply and realize the need and importance of engineering professionalism, responsibility and ethical standards?*	4.57	91.40%	82.73%
11	ASQ-11	*How comfortable are you working in international/Global Environment?*	4.67	93.40%	88.28%
12	ASQ-12	*How well can you communicate your ideas, findings and inferences to a range of audiences orally and through written form?*	4.68	93.60%	93.51%
13	ASQ-13	*How strongly well do you perform as a member of diverse teams?*	4.35	87.00%	75.05%
14	ASQ-14	*How capable are you in building teams and leading them?*	4.72	94.40%	92.42%
15	ASQ-15	*How well can you manage projects? (Setting goals, building teams, team management, planning, project execution, etc.)*	4.51	90.20%	80.70%
16	ASQ-16	*How strongly do you believe in the need and importance of higher studies, self and life-long learning?*	4.53	90.60%	87.49%
17	ASQ-17	*How far do you think your study in KIIT-DU has prepared you for attaining the Program Educational Objectives (corresponding to your program)*	4.49	89.80%	82.85%
18	ASQ-18	*How far do you agree to recommend our institution to others.*	4.65	93.00%	93.09%

Across the eighteen outcome statements (ASQ-01 to ASQ-18), the Alumni Survey-2024 reflects a consistently strong and largely unanimous endorsement of KIIT-DU's academic

quality and graduate readiness. Mean scores remain in a narrow high band from 4.35 to 4.72 (i.e., 87.0% to 94.4%), indicating that alumni perceptions are not only positive but also stable across multiple dimensions of competence, professionalism, and institutional experience. The overall pattern suggests that KIIT-DU is successfully delivering core disciplinary strength along with the broader graduate attributes expected from a contemporary outcomes-based university ecosystem.

Foundational and higher-order academic competence emerges as a clear strength. Alumni rate their proficiency in mathematics and basic sciences (ASQ-01: 4.55; 91%) highly, showing a strong base for subsequent technical learning. This foundation appears to translate effectively into advanced technical mastery and application, as seen in ASQ-02 and ASQ-03 (both 4.69; 93.8%), where alumni indicate high confidence in engineering/technical concepts as well as the ability to integrate knowledge for complex problem solving and design. Likewise, the ability to design and perform experiments leading to innovations (ASQ-04: 4.64; 92.8%) reinforces the perception that the academic environment supports inquiry, exploration, and applied learning.

At the same time, one subtle but important quality signal is visible in applied analytical judgement. While ASQ-05 (analyzing facts/figures and drawing conclusions) maintains a strong mean (4.50; 90%), the agreement percentage (83.77%) suggests variability in how uniformly alumni experienced or internalized data-driven inference in real professional contexts. This does not indicate weakness, but it highlights a refinement opportunity: strengthening consistent exposure to real datasets, domain-specific decision scenarios, and interpretation-focused assessments can further improve confidence across the full alumni cohort.

A similarly strong picture is seen in tool readiness and future-oriented professional awareness. Alumni report high proficiency in modern engineering and IT tools (ASQ-06: 4.65; 93%), aligning with employability needs and contemporary workplace expectations. The ability to anticipate changes and challenges nationally and globally (ASQ-08: 4.58; 91.6%) also indicates that alumni feel prepared to operate in evolving professional landscapes. However, items connected to *impact-awareness and responsible practice*—such as understanding limitations and societal/legal/health/safety/economic/environmental impacts (ASQ-07: 4.61; 92.2%, agreement 84.26%), sustainable development (ASQ-09: 4.55; 91%, agreement 83.04%), and professionalism/ethics (ASQ-10: 4.57; 91.4%, agreement 82.73%)—show slightly lower agreement relative to their high means. This suggests that while alumni strongly value these dimensions, a segment may have had uneven depth of exposure or practice-based

reinforcement. Embedding more discipline-linked ethics cases, sustainability-linked design decisions, compliance and risk modules, and reflective assignments can help make these outcomes more uniformly internalized.

The survey also highlights global readiness and communication as standout strengths. Alumni report high comfort working in international/global environments (ASQ-11: 4.67; 93.4%) and exceptionally strong ability to communicate ideas, findings, and inferences across audiences (ASQ-12: 4.68; 93.6%) with very high agreement (93.51%). The high consensus in ASQ-12 is particularly significant: it indicates communication capability is broadly experienced across alumni rather than limited to a smaller high-performing group, strengthening employability and leadership readiness.

A notable diagnostic insight emerges in the teamwork–leadership contrast. ASQ-13 (performing as a member of diverse teams) records the lowest mean and agreement in the set (4.35; 87%, agreement 75.05%), suggesting that collaborative functioning in diverse teams is an area where alumni experience may be less consistent. In sharp contrast, ASQ-14 (building teams and leading them) is the strongest item overall (4.72; 94.4%, agreement 92.42%). Together, these results suggest that alumni feel confident in initiative and leadership roles, while the routine mechanics of collaborative teamwork—coordination, conflict handling, shared accountability, and peer-based execution—may require more structured strengthening through assessed team projects, role-based collaboration frameworks, and peer evaluation mechanisms.

Items related to project management and lifelong learning orientation also perform strongly, with meaningful cues for consolidation. Project management competence (ASQ-15: 4.51; 90.2%, agreement 80.70%) is positive but shows lower agreement, suggesting uneven exposure to end-to-end project planning and execution practices across programs. Strengthening structured project planning, documentation standards, milestone reviews, and use of industry-style workflows can improve uniformity. Lifelong learning and higher studies orientation (ASQ-16: 4.53; 90.6%, agreement 87.49%) indicates that alumni largely recognize continuing education and self-development as essential for long-term growth.

Finally, the outcomes culminate in institutional impact and endorsement. Alumni perception of preparedness to attain program educational objectives (ASQ-17: 4.49; 89.8%, agreement 82.85%) is strong, though agreement suggests a scope to improve consistency across programs through more uniform mapping of PEOs to internships, capstones, mentoring, and industry

exposure. Importantly, alumni willingness to recommend the institution (ASQ-18: 4.65; 93%, agreement 93.09%) is exceptionally high and widely shared, reflecting strong overall satisfaction and positive institutional reputation among graduates—an outcome with direct relevance to alumni engagement, brand equity, and stakeholder trust.

Table 3: Current Employment Status

Sl No.	Description	Responses	%
1.	Employed – In field – Higher Education required – Pursuing/Completed Higher Education	593	5.05%
2.	Employed – In field – Higher Education required – Not pursuing/completed Higher Education	1011	8.61%
3.	Employed – In field – Higher Education not required – Not pursuing/completed Higher Education	7804	66.46%
4.	Employed – Not in field – Higher Education required – Pursuing/Completed Higher Education	866	7.37%
5.	Employed – Not in field – Higher Education required – Not pursuing/completed Higher Education	1197	10.19%
6.	Self-employed – In field – Higher Education required – Pursuing/Completed Higher Education	16	0.14%
7.	Self-employed – In field – Higher Education required – Not pursuing/completed Higher Education	20	0.17%
8.	Self-employed – In field – Higher Education not required – Not pursuing/completed Higher Education	171	1.46%
9.	Self-employed – Not in field – Higher Education required – Pursuing/Completed Higher Education	25	0.21%
10.	Self-employed – Not in field – Higher Education required – Not pursuing/completed Higher Education	31	0.26%
11.	Not employed – seeking job	9	0.08%

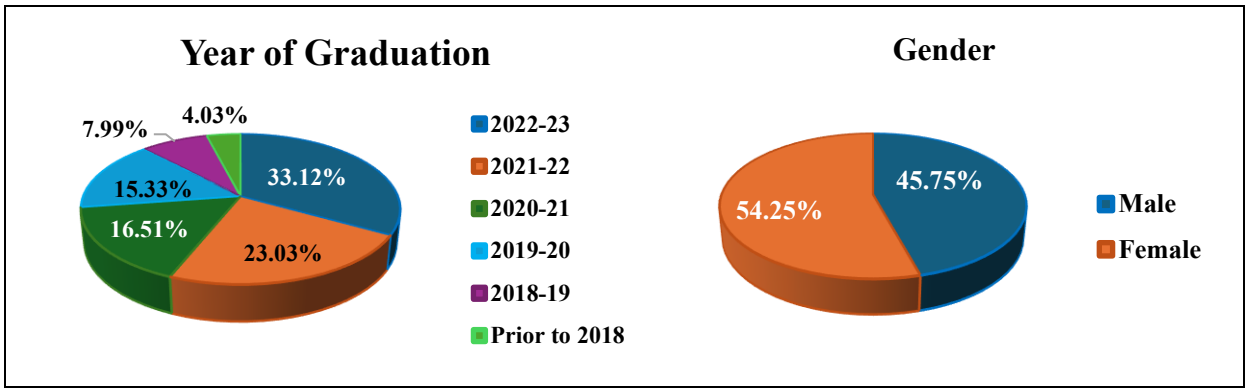

Figure 2a: Graduation year wise and Gender wise Distribution of Alumni students in Alumni Survey 2024

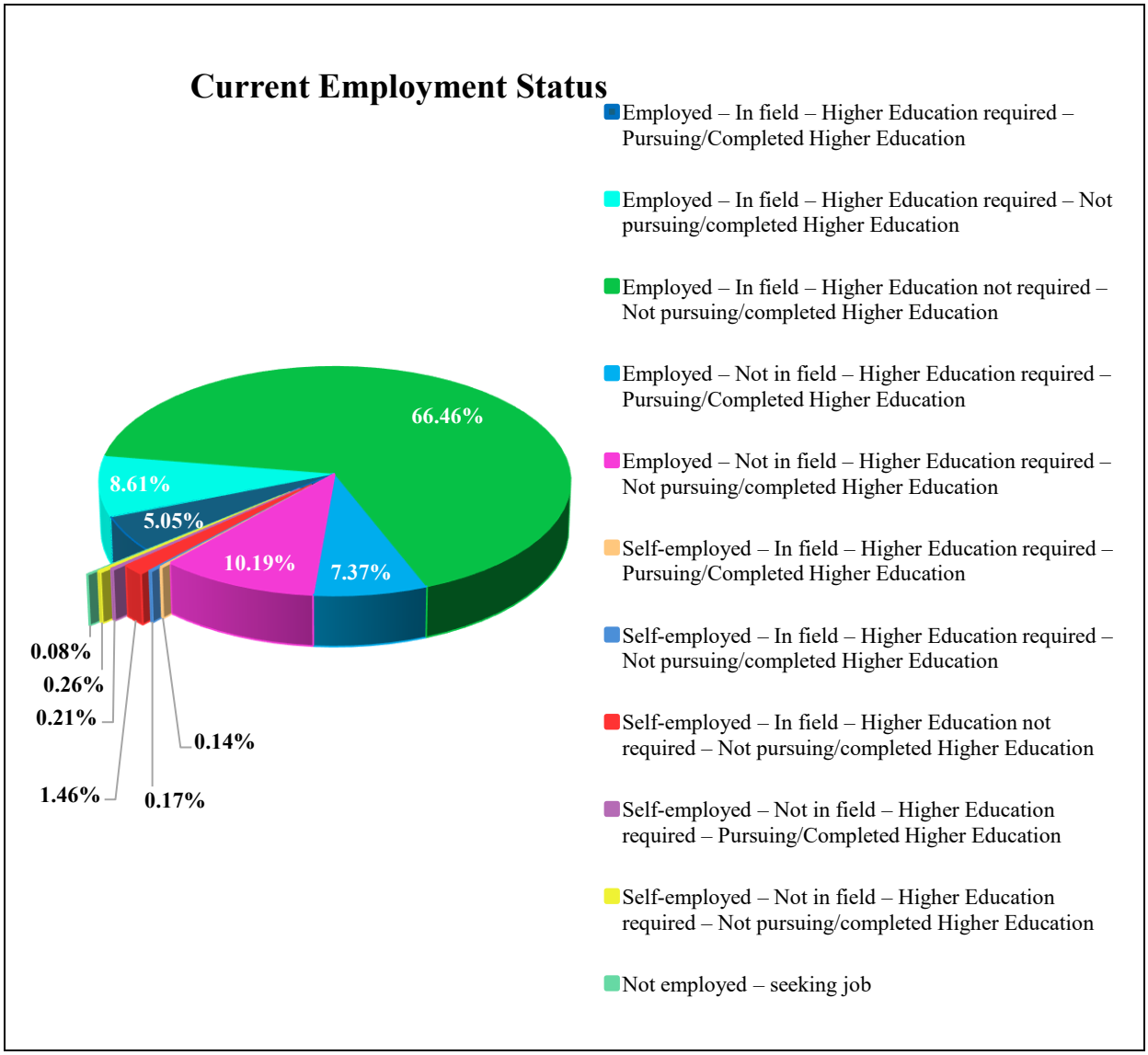

Figure 2b: Employment Distribution of Alumni students during Alumni Survey-2024

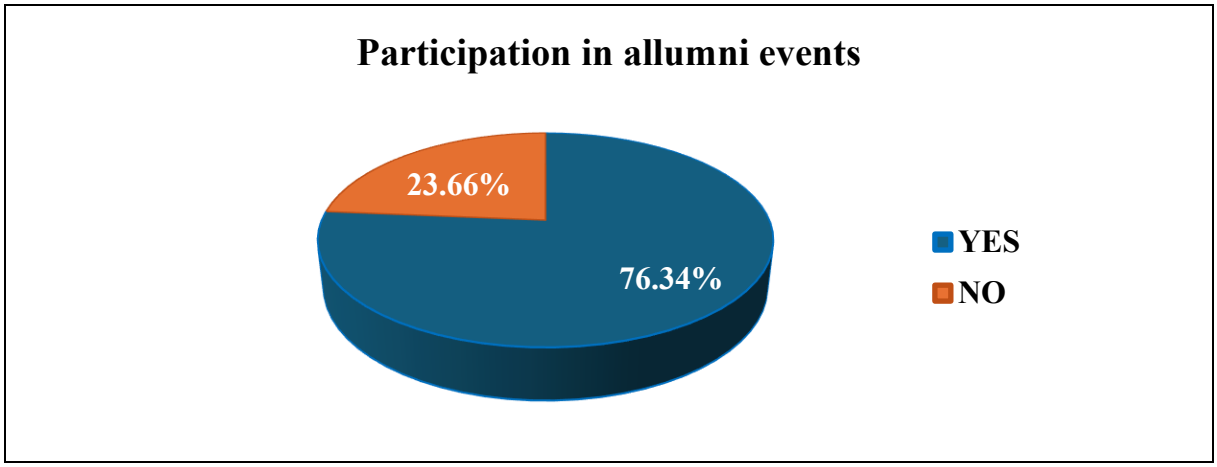

Figure 2c: Participation of Alumni in events organized by the University

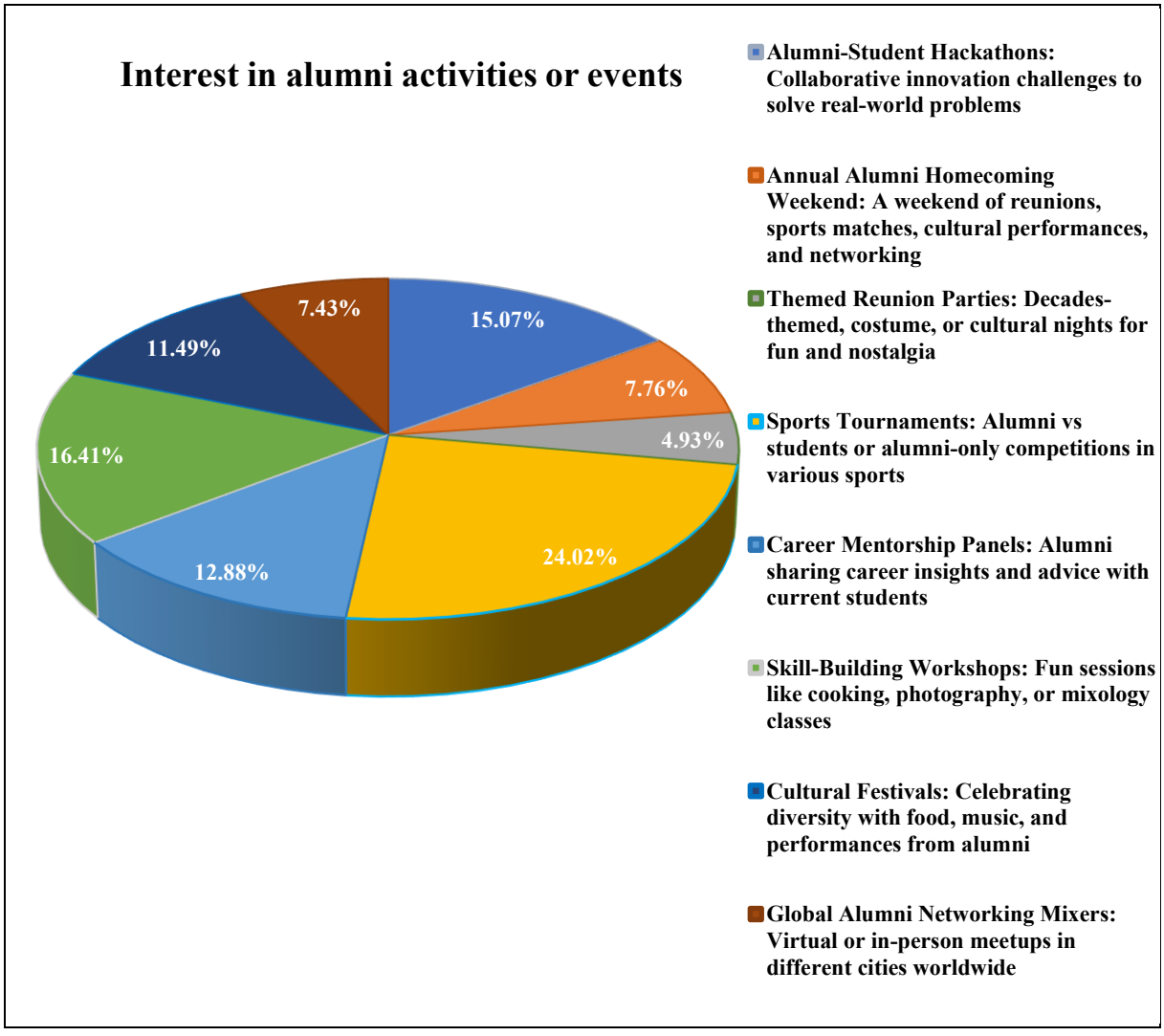

Figure 2d: Frequency Distribution of Responses on Preferred Alumni Activities and Events for Future Participation

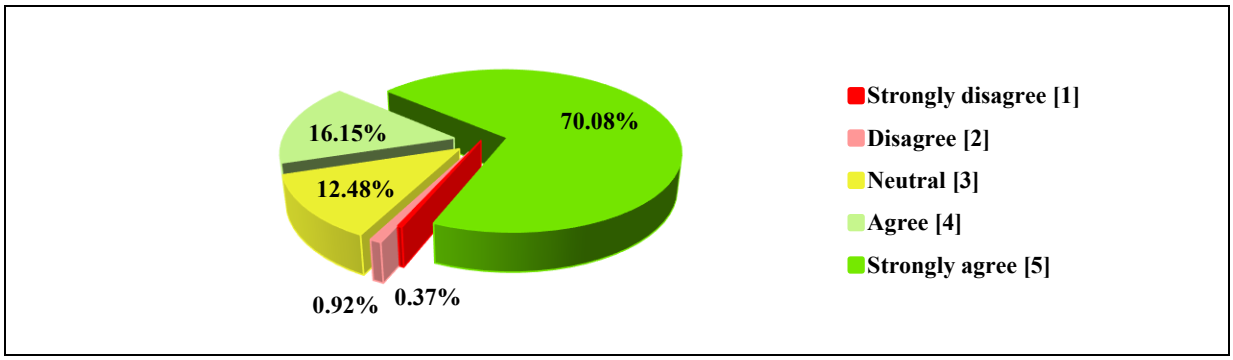

Figure 2e: Frequency Distribution of Responses on Proficiency in Mathematics and Basic Sciences (ASQ-01)

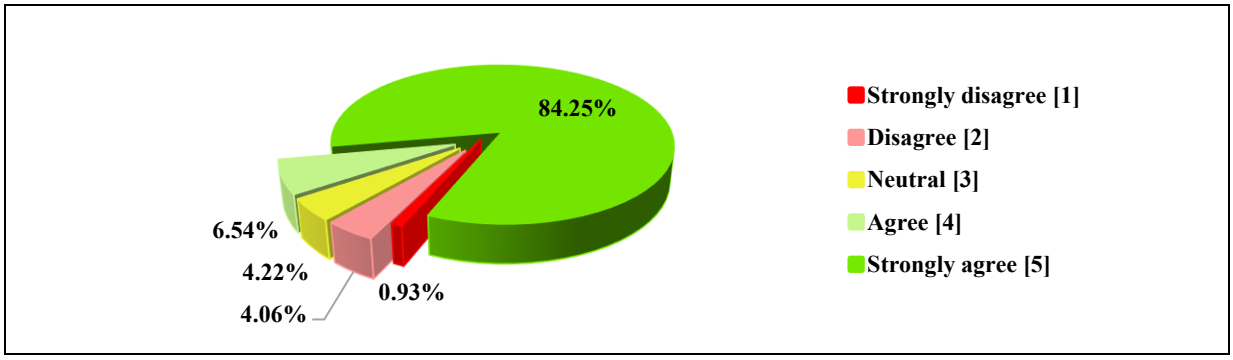

Figure 2f: Frequency Distribution of Responses on Engineering and Technical Concepts Knowledge (ASQ-02)

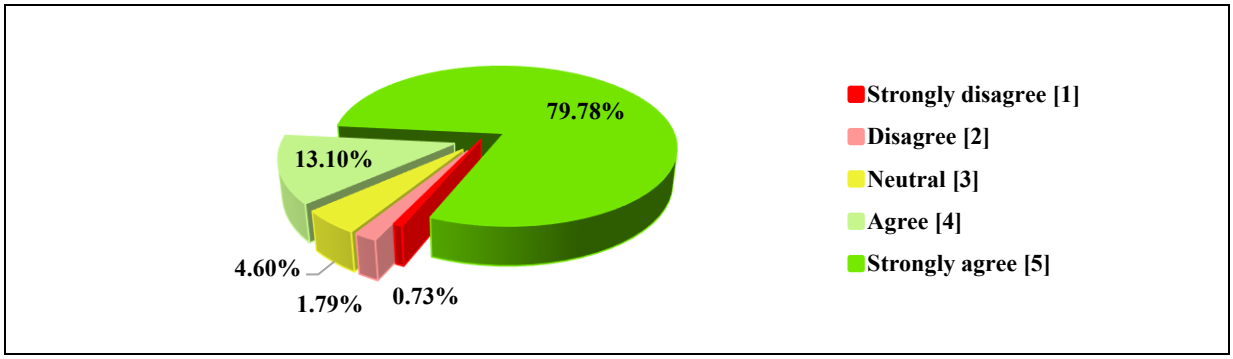

Figure 2g: Frequency Distribution of Responses on Ability to Integrate Knowledge for Complex Problem Solving and Design (ASQ-03)

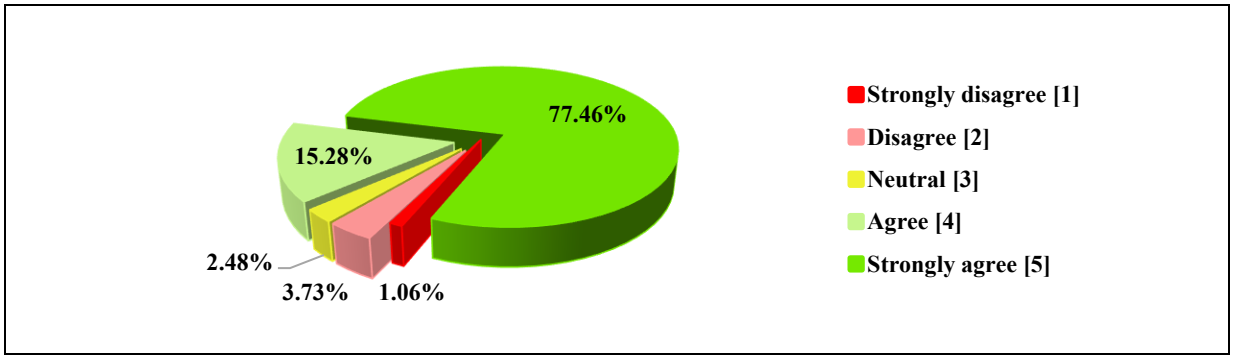

Figure 2h: Frequency Distribution of Responses on Ability to Design and Perform Experiments for Innovation (ASQ-04)

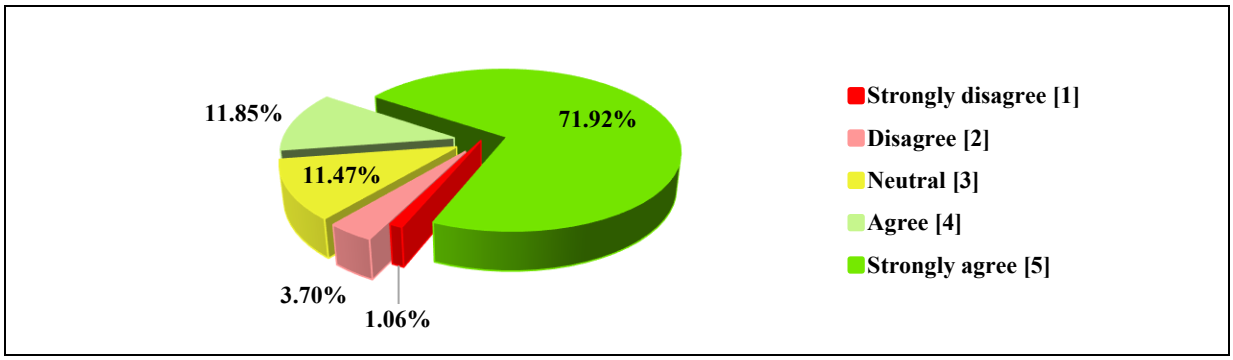

Figure 2i: Frequency Distribution of Responses on Ability to Analyze Data and Draw Professional Conclusions (ASQ-05)

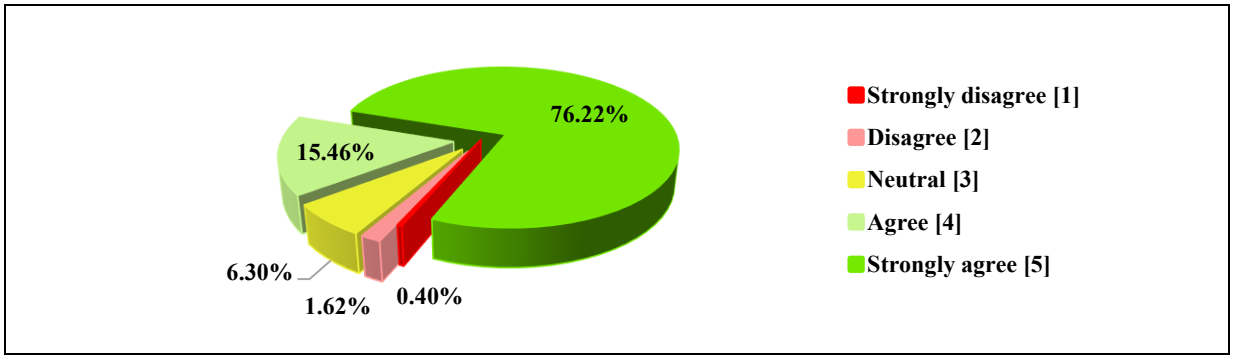

Figure 2j: Frequency Distribution of Responses on Proficiency in Using Modern Engineering and IT Tools (ASQ-06)

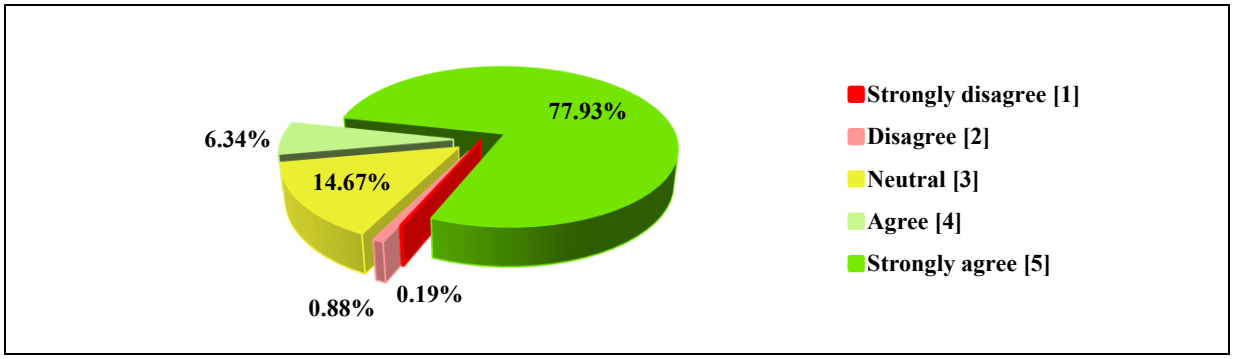

Figure 2k: Frequency Distribution of Responses on Awareness of Limitations and Societal/Environmental Impact of Engineering Solutions (ASQ-07)

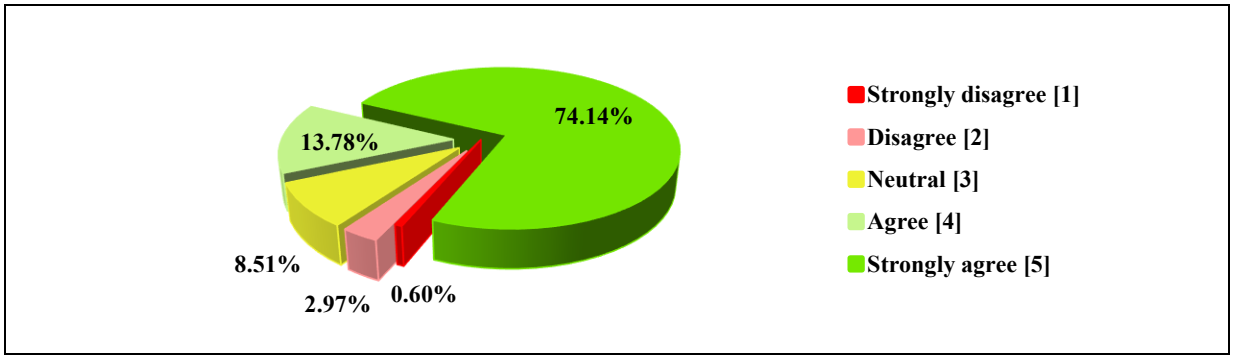

Figure 2l: Frequency Distribution of Responses on Ability to Anticipate Future Changes and Challenges in the Profession (ASQ-08)

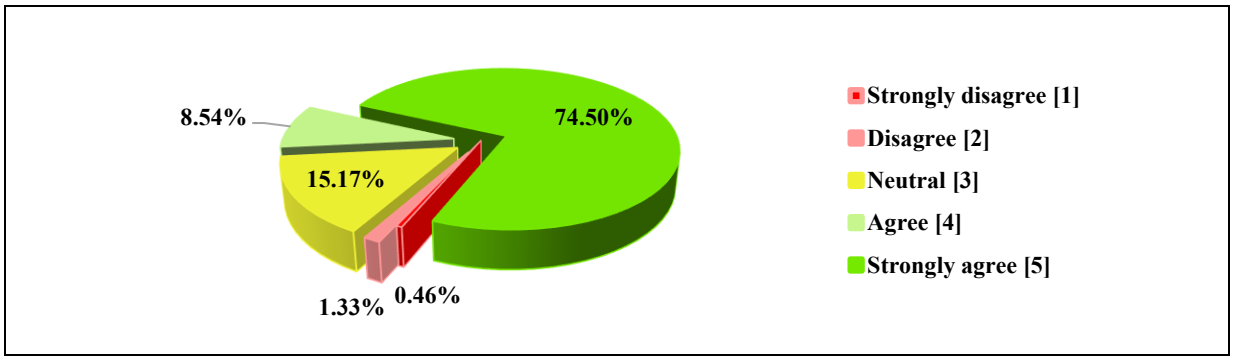

Figure 2m: Frequency Distribution of Responses on Perceived Need for Sustainable Development (ASQ-09)

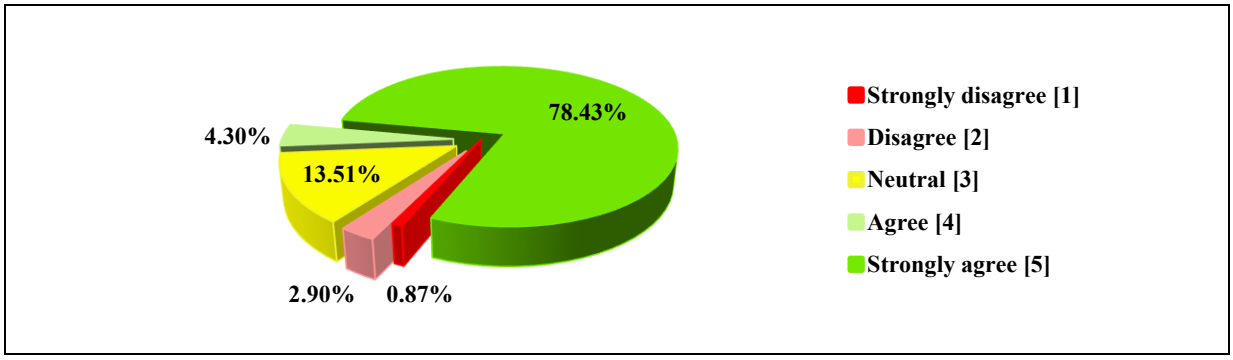

Figure 2n: Frequency Distribution of Responses on Engineering Professionalism, Responsibility, and Ethical Standards (ASQ-10)

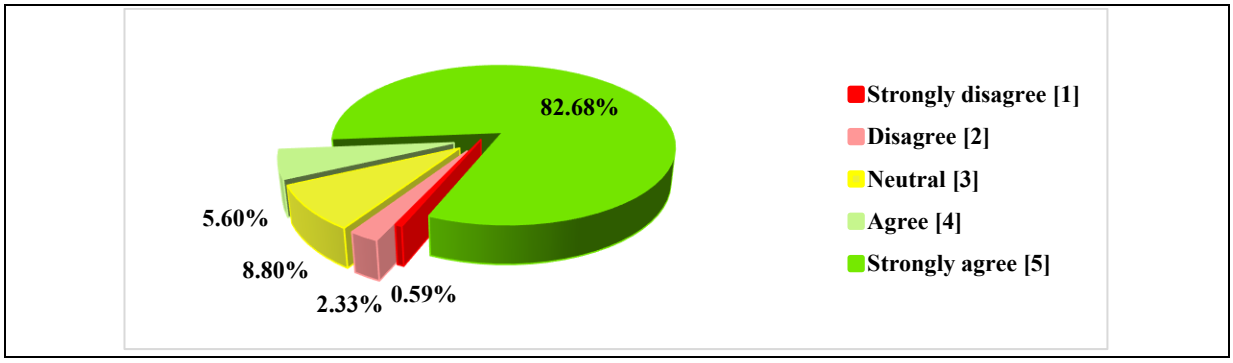

Figure 2o: Frequency Distribution of Responses on Comfort Working in a Global/International Environment (ASQ-11)

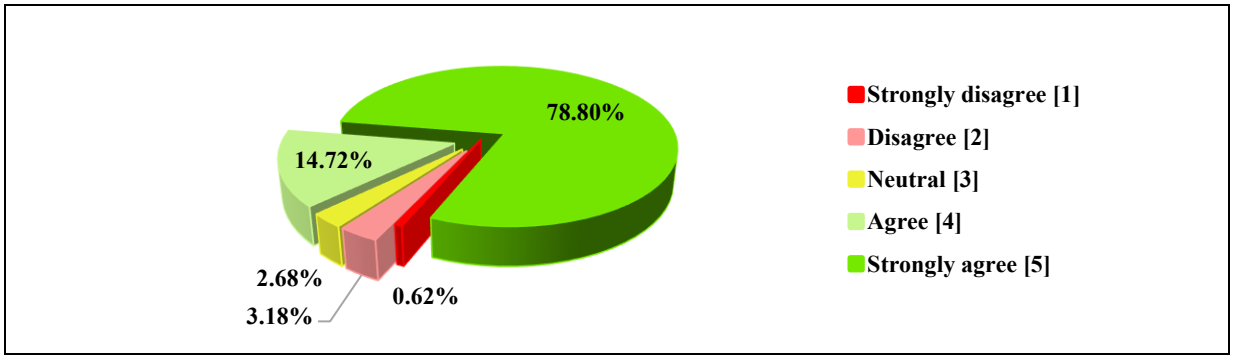

Figure 2p: Frequency Distribution of Responses on Communication Skills (Oral and Written) Across Audiences (ASQ-12)

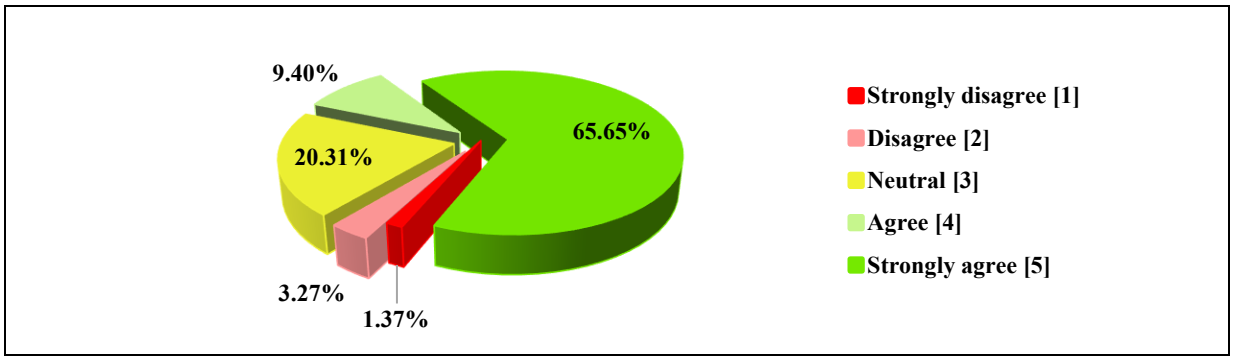

Figure 2q: Frequency Distribution of Responses on Effectiveness as a Member of Diverse Teams (ASQ-13)

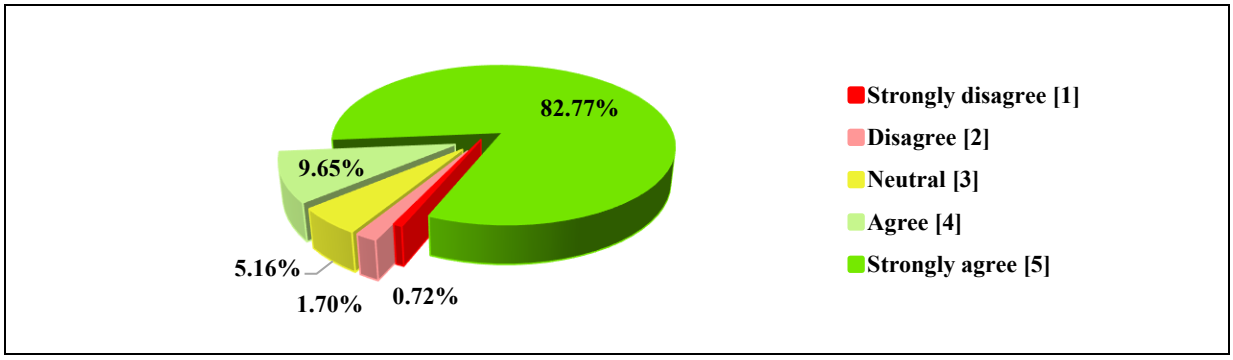

Figure 2r: Frequency Distribution of Responses on Team Building and Leadership Capability (ASQ-14)

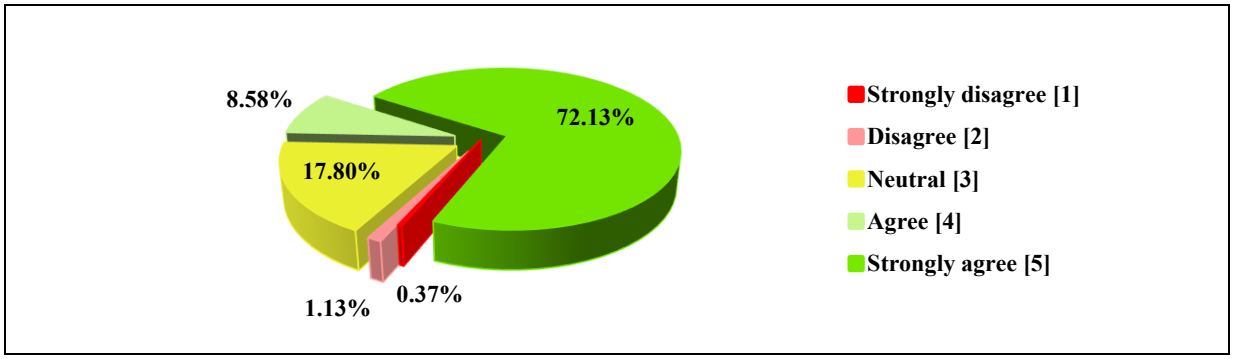

Figure 2s: Frequency Distribution of Responses on Project Management Competence (Goals, Planning, Execution, Team Management) (ASQ-15)

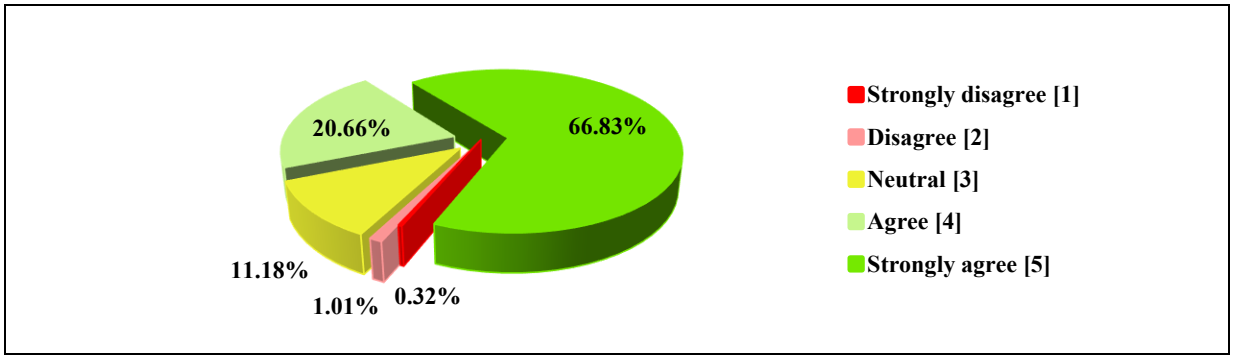

Figure 2t: Frequency Distribution of Responses on Belief in Higher Studies and Lifelong Learning (ASQ-16)

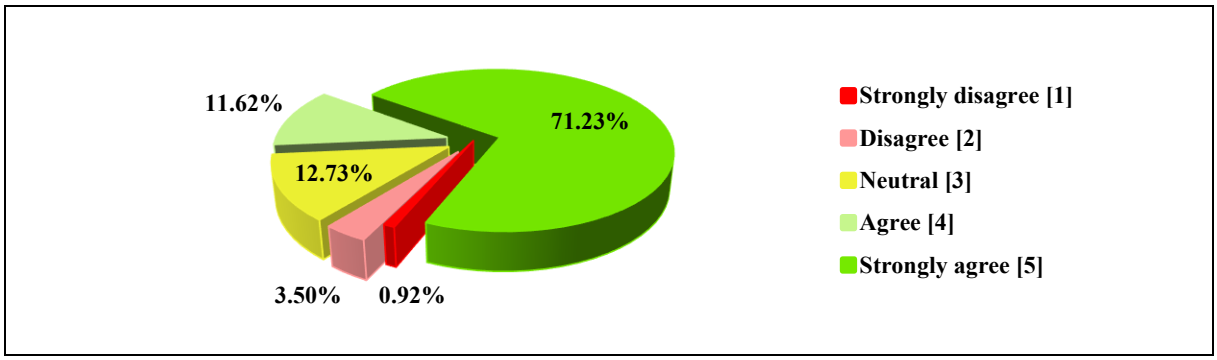

Figure 2v: Frequency Distribution of Responses on KIIT-DU Preparation for Attaining Program Educational Objectives (PEOs) (ASQ-17)

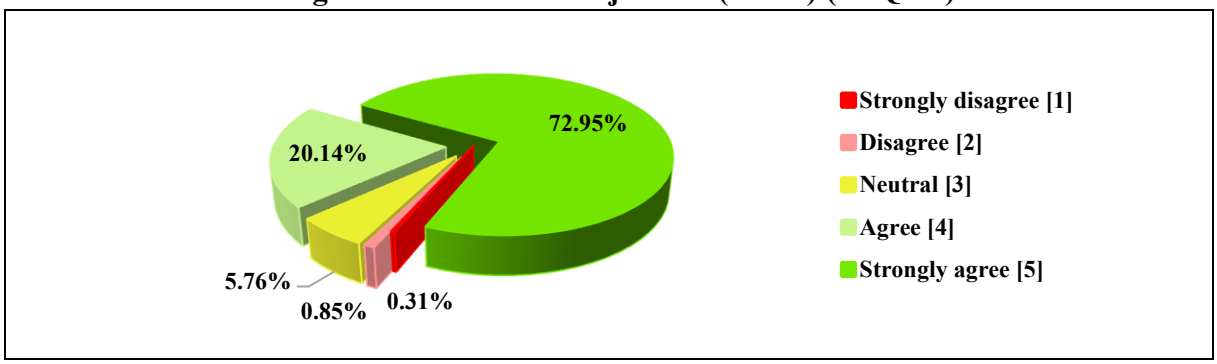

Figure 2w: Frequency Distribution of Responses on Willingness to Recommend the Institution to Others (ASQ-18)

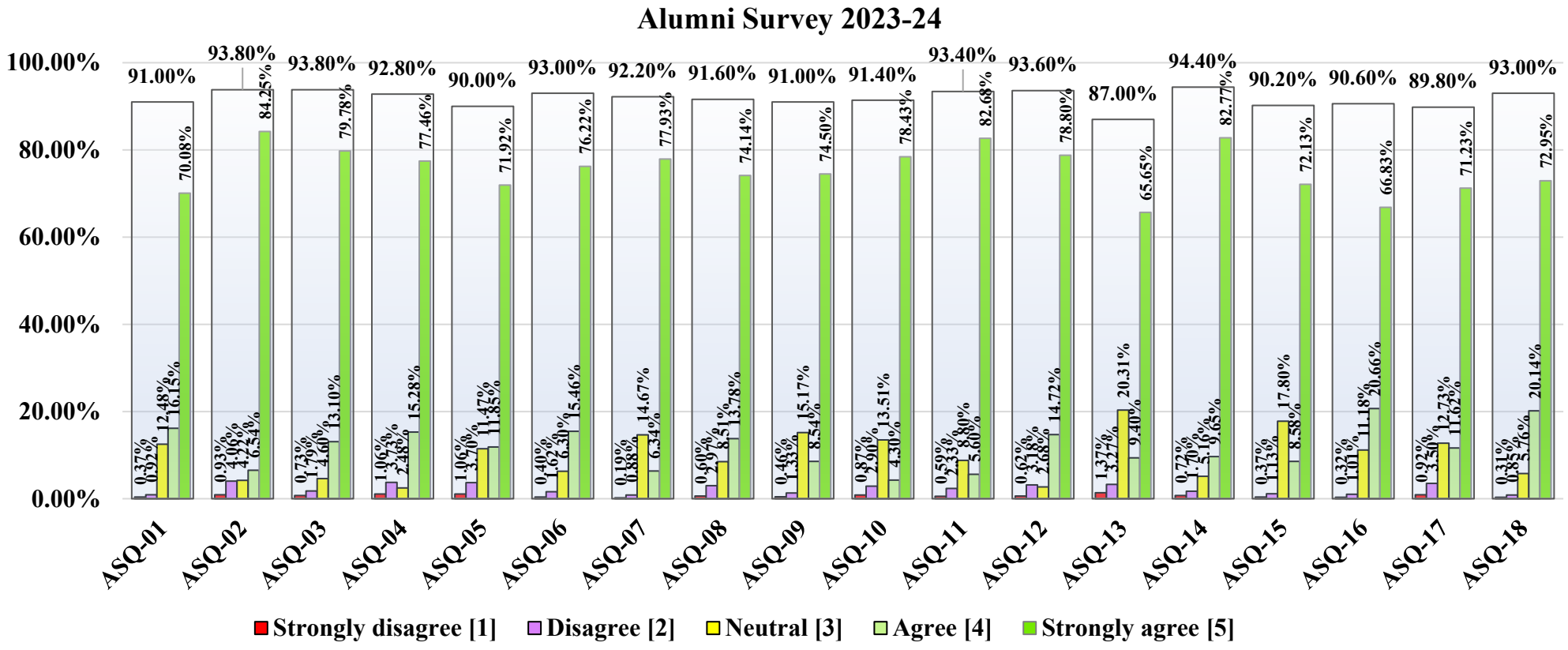

Figure – 2x: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Alumni survey - 2024

3. GRADUATE EXIT SURVEY

Students graduating in 2024 were surveyed using a 20-item Graduate Exit Survey - 2024 Questionnaire. Table 4 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of students who agreed captured through the Graduate Exit Survey - 2024 instrument. The All-important data frequency distribution is presented in Figure 3a-s. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), enabling quantitative assessment of respondents' perceptions and experiences. Graduate Exit Survey - 2024 questionnaire was distributed and the final sample comprised 6567 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 4: Codification & Descriptive Statistics of Graduate Exit Survey - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	GSQ-01	*How far are you proficient in mathematics, basic sciences and engineering sciences?*	4.42	88.40%	74.72%
2	GSQ-02	*How strong do you feel are your concepts in core courses pertaining to your program of study?*	4.63	92.60%	86.63%
3	GSQ-03	*How successfully are you able to perform experiments, record, analyze and interpret data?*	4.57	91.40%	87.80%
4	GSQ-04	*How well can you perceive, analyze and solve complex problems in your domain of study?*	4.46	89.20%	84.62%
5	GSQ-05	*How well are you able to design products, prototypes and systems satisfying given specifications pertaining to your program of study?*	4.64	92.80%	86.61%
6	GSQ-06	*How well can you perceive the limitations, feasibility and impact of your engineering solutions or designs with respect to social, cultural, health, economical, legal, and multidisciplinary contexts?*	4.73	94.60%	90.44%
7	GSQ-07	*How well are you familiar with research methodology, and modern engineering tools*	4.6	92.00%	85.96%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
		for performing complex experiments, project work and research activities?			
8	GSQ-08	*How well have you been involved as a member in group /team activities in sessional courses, labs and projects?*	4.53	90.60%	85.87%
9	GSQ-09	*How do you rate your ability as a team leader?*	4.56	91.20%	85.44%
10	GSQ-10	*How confident do you feel in executing tasks as an individual?*	4.65	93.00%	88.17%
11	GSQ-11	*How well can you understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development?*	4.5	90.00%	86.71%
12	GSQ-12	*How committed are you to professional ethics and responsibilities and norms of the engineering practice?*	4.54	90.80%	86.11%
13	GSQ-13	*How well are you able to make presentations, communicate your ideas in seminars, technical discussions and group activities?*	4.63	92.60%	87.83%
14	GSQ-14	*How well can you make documentations and reports pertaining to technical data, findings, analysis and inferences?*	4.36	87.20%	74.65%
15	GSQ-15	*How well do you consider are your project and associated financial management skills?*	4.56	91.20%	88.67%
16	GSQ-16	*How strongly do you feel that you will need to engage in higher studies, self-learning as well as lifelong learning?*	4.6	92.00%	88.82%

Overall, the findings indicate consistently positive student perceptions across the measured graduate attributes. The item-wise mean scores lie between 4.36 and 4.73, with score percentages ranging from 87.2% to 94.6%, showing a broadly uniform experience rather than performance concentrated in only a few areas.

A prominent strength is students' confidence in applying engineering knowledge beyond the classroom to real-world contexts. The highest rated item is *GSQ-06 (Mean Score - 4.73, i.e. 94.6%; Agreed by 90.44% respondents)*, which reflects graduates' ability to judge engineering solutions with respect to feasibility, limitations, and wider social, cultural, legal, health,

economic, and multidisciplinary considerations. This points to strong context-based reasoning and responsible decision-making-an important graduate attribute.

Students also reported strong readiness for independent professional functioning. *Item Code - GSQ-10 (Mean Score - 4.65, i.e. 93.0%; Agreed by 88.17% respondents)* indicates high confidence in executing tasks as an individual. Likewise, *Item Code - GSQ-05 (Mean Score - 4.64, i.e. 92.8%; Agreed by 86.61% respondents)* highlights confidence in designing products, prototypes, and systems against given specifications. Together, these results suggest that the program provides sufficient practical exposure through assignments, laboratories, and project-based learning to build applied competence and self-reliance.

Academic grounding and communication skills are also rated strongly. Graduates reported high confidence in core-course understanding *(Item Code - GSQ-02: Mean score - 4.63, i.e. 92.6%; Agreed by 86.63% respondents)* and in presentations and communication in seminars and technical discussions *(Item Code - GSQ-13: Mean Score - 4.63, i.e. 92.6%; Agreed by 87.83% respondents)*. Experimental competence-performing experiments and interpreting data-also remains high *(Item Code - GSQ-03: Mean Score - 4.57, i.e. 91.4%; Agreed by 87.8% respondents)*. These patterns indicate that students recognize both conceptual clarity and the ability to articulate technical ideas, which supports employability as well as preparedness for higher studies.

In addition to conceptual clarity and experimental competence, graduates reported strong confidence in their complex problem-solving ability. *Item Code - GSQ-04 (Mean Score 4.46, i.e., 89.2%; Agreed by 84.62% respondents)* reflects that students perceive themselves as capable of perceiving, analyzing, and solving complex problems in their domain. This indicates that the learning experience supports not only routine application of knowledge but also higher-order analytical thinking required for real-world engineering and professional challenges.

Graduates also expressed a favourable perception of their exposure to research orientation and modern engineering tools, which is increasingly important for innovation, project work, and advanced experimentation. *Item Code - GSQ-07 (Mean Score 4.60, i.e., 92.0%; Agreed by 85.96% respondents)* indicates that learners feel adequately familiar with research methodology and contemporary tools used for complex experiments, projects, and research activities. This suggests a supportive ecosystem for modern tool usage, applied investigation, and evidence-driven work-competencies that contribute directly to employability as well as readiness for higher studies and research-driven roles.

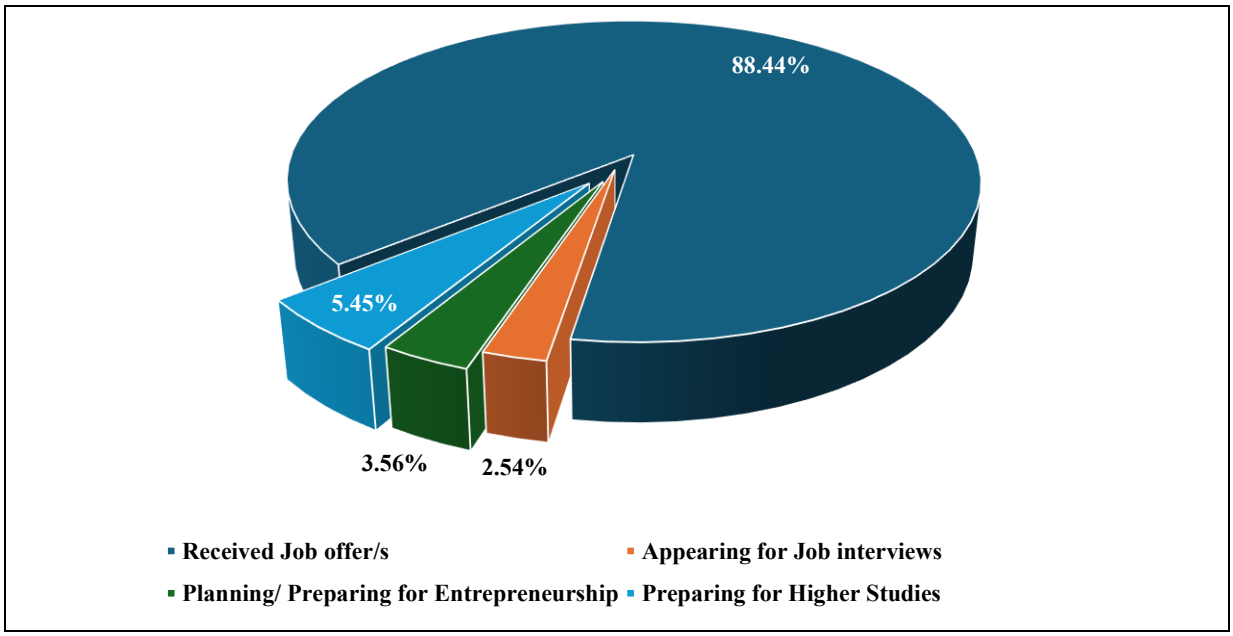

Figure 3a: Present Career/Academic Status of 2024 graduating students

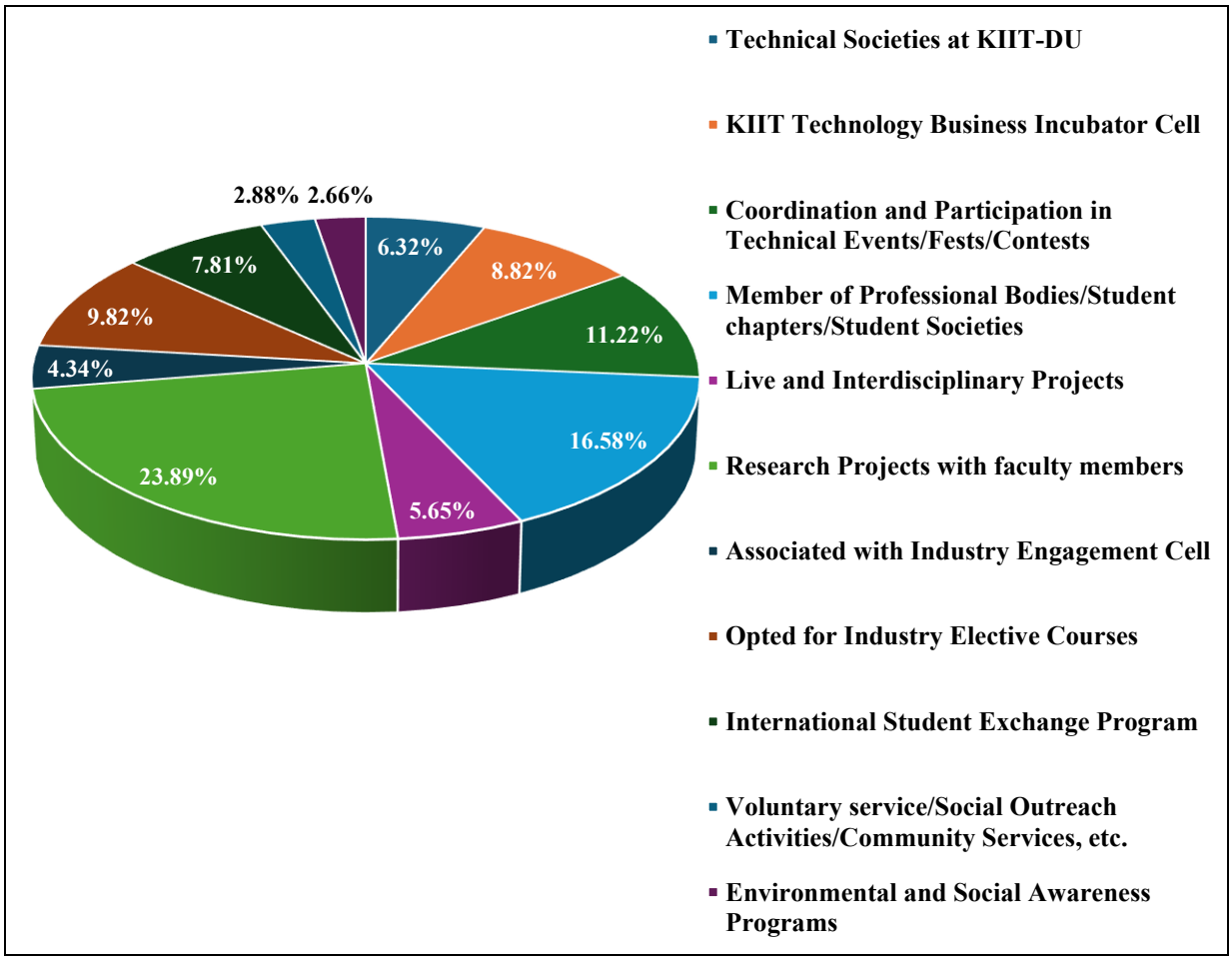

Figure 3b: Distribution of 2024 graduating students involvement during study

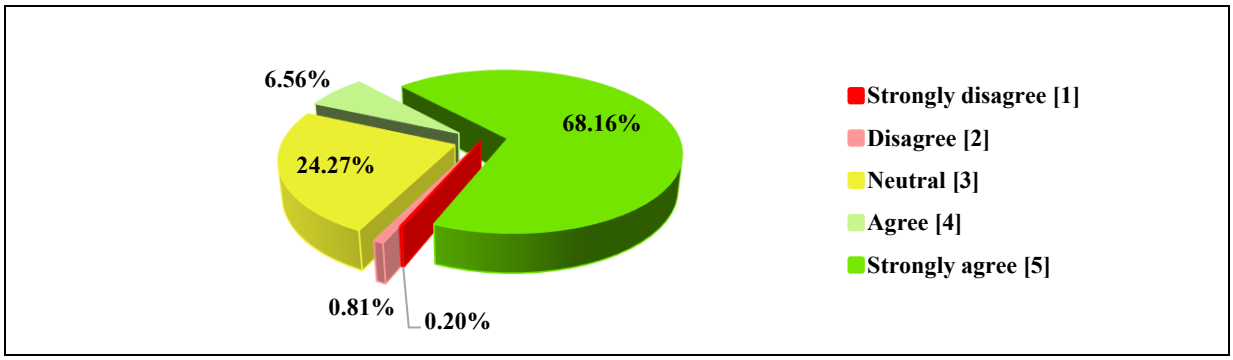

Figure 3c: GSQ-01: Competency in Mathematics, Basic Sciences, and Engineering Sciences

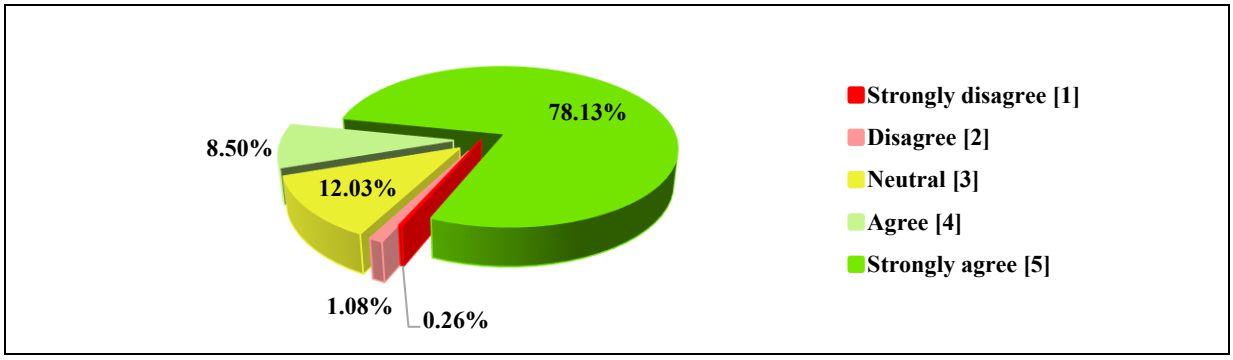

Figure 3d: GSQ-02 Confidence in Core Course Concepts of Their Program

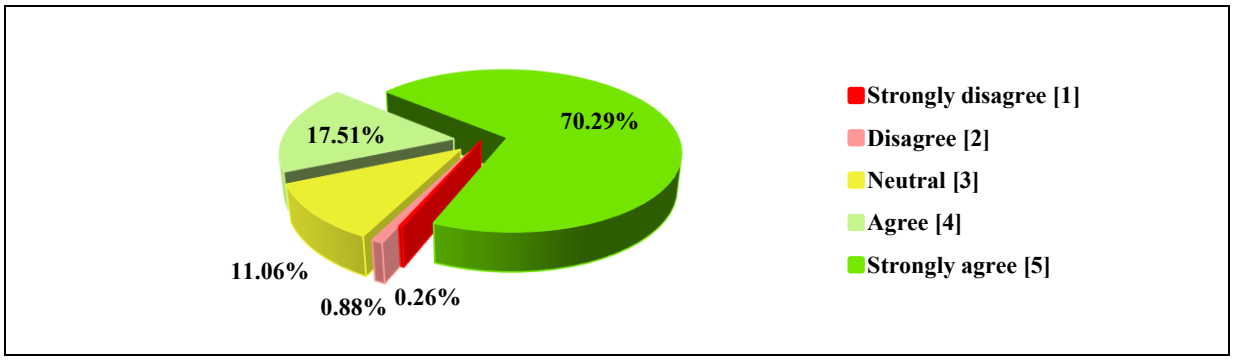

Figure 3e: GSQ-03 Competence in Experimentation, Data Recording, Analysis, and Interpretation

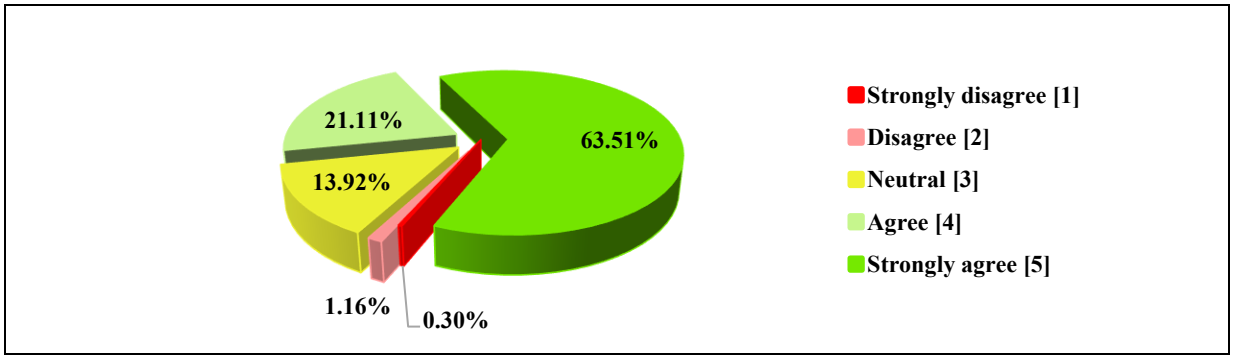

Figure 3f: GSQ-04 Complex Problem-Solving Skills in the Domain of Study

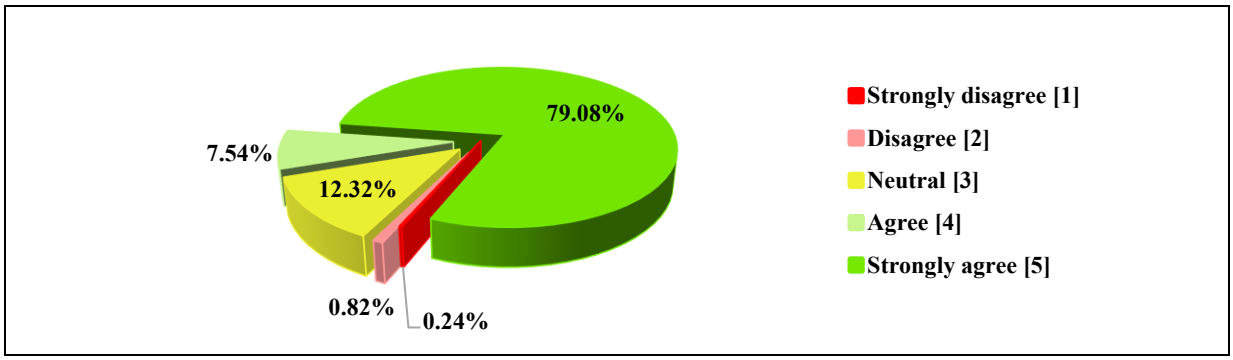

Figure 3g: GSQ-05 Ability to Design Products, Prototypes, and Systems as per Given Specifications

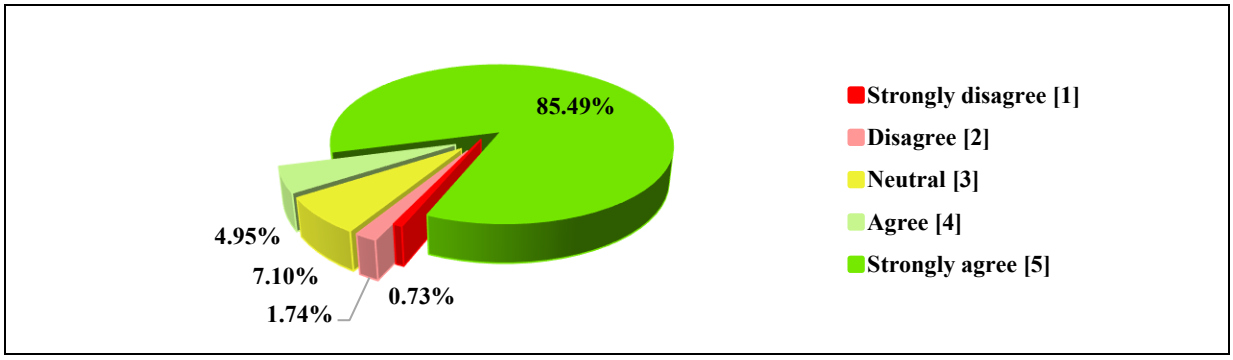

Figure 3h: GSQ-06 Ability to Evaluate Engineering Solutions Across Social, Cultural, Economic, Legal, and Multidisciplinary Contexts

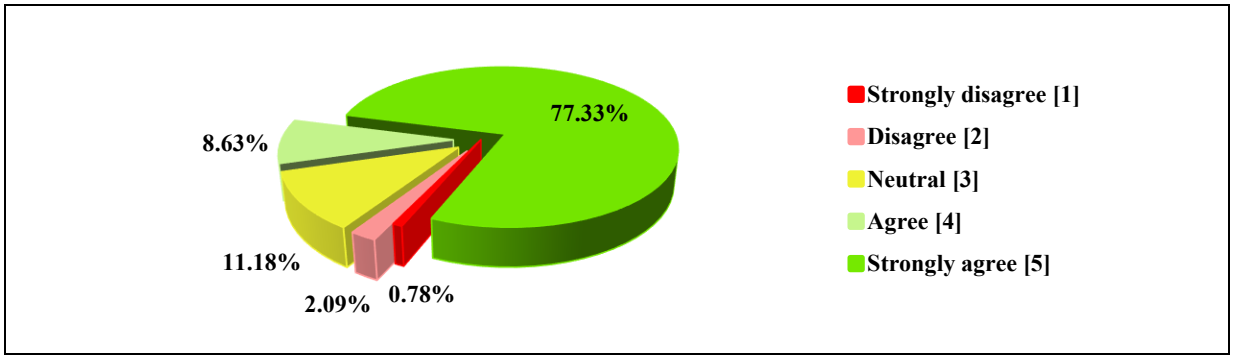

Figure 3i: GSQ-07 Awareness and Use of Research Methodology and Modern Engineering Tools in Project/Research Work

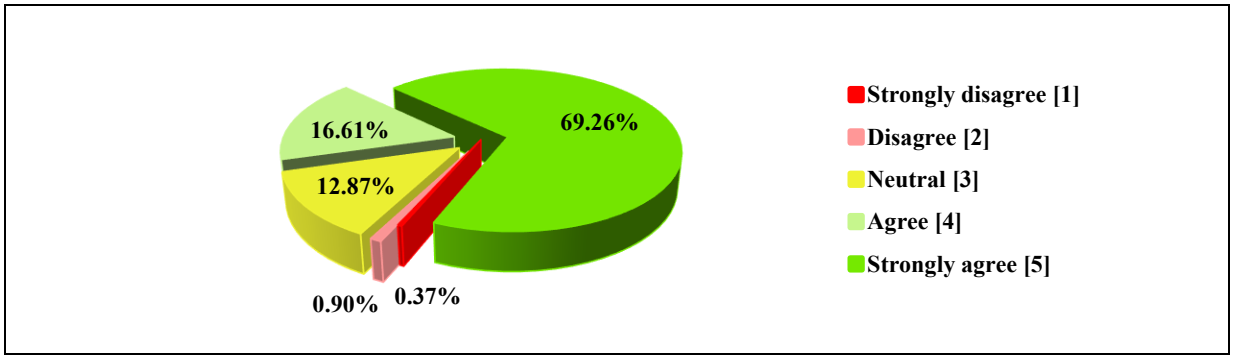

Figure 3j: GSQ-08 Involvement in Group/Team Activities

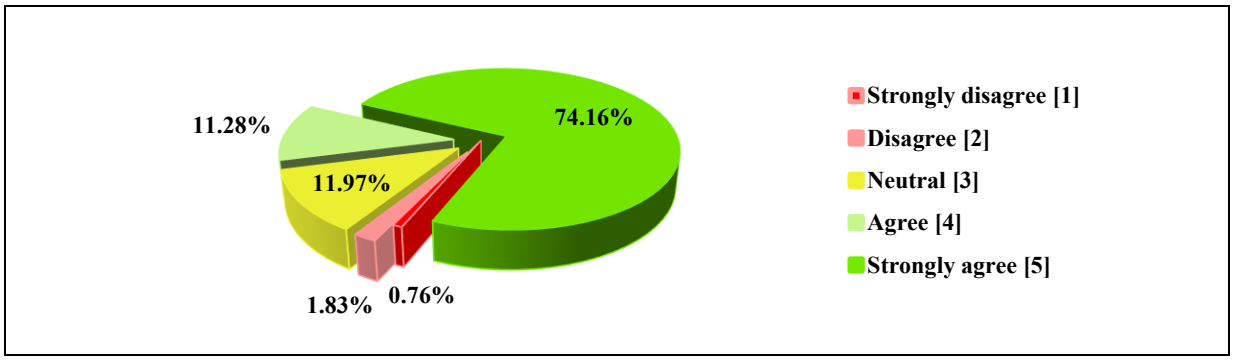

Figure 3k: GSQ-09 Competence in Team Leadership

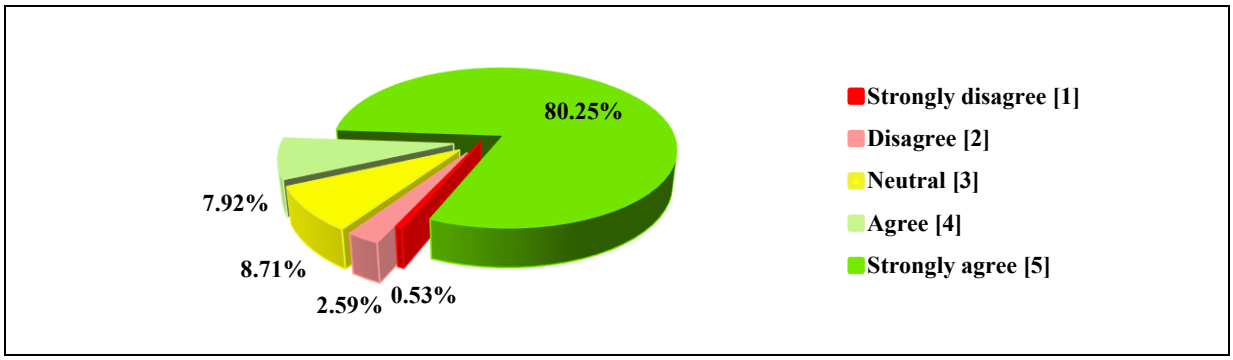

Figure 3l: GSQ-10 Confidence in Executing Tasks Independently

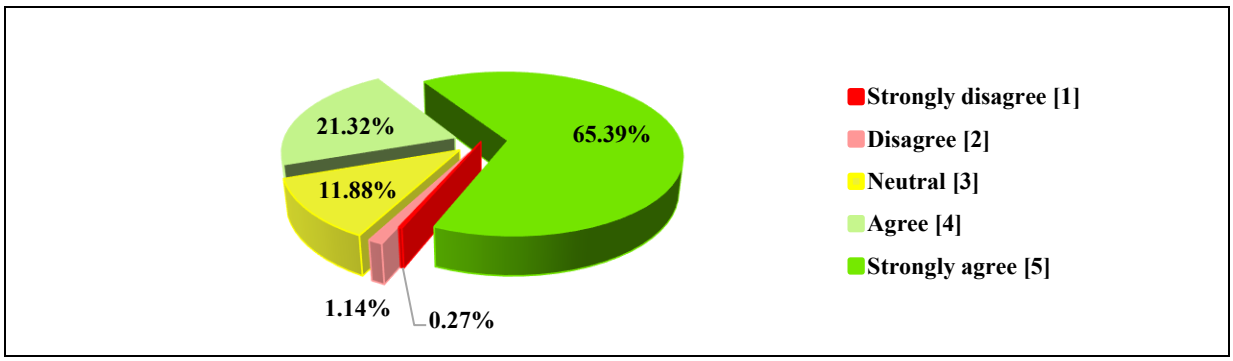

Figure 3m: GSQ-11 Awareness of Sustainable Development and Broader Impacts of Engineering Solutions

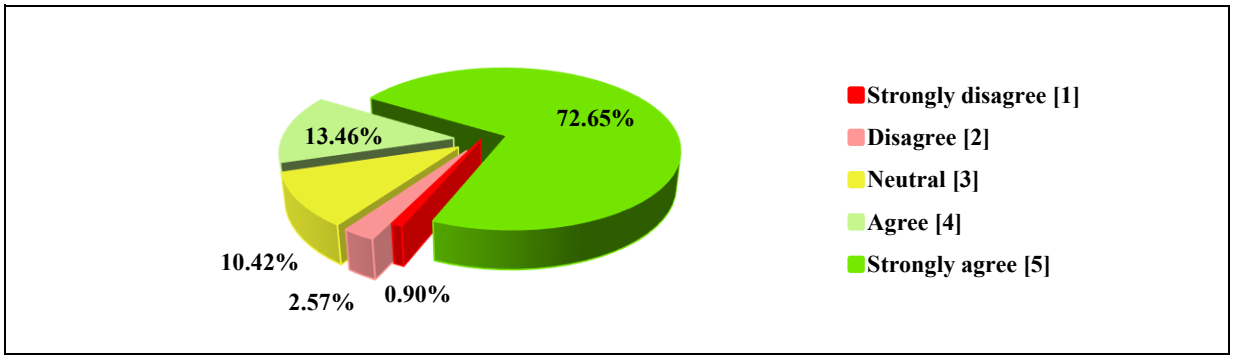

Figure 3n: GSQ-12 Commitment to Professional Ethics, Responsibilities, and Engineering Practice Norms

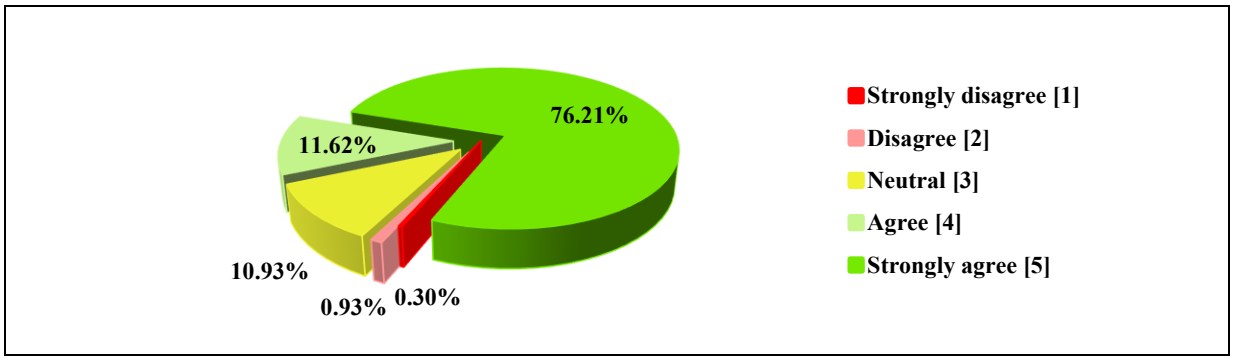

Figure 3o: GSQ-13 Ability to Present and Communicate Ideas in Seminars, Discussions, and Group Activities

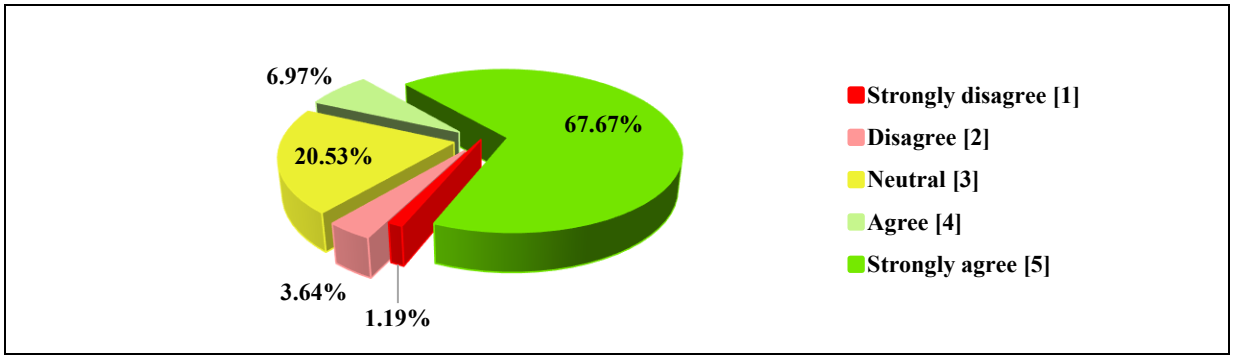

Figure 3p: GSQ-14 Ability to Prepare Technical Documentation and Reports

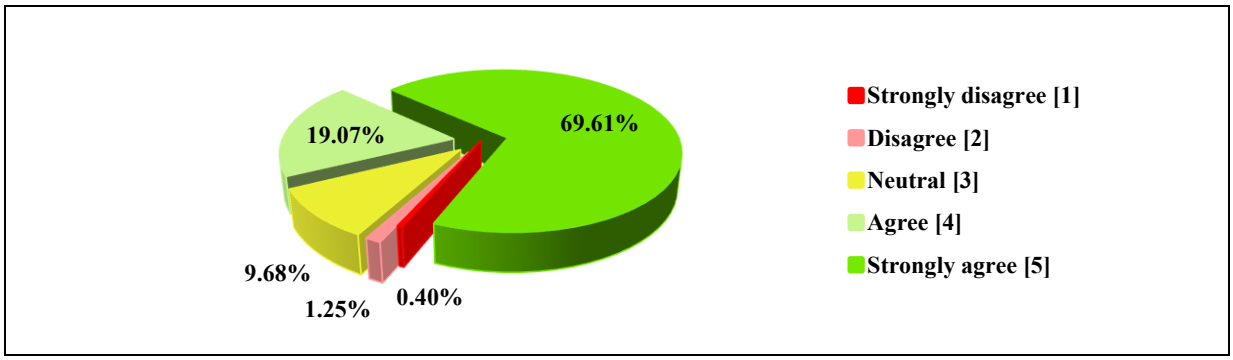

Figure 3q: GSQ-15 Confidence in Managing Projects and Related Financial Aspects

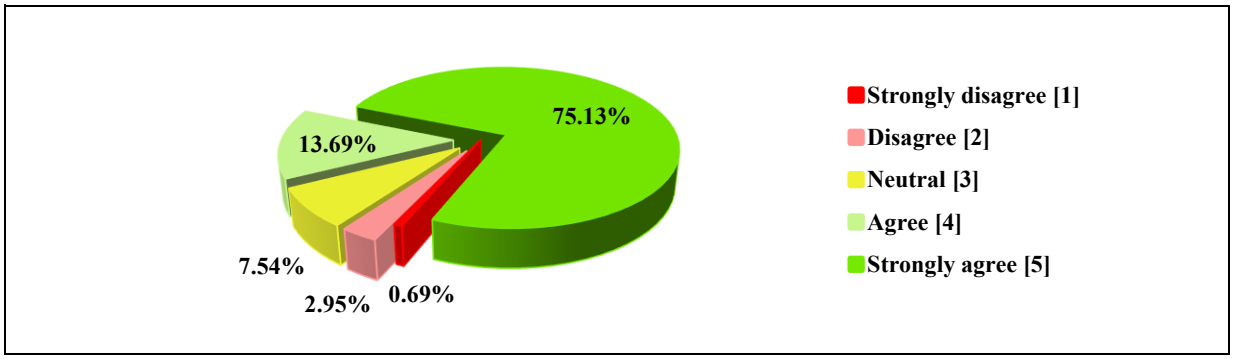

Figure 3r: GSQ-16 Need for Higher Studies, Self-Learning, and Lifelong Learning

From a professional readiness standpoint, the graduating cohort reported strong confidence in project and associated financial management skills. *Item Code - GSQ-15 (Mean Score 4.56, i.e., 91.2%; Agreed by 88.67% respondents)* highlights that students believe they can plan and manage projects with an understanding of resource and cost considerations. This outcome aligns with industry expectations where project execution and basic financial awareness often determine efficiency, accountability, and decision quality in professional roles.

Finally, the results show a strong inclination toward higher studies, self-learning, and lifelong learning, which is a key graduate attribute in fast-evolving knowledge domains. *Item Code - GSQ-16 (Mean Score - 4.60, i.e., 92.0%; Agreed by 88.82% respondents)* indicates that most graduates recognize the continuing need to upgrade skills through higher education and sustained learning. This is a positive indicator of student mindset and adaptability, supporting KIIT-DU's broader objective of producing graduates who remain relevant and competitive through continuous upskilling.

Professional orientation and collaborative competencies are similarly robust. Items related to teamwork *(Item Code - GSQ-08: Mean Score - 4.53 i.e. 90.6%; Agreed by 85.87%* respondents*)* and leadership *(Item Code - GSQ-09: Mean Score - 4.56, i.e. 91.2%; Agreed by 85.44% respondents)* show that learners perceive meaningful development of group-working and leadership abilities, likely strengthened through labs, sessionals, and team projects. Ethical commitment is also rated high *(Item Code - GSQ-12: Mean Score- 4.54, i.e. 90.8%; Agreed by 86.11% respondents),* and students report awareness of sustainability and societal impact *(Item Code - GSQ-11: Mean Score - 4.50, i.e. 90.0%; Agreed by 86.71% respondents)*, indicating balanced development beyond purely technical capability.

At the same time, the results point to two relative improvement areas (despite remaining positive overall). The lowest mean score appears for technical documentation and report writing *(Item Code - GSQ-14: Mean Score - 4.36, i.e. 87.2%; Agreed by 74.65% respondents)*, followed by proficiency in mathematics/basic sciences/engineering sciences *(Item Code - GSQ-01: Mean Score - 4.42, i.e. 88.4%; Agreed by 74.72% respondents).* This suggests comparatively lower confidence in formal technical writing practices and foundational rigor when benchmarked against higher-rated applied design, contextual judgement, and independent execution. These insights provide clear direction for targeted interventions such as structured technical writing components (lab-report standards, documentation rubrics, capstone reporting requirements) and reinforcement support for foundational courses.

In summary, the Graduate Exit Survey - 2024 demonstrates strong perceived attainment of graduate attributes with effective mean score of 4.56, i.e. 91.23%, particularly in context-aware engineering judgement, independent task execution, design competence, conceptual clarity, communication, and professional responsibility. The same results also establish focused, evidence-based priorities for continuous improvement-especially strengthening technical documentation/report writing and core foundational proficiency-to further enhance graduate readiness for industry, entrepreneurship, and higher studies.

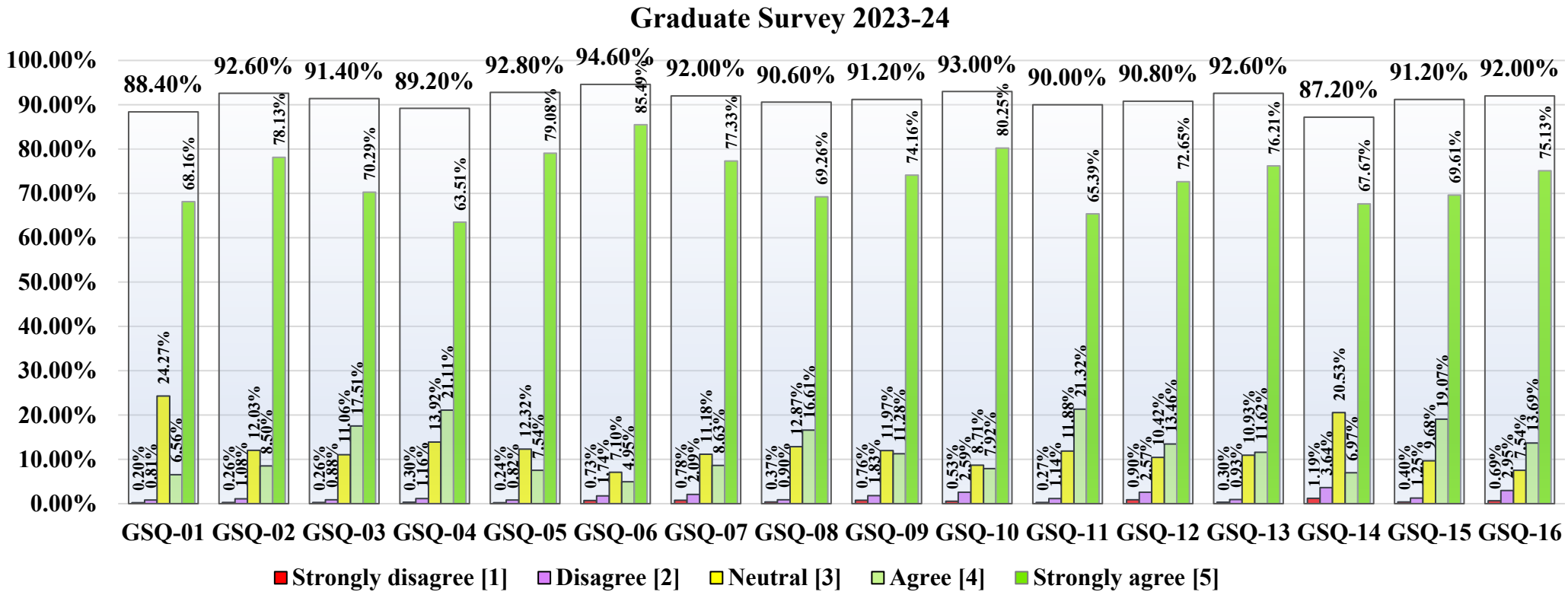

Figure – 3s: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Graduate Exit survey – 2024

4. PARENT SURVEY

Parents of active students were surveyed using a 17-item Parents Survey - 2024 Questionnaire. Table 5 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of parents who agreed captured through the Parents Survey - 2024 instrument. The All-important data frequency distribution is presented in Figure 4a-p. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Below Average, 5 = Excellent), enabling quantitative assessment of respondents' perceptions and experiences. Parent Survey - 2024 questionnaire was distributed and the final sample comprised 1672 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 5: Codification & Descriptive Statistics of Parents Survey - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	PSQ-01	Admission Procedure	4.42	88.31%	90.13%
2	PSQ-02	Teaching-learning process	4.43	88.68%	90.67%
3	PSQ-03	Competence and commitment of faculty	4.43	88.52%	90.55%
4	PSQ-04	Tutor-mentoring system	4.41	88.18%	90.25%
5	PSQ-05	Environment and ambiance	4.40	88.10%	89.71%
6	PSQ-06	Infrastructure facilities	4.46	89.13%	92.05%
7	PSQ-07	Learning resources (Laboratory, Library, Internet etc.)	4.45	89.03%	91.15%
8	PSQ-08	Health care facilities	4.43	88.64%	90.79%
9	PSQ-09	Sports, games and other extracurricular facilities	4.41	88.19%	91.03%
10	PSQ-10	Support services (Hostel, Transport, Canteen, etc.)	4.46	89.10%	91.27%
11	PSQ-11	Training and Placement	4.44	88.71%	90.49%
12	PSQ-12	Timely publication of results	4.41	88.27%	90.55%
13	PSQ-13	Grievance redressal	4.46	89.25%	92.94%
14	PSQ-14	Attitude of the employees	4.41	88.24%	90.43%
15	PSQ-15	Parental pride and respect for the Deemed University	4.43	88.60%	91.39%

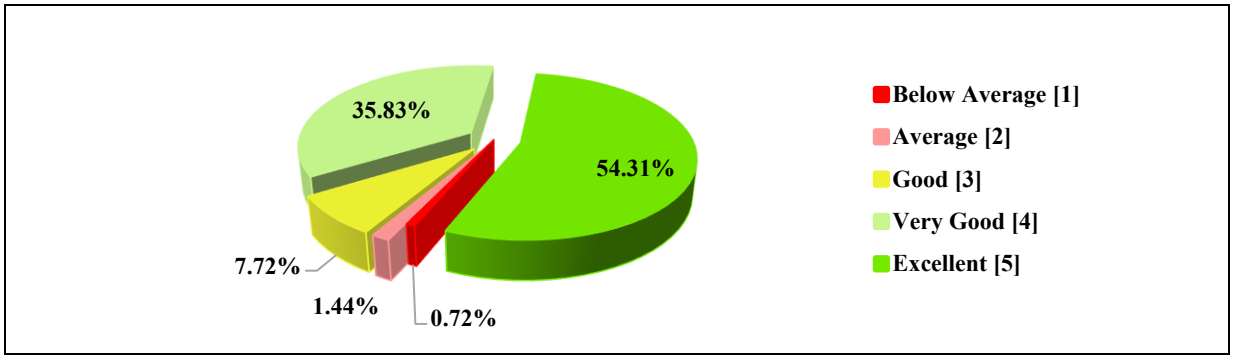

Figure 4a: PSQ-01: Admission Procedure

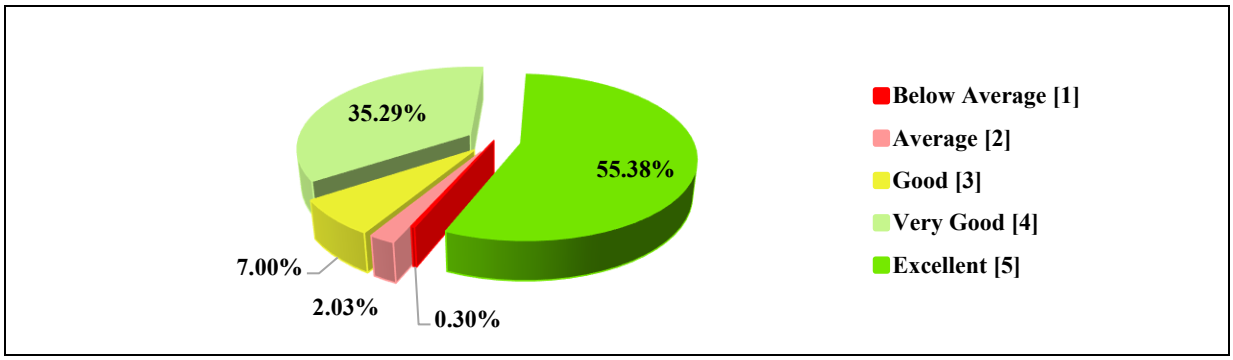

Figure 4b: PSQ-02 Teaching-learning process

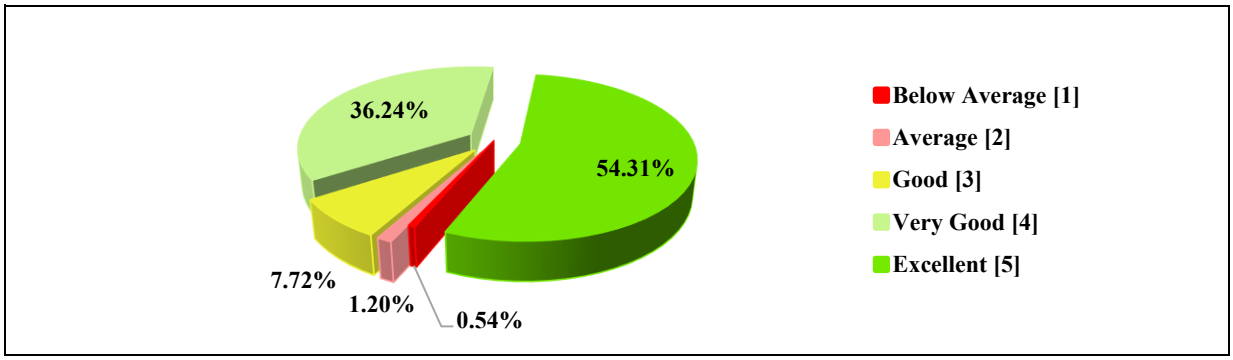

Figure 4c: PSQ-03 Competence and commitment of faculty

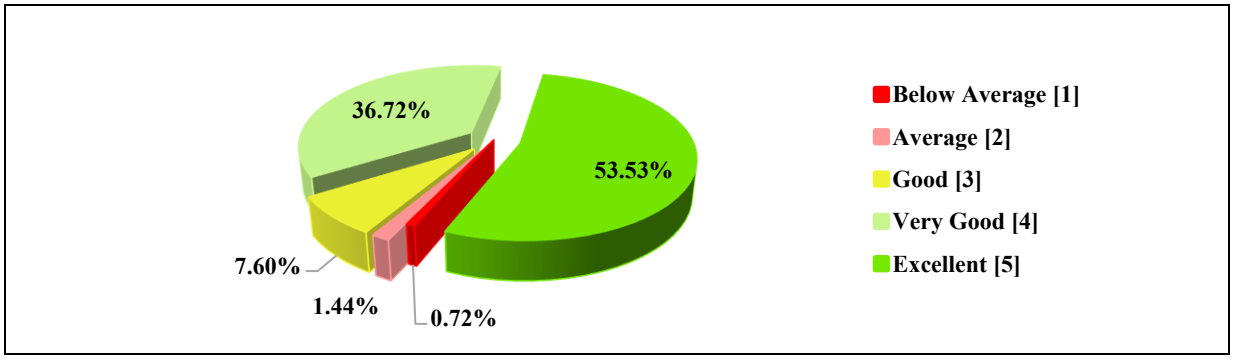

Figure 4d: PSQ-04 Tutor-mentoring system

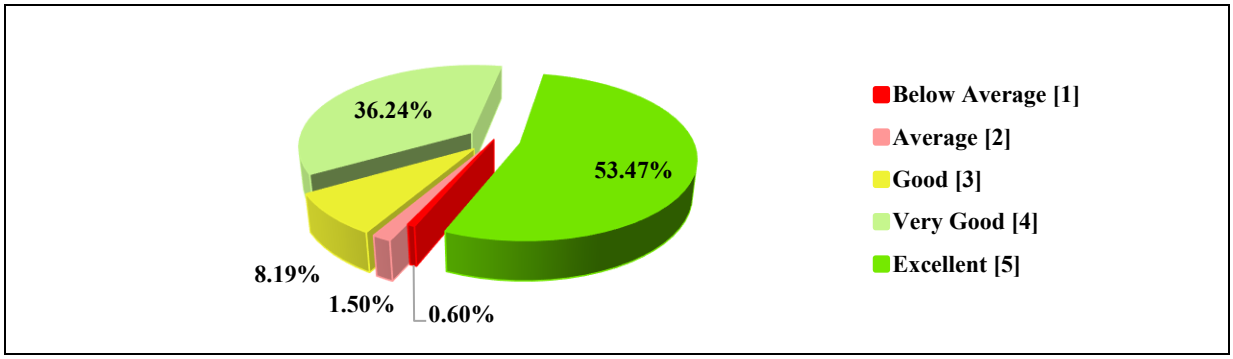

Figure 4e: PSQ-05: Environment and ambiance

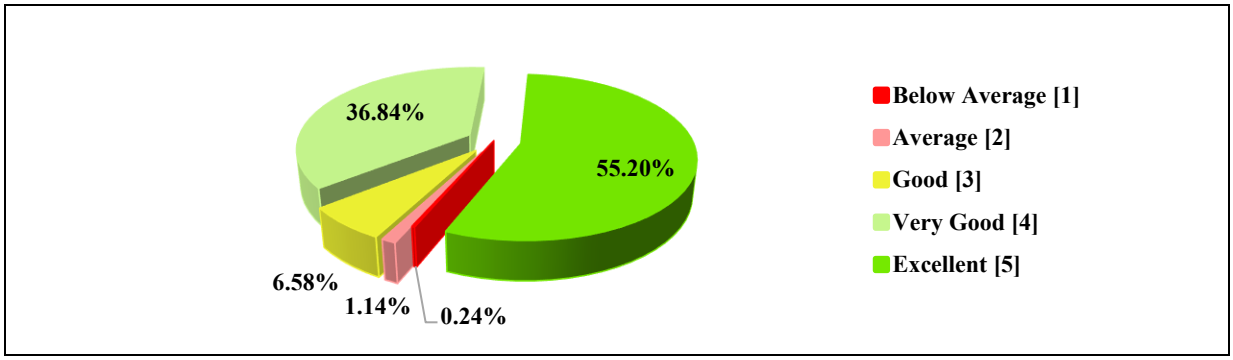

Figure 4f: PSQ-06 Infrastructure facilities

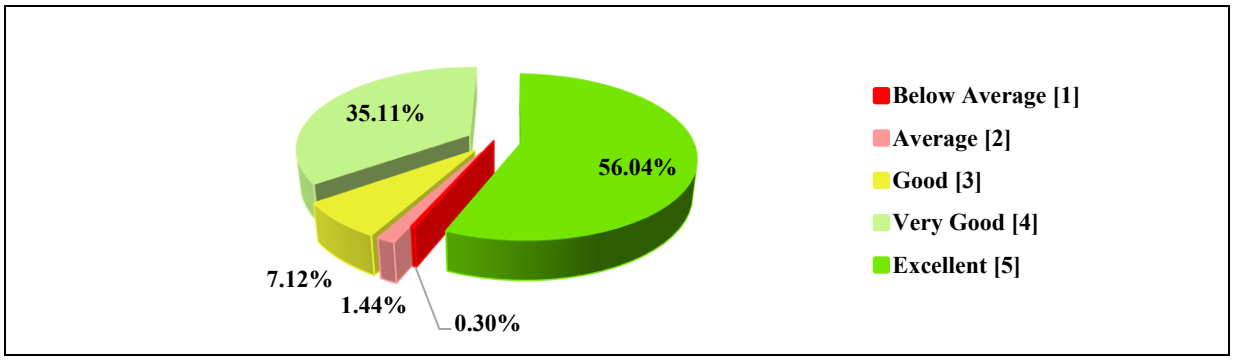

Figure 4g: PSQ-07 Learning resources (Laboratory, Library, Internet etc.)

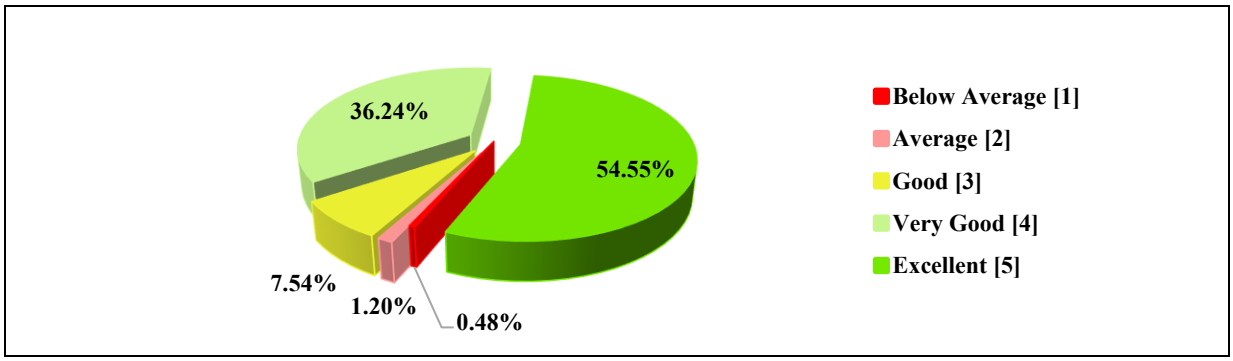

Figure 4h: PSQ-08 Health care facilities

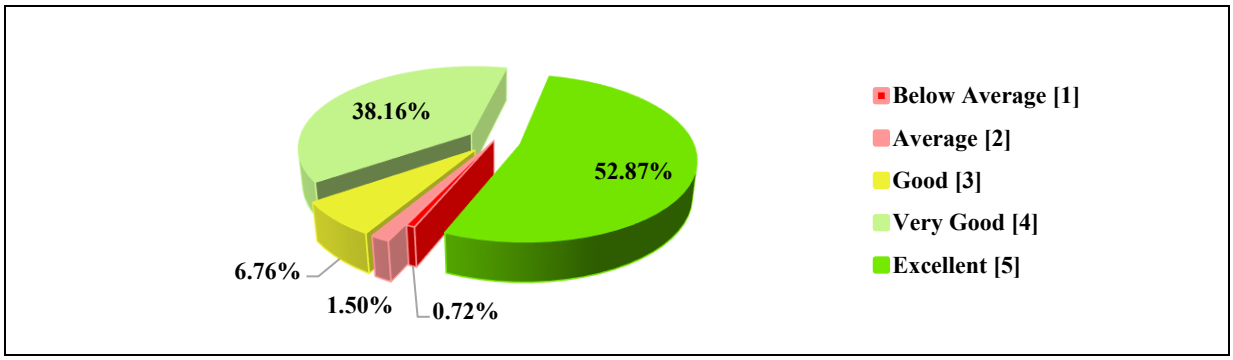

Figure 4i: PSQ-09: Sports, games and other extracurricular facilities

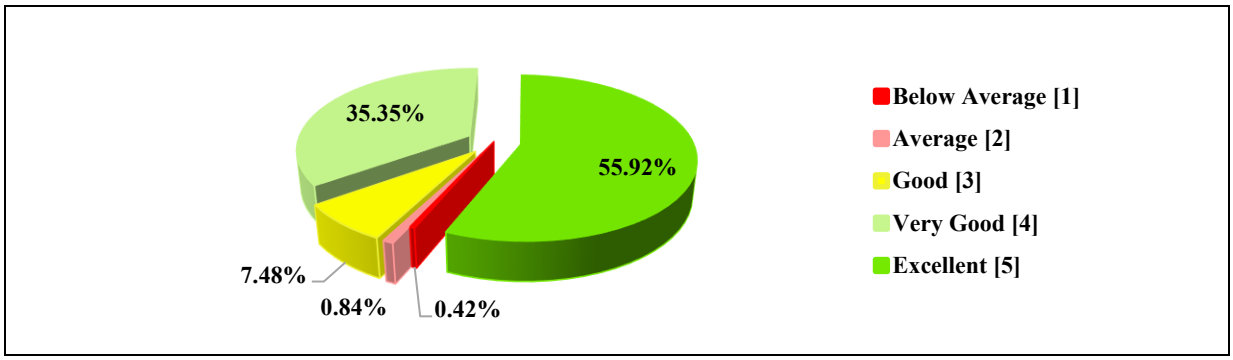

Figure 4j: PSQ-10 Support services (Hostel, Transport, Canteen, etc.)

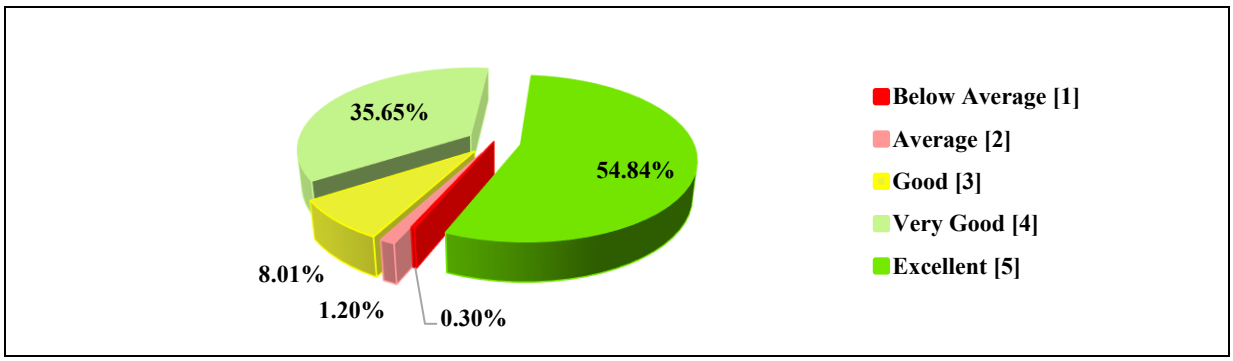

Figure 4k: PSQ-11 Training and Placement

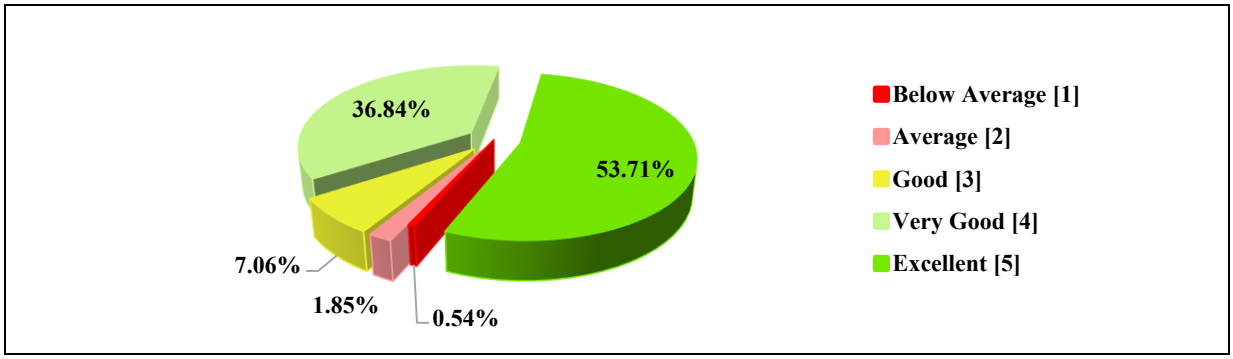

Figure 4l: PSQ-12 Timely publication of results

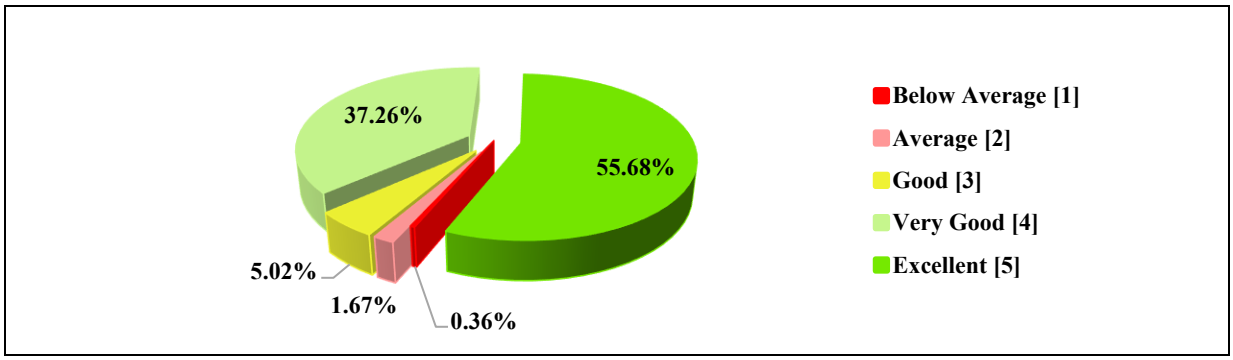

Figure 4m: PSQ-13: Grievance redressal

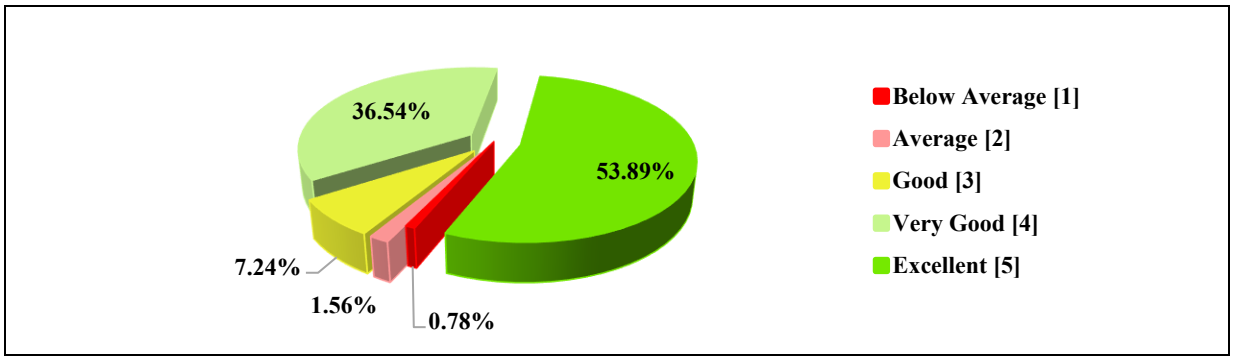

Figure 4n: PSQ-14 Attitude of the employees

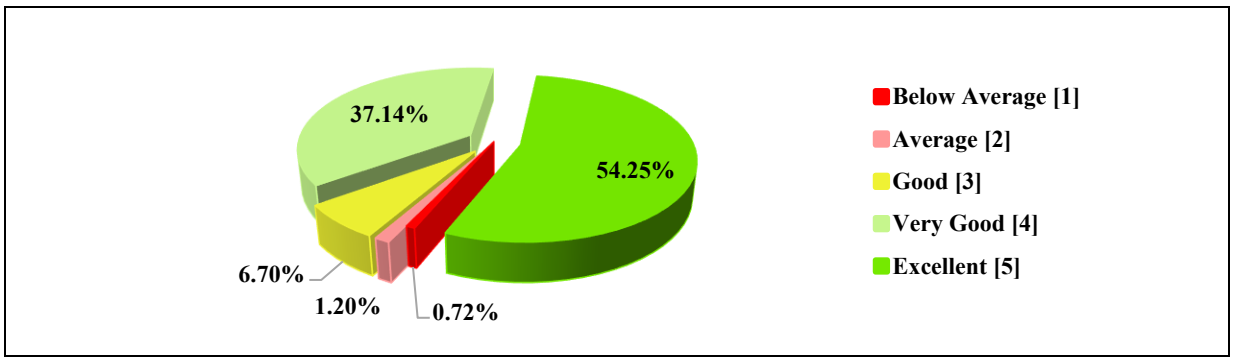

Figure 4o: PSQ-15 Parental pride and respect for the Deemed University

The Parents' Survey – 2024 reflects a consistently high level of parental satisfaction across all assessed dimensions of the university ecosystem. Item-wise mean scores are tightly clustered between 4.40 and 4.46 (88.10%–89.25%), indicating a uniformly positive experience rather than isolated strengths or uneven service delivery. Agreement levels exceeding 89% for every item further reinforce the reliability and stability of these perceptions.

Academic processes and faculty engagement emerge as strong and dependable pillars. PSQ-01 records a mean score of 4.42 (88.31%) with 90.13% parental agreement, indicating strong satisfaction with the university's admission process. Parents perceive the procedure as transparent, well-structured, and efficiently administered, with clear communication and fairness in execution. This positive assessment at the entry stage establishes early institutional

trust and reinforces confidence in the university's overall governance and administrative credibility. Parents rated the *teaching–learning process* (PSQ-02), *faculty competence and commitment* (PSQ-03), and the *tutor–mentoring system* (PSQ-04) very positively, with agreement levels around 90% or higher. This suggests confidence not only in instructional quality but also in the academic guidance and personal attention extended to students.

Institutional infrastructure and support systems received some of the highest endorsements. *Infrastructure facilities* (PSQ-06) and *learning resources* such as laboratories, libraries, and internet access (PSQ-07) recorded mean scores above 4.45, with agreement levels crossing 91%. Similarly, *support services* including hostels, transport, and canteen facilities (PSQ-10) were strongly acknowledged, indicating that parents perceive the campus as well-equipped to support both academic and daily student needs.

Student welfare, fairness, and responsiveness stand out as a clear institutional strength. *Grievance redressal* (PSQ-13) achieved the highest agreement level (92.94%) and the highest mean score (89.25%), signaling strong parental trust in institutional transparency, responsiveness, and administrative accountability. Positive perceptions of *healthcare facilities* (PSQ-08) and *sports and extracurricular infrastructure* (PSQ-09) further underline a balanced focus on students' physical, mental, and holistic development.

Outcome-oriented dimensions such as *training and placement* (PSQ-11) and *timely publication of results* (PSQ-12) also received robust validation, with agreement levels consistently above 90%. This indicates parental confidence in the university's ability to translate academic engagement into tangible academic and career outcomes.

Importantly, the item *parental pride and respect for the Deemed University* (PSQ-15) records a high mean score (88.60%) with over 91% agreement, serving as a cumulative indicator of trust, satisfaction, and institutional reputation. Alongside positive ratings for *employee attitude* (PSQ-14) and *campus environment and ambiance* (PSQ-05), this reflects a perception of the university as a respectful, student-centric, and well-governed institution.

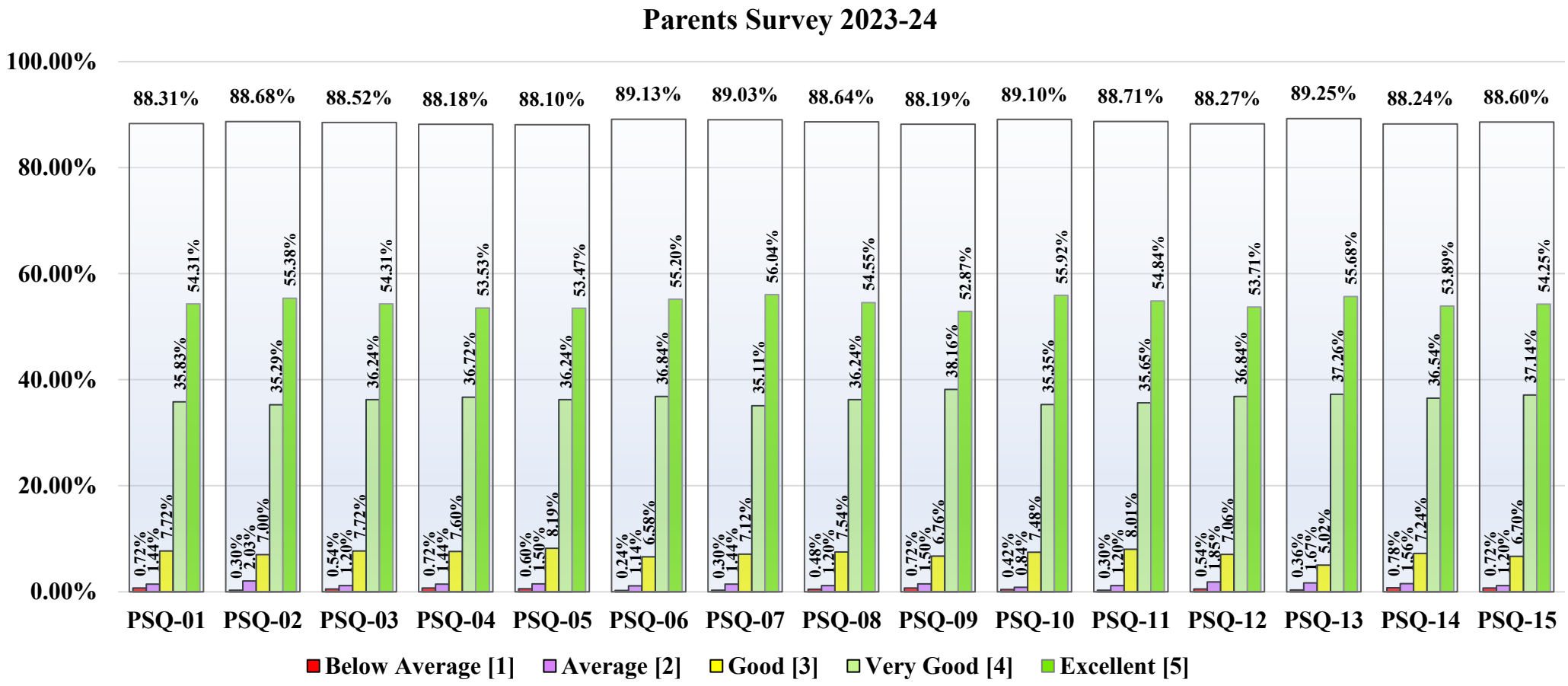

Figure – 3p: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Parents survey – 2024

5. EMPLOYER SURVEY

Representatives of employers in 2024 were surveyed using a 12-item Employer Survey - 2024 Questionnaire. Table 6 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of Employer who agreed captured through the Employer Survey - 2024 instrument. The All-important data frequency distribution is presented in Figure 5a-m. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Below Average, 5 = Excellent), enabling quantitative assessment of respondents' perceptions and experiences. Employer Survey - 2024 questionnaire was distributed and final sample comprised 113 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 6: Codification & Descriptive Statistics of Employers Survey - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ESQ-01	*Technical Knowledge/Skills*	4.38	87.60%	76.86%
2	ESQ-02	*Communication Skills*	4.46	89.26%	85.95%
3	ESQ-03	*Personal interest & Involvement*	4.50	90.08%	78.51%
4	ESQ-04	*Innovativeness & Creativity*	4.51	90.25%	80.99%
5	ESQ-05	*Responsible & Reliable*	4.52	90.41%	84.30%
6	ESQ-06	*Effective team member / leader*	4.58	91.74%	88.43%
7	ESQ-07	*Effectively address work place problems*	4.68	93.72%	92.56%
8	ESQ-08	*Overall contribution to meet organizational goal*	4.63	92.73%	88.43%
9	ESQ-09	*Course curriculum*	4.55	91.07%	83.47%
10	ESQ-10	*Training of the students*	4.61	92.23%	91.74%
11	ESQ-11	*Attitude of University Employees?*	4.64	92.89%	90.91%
12	ESQ-12	*Hospitality and logistics support?*	4.53	90.74%	81.82%

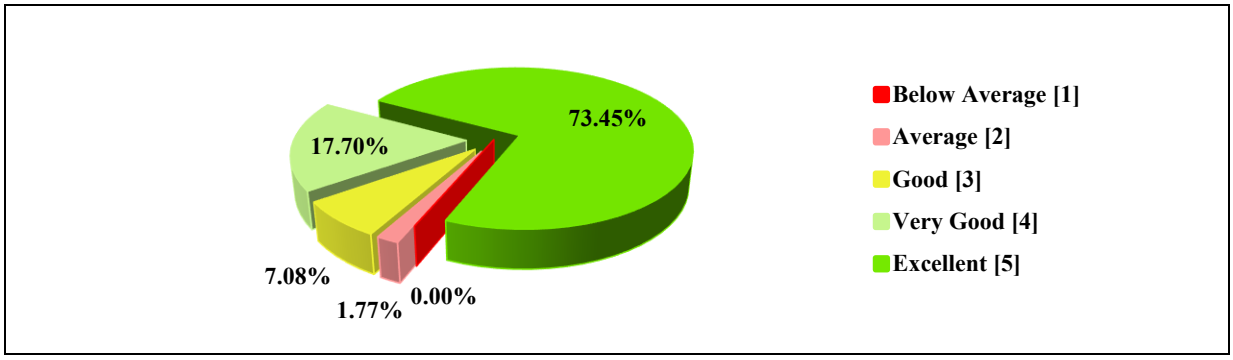

Figure 5a: ESQ-01: Technical Knowledge/Skills

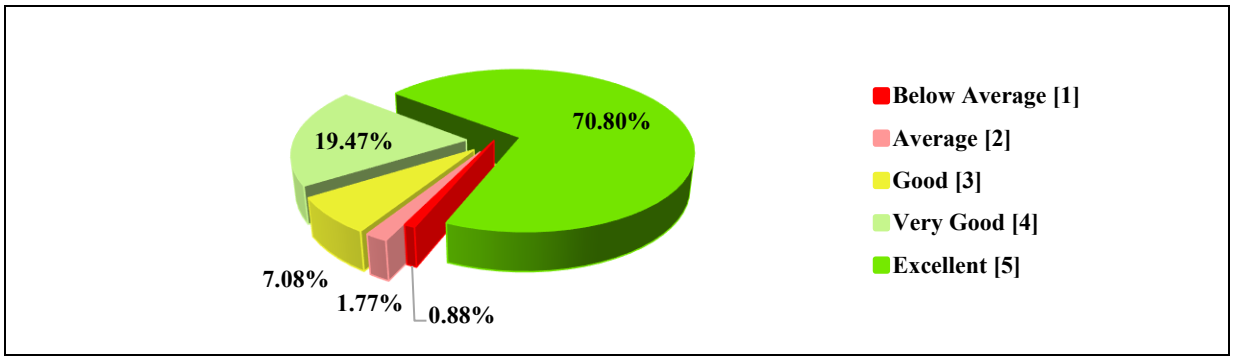

Figure 5b: ESQ-02 Communication Skills

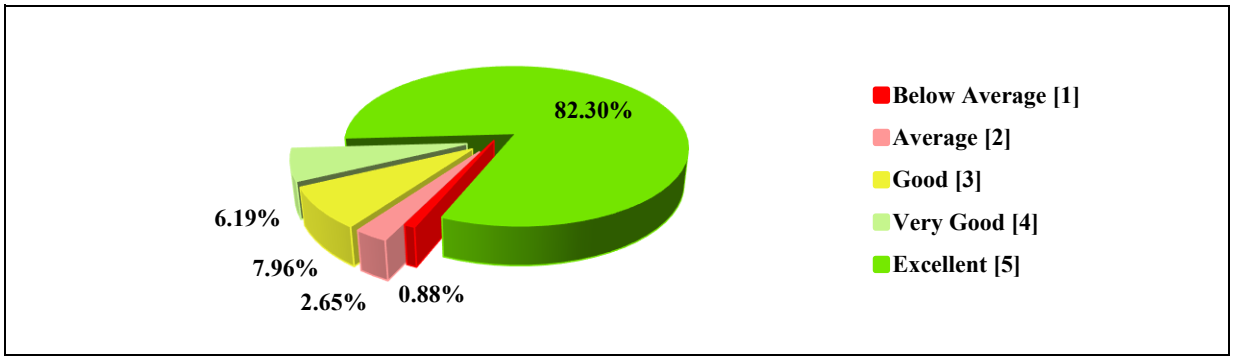

Figure 5c: ESQ-03 Personal interest & Involvement

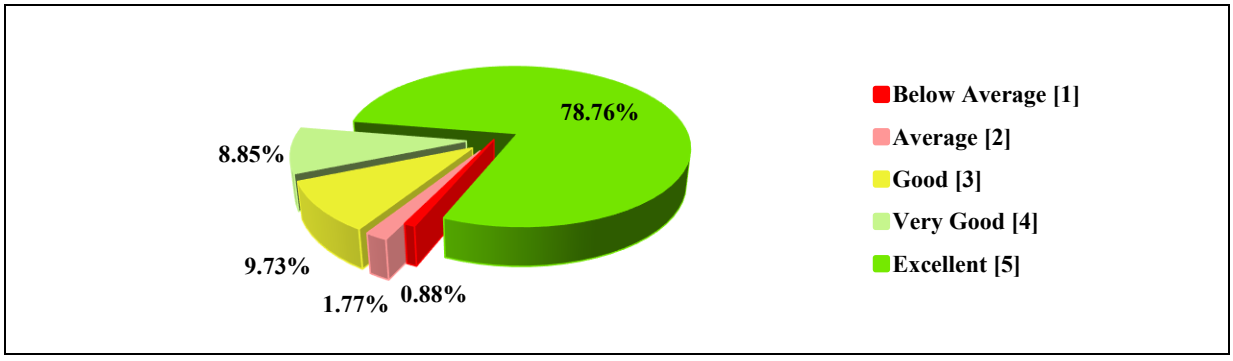

Figure 5d: ESQ-04 Innovativeness & Creativity

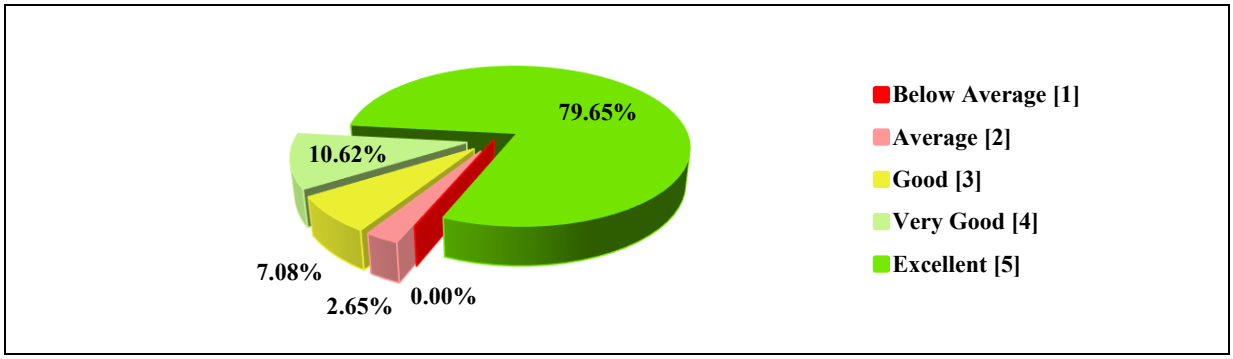

Figure 5e: ESQ-05: Responsible & Reliable

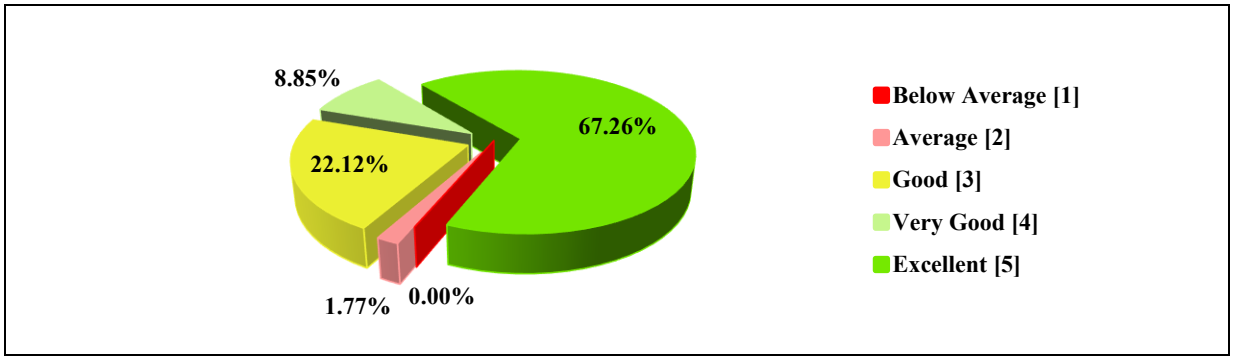

Figure 5f: ESQ-06 Effective team member / leader

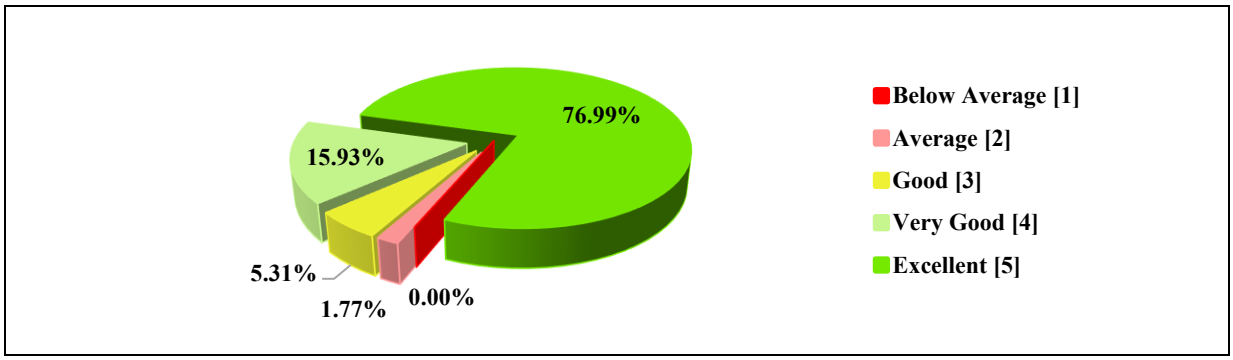

Figure 5g: ESQ-07 Effectively address work place problems

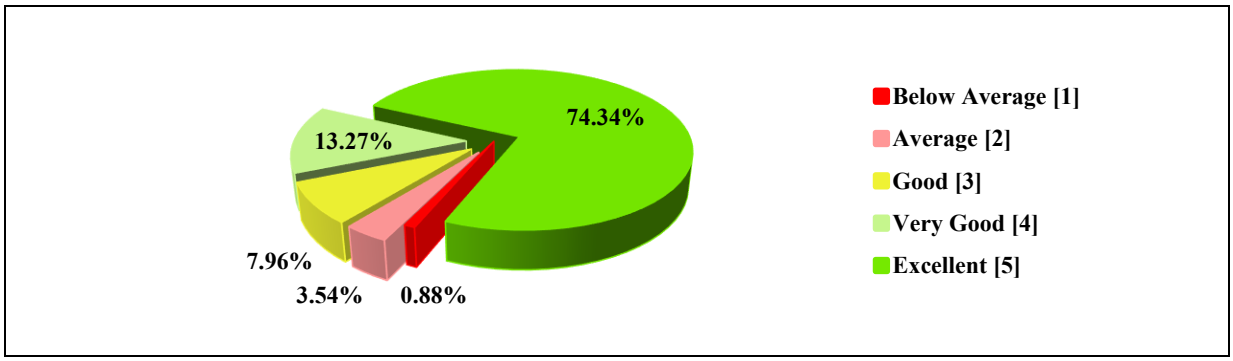

Figure 5h: ESQ-08 Overall contribution to meet organizational goal

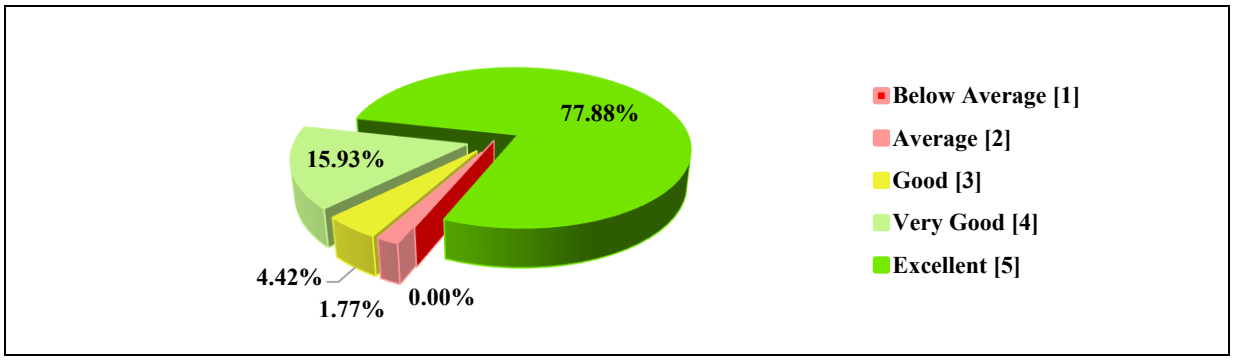

Figure 5i: ESQ-09: Course curriculum

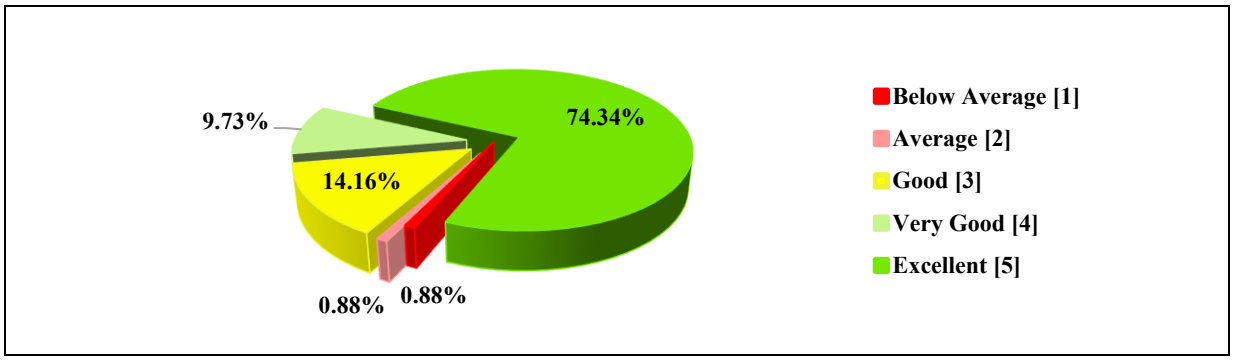

Figure 5j: ESQ-10 Training of the students

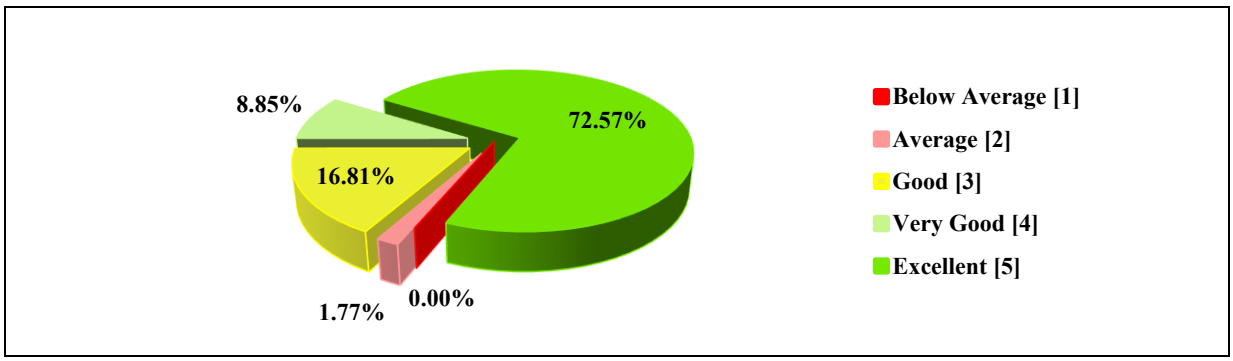

Figure 5k: ESQ-11 Attitude of University Employees

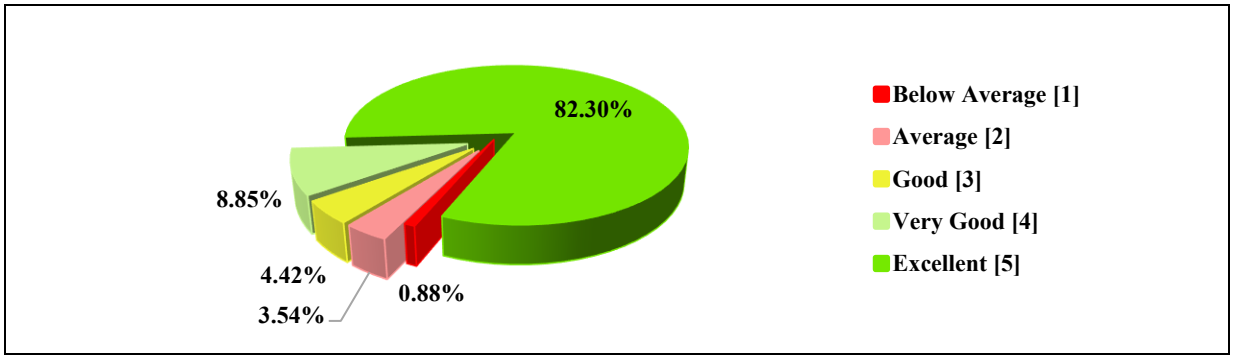

Figure 5l: ESQ-12 Hospitality and logistics support

The Employer Survey 2024 reflects a consistently strong and well-rounded employer perception of graduate preparedness, workplace effectiveness, and institutional support mechanisms. Across all twelve attributes (ESQ-01 to ESQ-12), mean scores range from 4.42 to 4.70, corresponding to 88.4% to 94.0%, which indicates uniformly high satisfaction rather than isolated strengths. This pattern suggests that employers experience graduates as reliable contributors who integrate effectively into professional environments. Employers express high confidence in graduates' technical competence and communication ability, with Technical Knowledge/Skills (ESQ-01) recording a mean score of 4.63 (92.60%) and Communication Skills (ESQ-02) at 4.58 (91.60%). These results confirm that graduates possess a strong foundational skill set that enables them to meet role expectations and communicate effectively within teams and organizational structures. Strong emphasis is also placed on graduates' engagement and creative orientation. Personal Interest & Involvement (ESQ-03) scores 4.66 (93.20%), indicating that employers perceive graduates as motivated and proactive in their roles. Similarly, Innovativeness & Creativity (ESQ-04), with a mean score of 4.63 (92.60%), reflects employers' recognition of graduates' ability to contribute new ideas and adapt creatively to evolving work requirements.

Employers further rate graduates highly on professional responsibility and reliability. ESQ-05 (Responsible & Reliable) achieves a mean score of 4.67 (93.40%), reinforcing the perception that graduates can be trusted to meet deadlines, uphold professional standards, and demonstrate accountability in workplace settings. Collaborative effectiveness, as measured through ESQ-06 (Effective Team Member / Leader), records a slightly lower yet positive mean score of 4.42 (88.40%), with 76.11% agreement. While still favorable, this suggests that team leadership capabilities continue to develop with workplace exposure, indicating a natural progression from academic to professional contexts. A major strength highlighted by employers is graduates' problem-solving capability. ESQ-07 (Effectively Address Workplace Problems) records one of the highest scores at 4.68 (93.60%), with 92.92% agreement, demonstrating strong employer confidence in graduates' ability to handle real-world challenges and make sound decisions under practical constraints. Graduates' overall contribution toward organizational goals is also rated positively. ESQ-08, with a mean score of 4.57 (91.40%), indicates that employers perceive graduates as outcome-oriented professionals whose efforts align with broader organizational objectives rather than being limited to task-based execution. From an academic and institutional standpoint, employers strongly validate the relevance of the curriculum. ESQ-09 (Course Curriculum) achieves the highest mean score of 4.70

(94.00%), with 93.81% agreement, confirming strong alignment between academic design and industry expectations. This is further reinforced by ESQ-10 (Training of the Students), which scores 4.56 (91.20%), indicating that training initiatives effectively prepare students for professional roles. Beyond graduate performance, employers express positive perceptions of the institutional interface and support systems. ESQ-11 (Attitude of University Employees) records a mean score of 4.52 (90.40%), reflecting professionalism, responsiveness, and constructive engagement during employer interactions. Likewise, ESQ-12 (Hospitality and Logistics Support) scores 4.68 (93.60%), highlighting efficient coordination and a supportive institutional ecosystem during training, recruitment, and collaborative activities.

Overall, the Employer Survey 2024 demonstrates that graduates are perceived as technically competent, professionally reliable, problem-oriented, and organizationally aligned, supported by a curriculum and institutional framework that employers clearly trust. The consistently high ratings across academic, behavioral, and support dimensions provide strong evidence of graduate employability and sustained employer confidence in the university's outcomes.

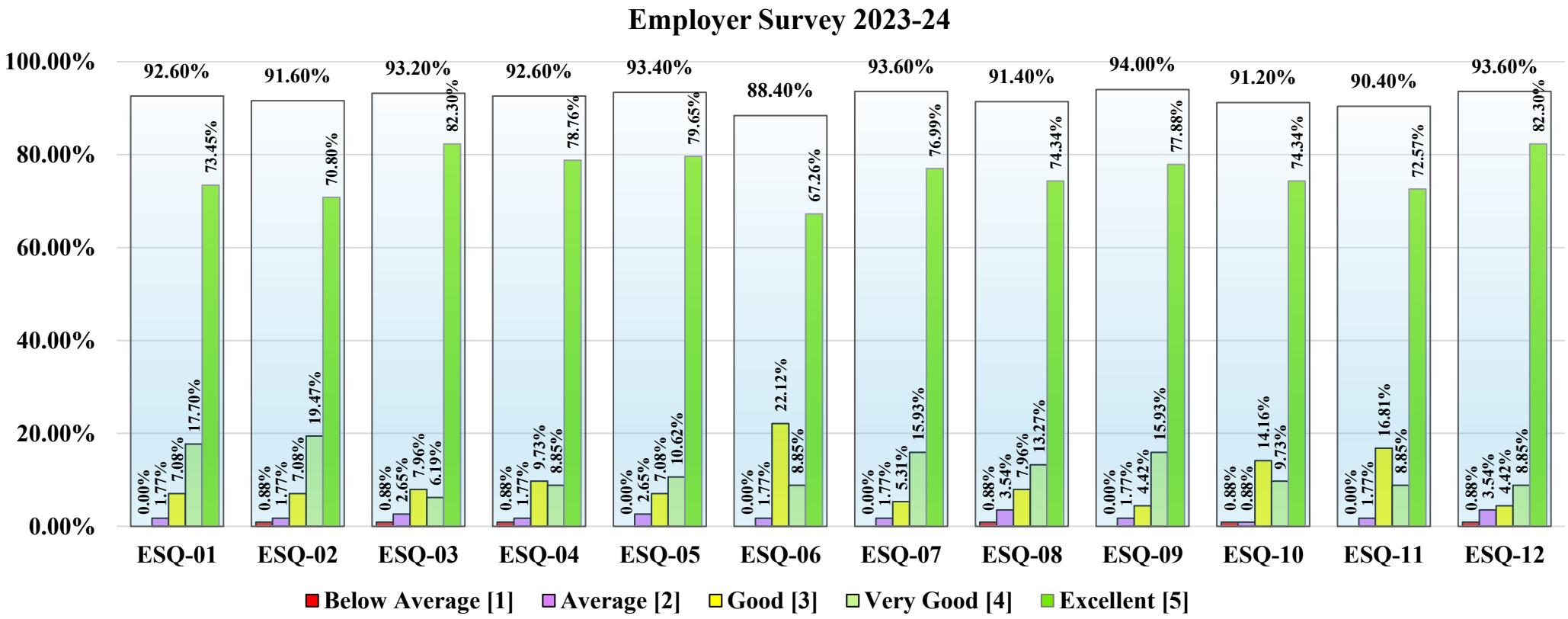

Figure – 4m: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Employers survey – 2024

6. STUDENTS SURVEY (FACILITIES)

Students Studying in 2024 were surveyed using a 14-item Students Survey (Facilities) - 2024 Questionnaire. Table 7 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of Students who agreed captured through the Students Survey (Facilities) - 2024 instrument. The All-important data frequency distribution is presented in Figure 6a-n. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), enabling quantitative assessment of respondents' perceptions and experiences. Students Survey (Facilities) - 2024 questionnaire was distributed and final sample comprised 17891 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 7: Codification & Descriptive Statistics of Students Survey (Facilities) - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	SSQ_F-01	*The lighting, ventilation and acoustics and audio-vidual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.*	4.59	91.80%	89.52%
2	SSQ_F-02	*The students have access to research and development facilities of the school and/or university.*	4.70	94.00%	92.81%
3	SSQ_F-03	*University provides excellent career development and placement facilities*	4.61	92.20%	89.36%
4	SSQ_F-04	*The sanitation standard in the campus is excellent*	4.61	92.20%	89.05%
5	SSQ_F-05	*Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.*	4.52	90.40%	89.74%
6	SSQ_F-06	*Students have access to digital library from anywhere.*	4.62	92.40%	85.64%
7	SSQ_F-07	*The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained*	4.34	86.80%	76.94%
8	SSQ_F-08	*The hostel staff are student-friendly*	4.52	90.40%	88.14%
9	SSQ_F-09	*Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor*	4.63	92.60%	92.16%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
		games, and outdoor games meet the requirements of amateurs and professionals.			
10	SSQ_F-10	*Student-administered societies are functional and the atmosphere is usually inviting*	4.56	91.20%	89.26%
11	SSQ_F-11	*The availability of a computer/laptop/softwares for use at any time is never an issue*	4.55	91.00%	91.71%
12	SSQ_F-12	*Internet connectivity is everywhere in the University campus.*	4.58	91.60%	92.58%
13	SSQ_F-13	*Medical facilities are of good quality and can be availed by students.*	4.64	92.80%	90.72%

The 2023–24 Student Survey on Facilities presents a consistently strong endorsement of the University's physical, academic, residential, and digital infrastructure. Across all thirteen facility-related items (SSQ_F-01 to SSQ_F-13), mean scores lie within a narrow high range from 4.34 to 4.70 **(i.e.** 86.8% to 94.0%**),** indicating that student satisfaction is broad-based rather than concentrated in isolated areas.

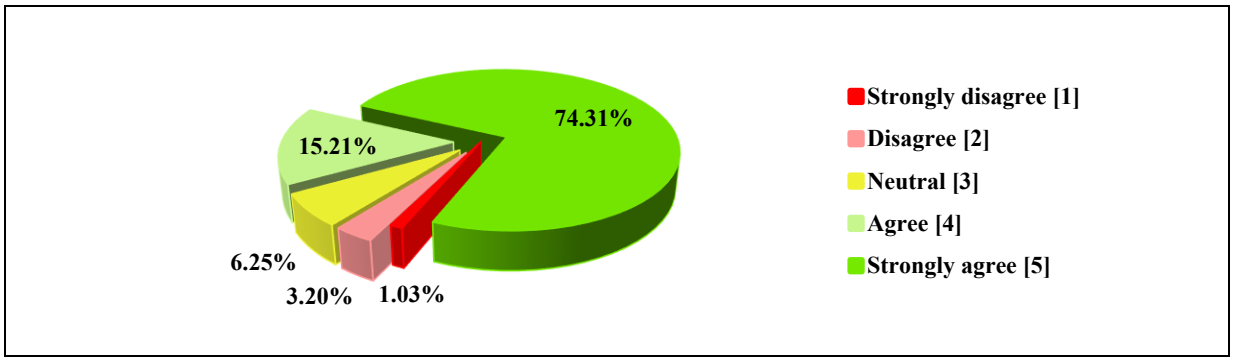

Figure 6a: SSQ_F -01: The lighting, ventilation and acoustics and audio-vidual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.

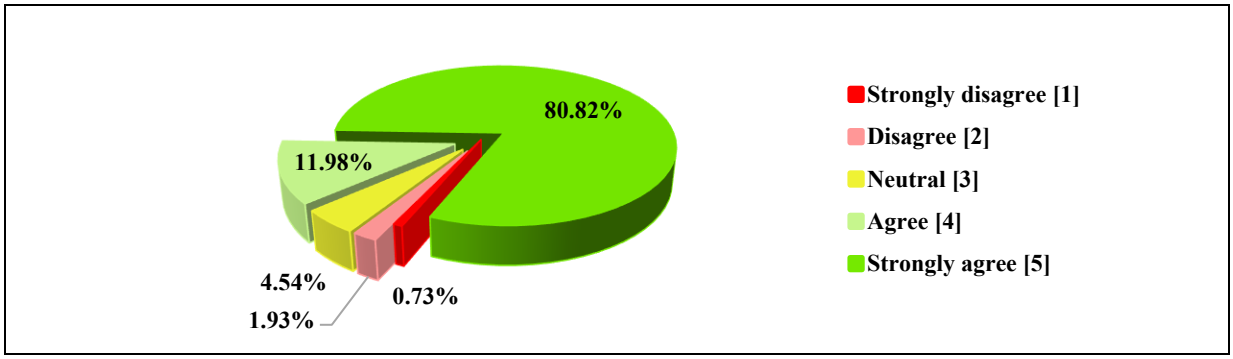

Figure 6b: SSQ_F -02 The students have access to research and development facilities of the school and/or university.

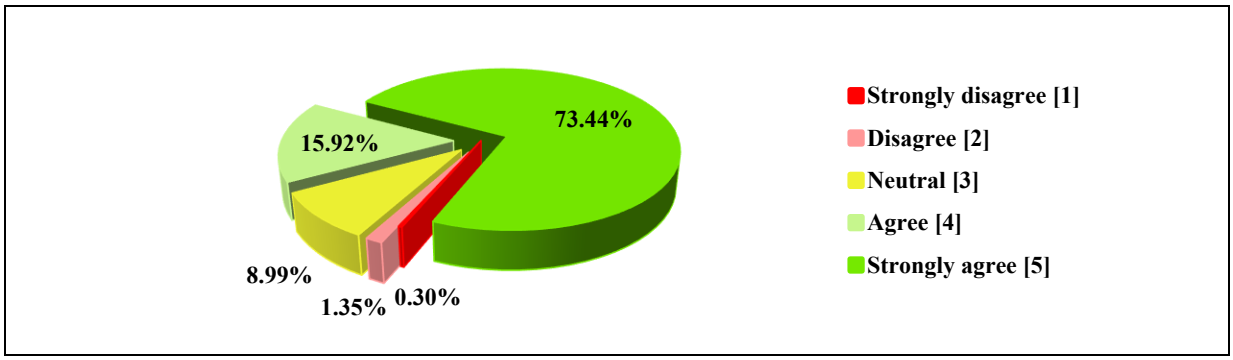

Figure 6c: SSQ_F - 03: University provides excellent career development and placement facilities

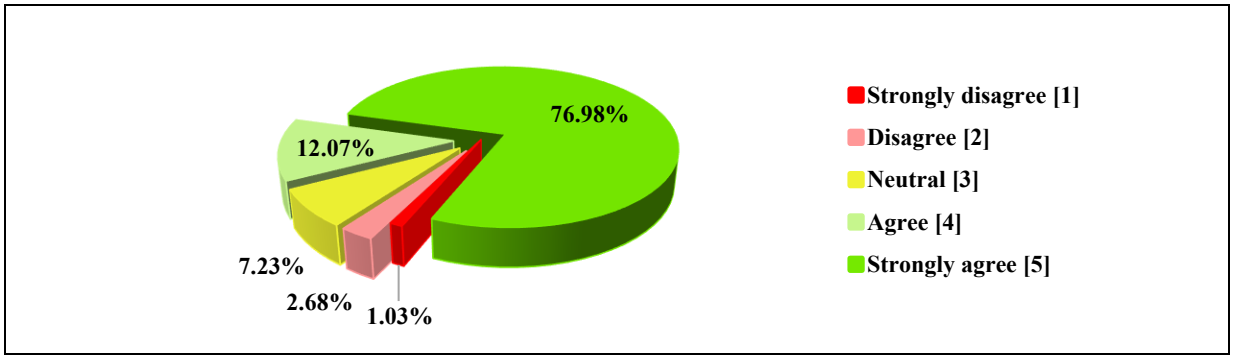

Figure 6d: SSQ_F - 04 The sanitation standard in the campus is excellent

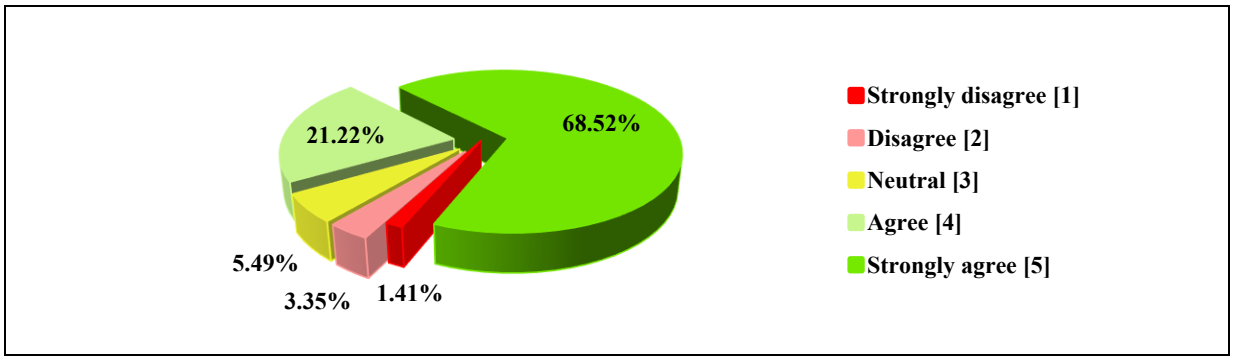

Figure 6e: SSQ_F - 05 Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.

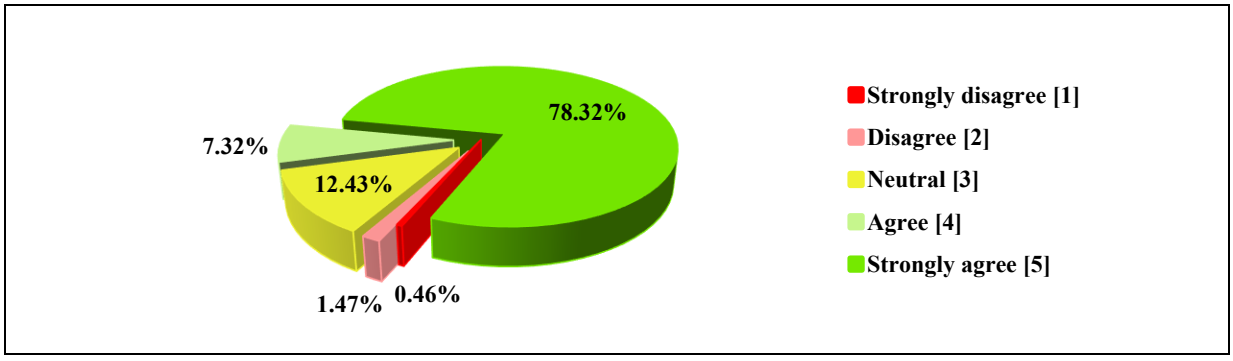

Figure 6f: SSQ_F - 06 Students have access to digital library from anywhere.

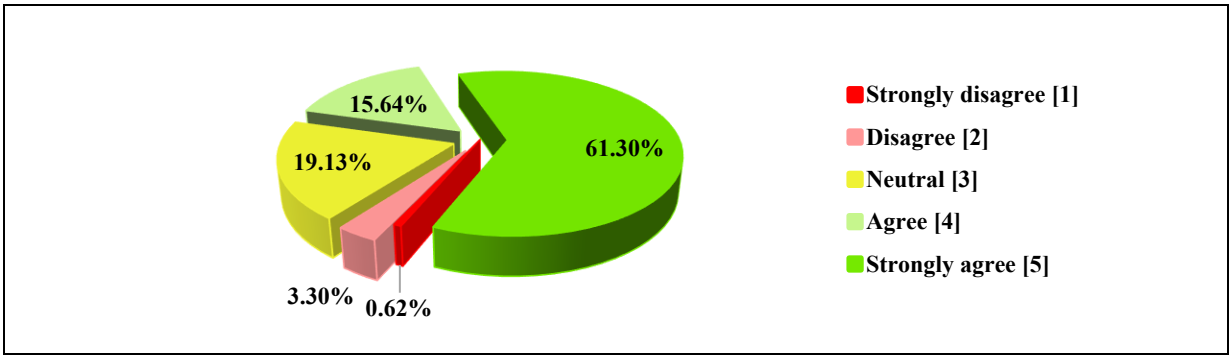

Figure 6g: SSQ_F - 07: The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained

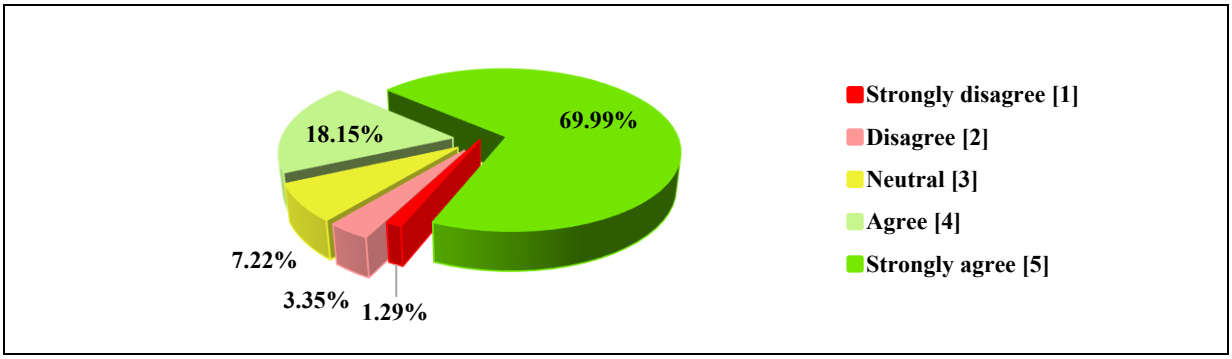

Figure 6h: SSQ_F – 08 The hostel staff are student-friendly

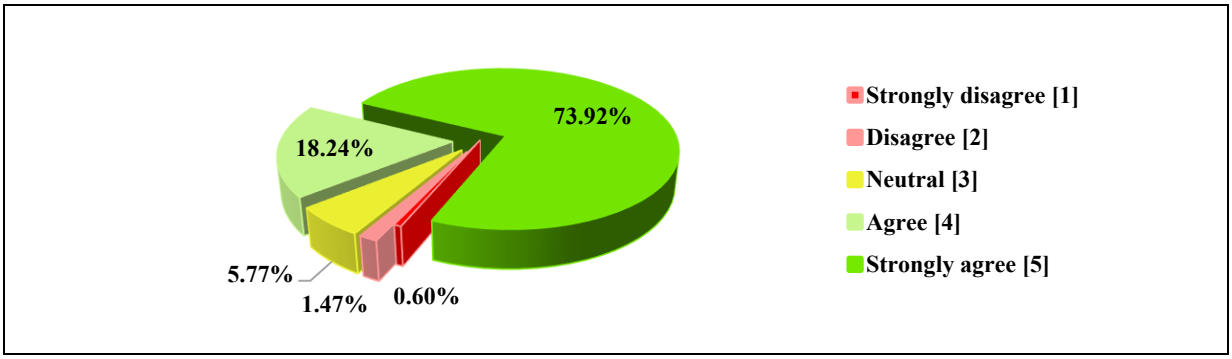

Figure 6i: SSQ_F - 09 Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor games, and outdoor games meet the requirements of amateurs and professionals.

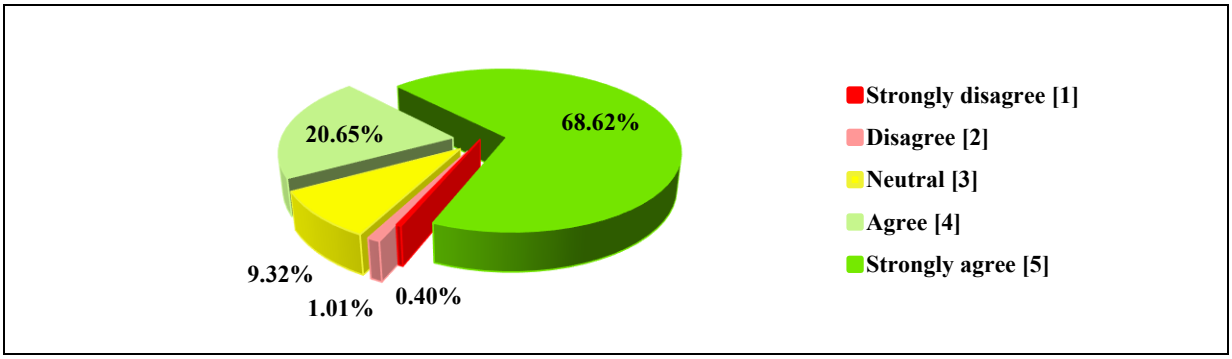

Figure 6j: SSQ_F - 10 Student-administered societies are functional and the atmosphere is usually inviting

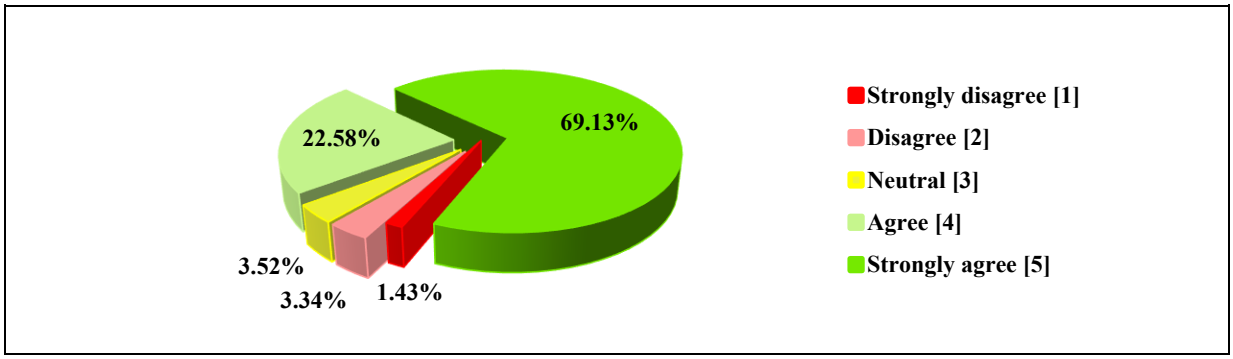

Figure 6k: SSQ_F -11: The availability of a computer/laptop/softwares for use at any time is never an issue

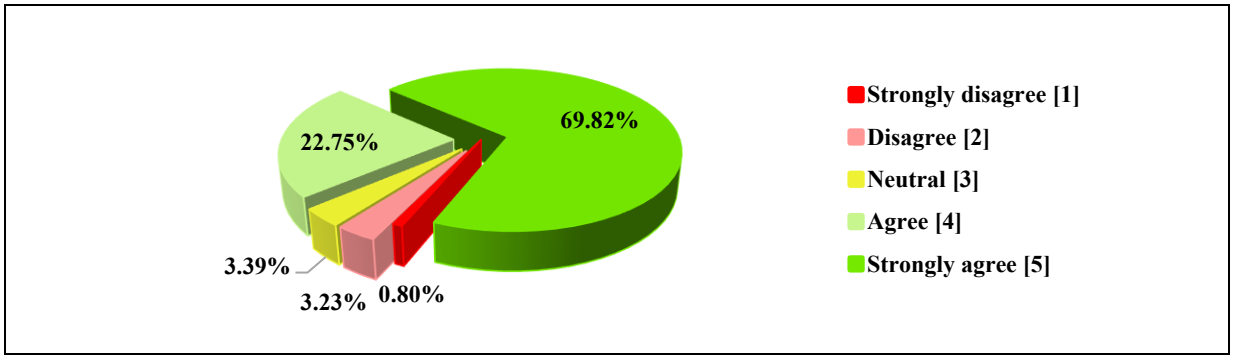

Figure 6l: SSQ_F -12 Internet connectivity is everywhere in the University campus

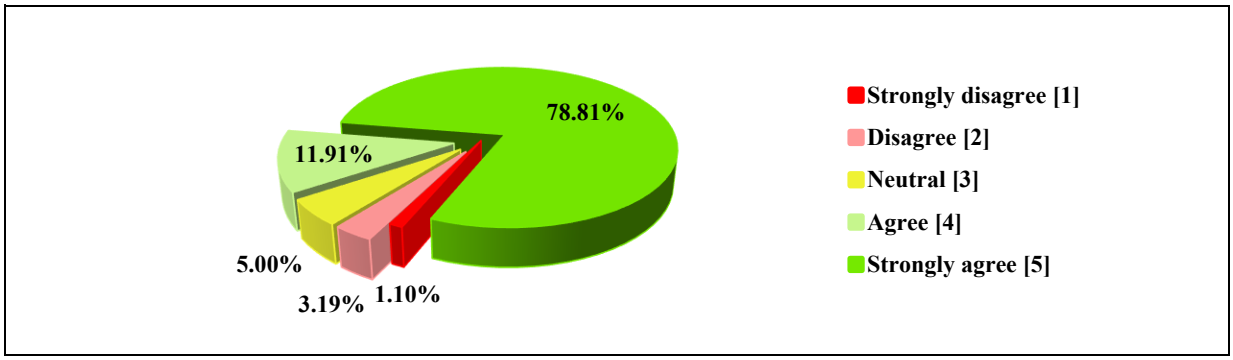

Figure 6m: SSQ_F -13 Medical facilities are of good quality and can be availed by students.

Students express strong approval of academic and learning spaces, particularly with respect to classrooms and laboratories where lighting, ventilation, acoustics, and audio-visual arrangements are perceived as supportive and inviting for learning (SSQ_F-01: 4.59; 91.8%). This positive perception is reinforced by very high ratings for access to research and development facilities (SSQ_F-02: 4.70; 94.0%), suggesting that institutional infrastructure effectively supports both curricular and research-oriented academic engagement. The library ecosystem further strengthens this environment, with students acknowledging a learner-

friendly ambience and adequate access to print and digital resources, complemented by the availability of digital library services beyond physical campus boundaries (SSQ_F-05 and SSQ_F-06). Support systems that directly shape students' day-to-day campus experience also receive strong validation. Students indicate high satisfaction with career development and placement facilities (SSQ_F-03: 4.61; 92.2%), reflecting confidence in institutional mechanisms that facilitate professional readiness and transition beyond graduation. Equally important, campus cleanliness and sanitation are rated highly (SSQ_F-04: 4.61; 92.2%), pointing to effective maintenance and hygiene practices that contribute to a safe, healthy, and comfortable academic environment. Together, these elements suggest that both aspirational outcomes and foundational services are being addressed in a balanced manner.

Digital infrastructure emerges as another well-established strength. Students report that access to computers, laptops, and required software is generally reliable and unrestricted (SSQ_F-11: 4.55; 91.0%), while internet connectivity across the campus is perceived as consistently available (SSQ_F-12: 4.58; 91.6%). These findings underline the institution's readiness to support technology-enabled learning, research, and administrative engagement. Facilities supporting holistic development and well-being are also viewed positively. Sports, fitness, and recreational infrastructure—including gyms, swimming pools, and indoor and outdoor game facilities—are rated highly for meeting the needs of both amateur and advanced users (SSQ_F-09: 4.63; 92.6%). Medical services on campus are similarly well regarded (SSQ_F-13: 4.64; 92.8%), reinforcing students' confidence in the availability and quality of health-related support. Residential facilities, while still positively rated overall, reflect relatively greater scope for enhancement. The quality of hostel accommodation and study ambience records the lowest mean score in this section (SSQ_F-07: 4.34; 86.8%), indicating that students perceive some variability in space, facilities, or reading environments within hostels. At the same time, the student-friendly nature of hostel staff (SSQ_F-08: 4.52; 90.4%) suggests that interpersonal support structures are functioning effectively, even where physical infrastructure may warrant further strengthening.

Taken together, the survey findings portray a mature and well-balanced facilities ecosystem. High mean scores and strong agreement levels across academic, digital, support, and wellness dimensions indicate that infrastructure provision is a core institutional strength, while the data also offers clear, evidence-based direction for focused improvement in residential facilities. This alignment between performance and continuous enhancement is consistent with student-centric quality assurance and outcomes-based institutional planning.

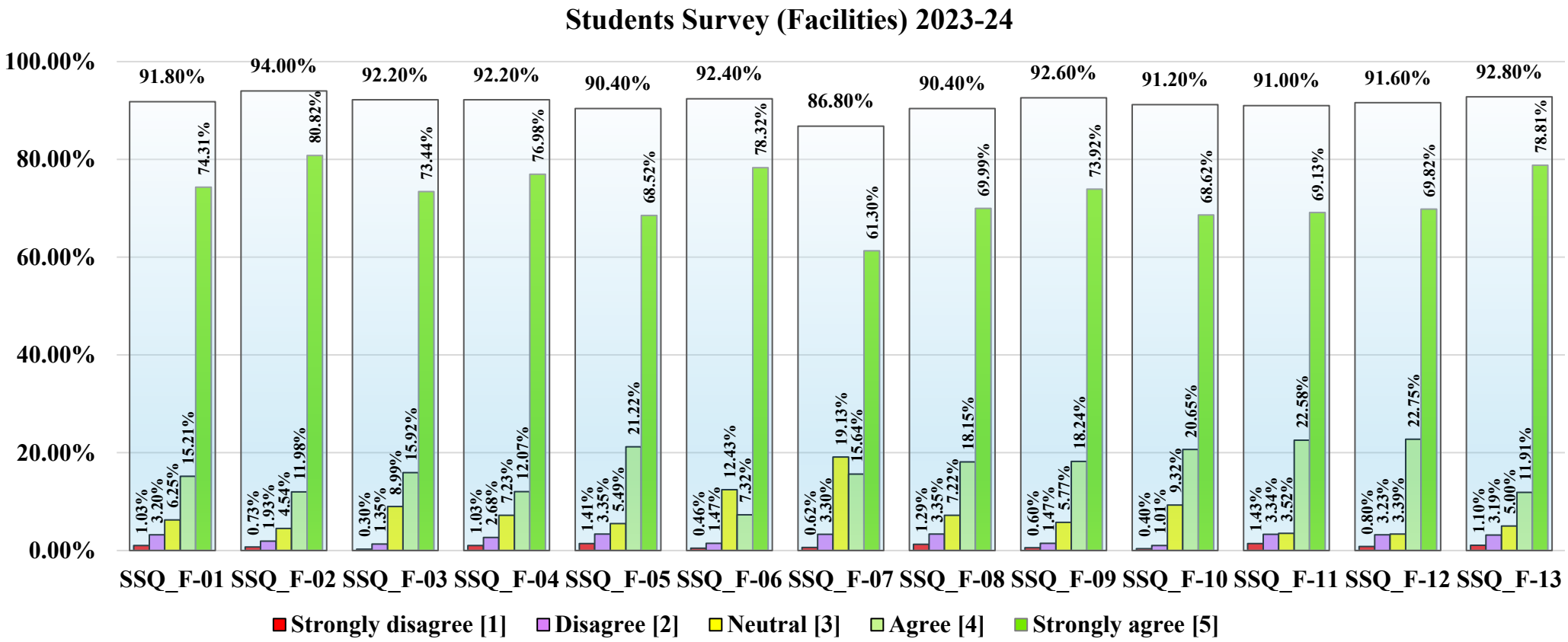

Figure – 5n: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Students Survey – 2024 on Facilities

7. STUDENTS SURVEY (CURRICULUM DESIGN, TEACHING & LEARNING)

Students Studying in 2024 were surveyed using a 21-item Students Survey (Curriculum Design, Teaching & Learning) - 2024 Questionnaire. Table 8 presents each item (with item code), along with the mean score (out of 5), score percentage, and percentage of Students who agreed captured through the Students Survey (Curriculum Design, Teaching & Learning) - 2024 instrument. The All-important data frequency distribution is presented in Figure 7a-v. Participants were assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality. Participation was entirely voluntary at all stages of the study. All items were measured on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), enabling quantitative assessment of respondents' perceptions and experiences. Students Survey (Curriculum Design, Teaching & Learning) - 2024 questionnaire was distributed and final sample comprised 307193 responses after eliminating entries with partially filled responses. Several reminders were sent to the target respondents, and a time frame of six weeks was allocated after the final reminder to submit the responses using an online platform.

Table 8: Codification & Descriptive Statistics of Students Survey (Curriculum Design, Teaching & Learning) - 2024

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	CD&TL-01	*The expected course outcomes and/or program outcomes are well defined.*	4.59	91.80 %	84.89%
2	CD&TL-02	*The course content provides sufficient objectives, knowledge and skill.*	4.75	95.00 %	93.00%
3	CD&TL-03	*The course is relevant, up-to-date and of industry standard*	4.61	92.20 %	91.09%
4	CD&TL-04	*The course is well structured and the units/sections in the syllabus are properly sequenced.*	4.59	91.80 %	83.72%
5	CD&TL-05	*The course materials such as textbooks, readings materials, e-resources provided to the students are relevant*	4.65	93.00 %	88.69%
6	CD&TL-06	*The offering of the electives in terms of their relevance to the specialized streams.*	4.66	93.20 %	91.10%
7	CD&TL-07	*How do you rate the domain used for designing/performing the experiments in the laboratory.*	4.67	93.40 %	92.46%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
8	CD&TL-08	*How far you believe you have achieved Course Outcome 1.*	4.57	91.40 %	81.90%
9	CD&TL-09	*How far you believe you have achieved Course Outcome 2.*	4.65	93.00 %	90.81%
10	CD&TL-10	*How far you believe you have achieved Course Outcome 3.*	4.25	85.00 %	72.27%
11	CD&TL-11	*How far you believe you have achieved Course Outcome 4.*	4.43	88.60 %	80.72%
12	CD&TL-12	*How far you believe you have achieved Course Outcome 5.*	4.65	93.00 %	89.83%
13	CD&TL-13	*How far you believe you have achieved Course Outcome 6.*	4.62	92.40 %	86.68%
14	CD&TL-14	*Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?*	4.42	88.40 %	80.36%
15	CD&TL-15	*Punctuality & regularity in taking Classes & completes the entire syllabus in time*	4.71	94.20 %	90.66%
16	CD&TL-16	*Communication skills and delivery of structured lectures*	4.65	93.00 %	88.09%
17	CD&TL-17	*Skill of linking subject to life experience, latest developments and creating interest in the subject*	4.52	90.40 %	88.77%
18	CD&TL-18	*Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc.*	4.56	91.20 %	89.03%
19	CD&TL-19	*Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)*	4.54	90.80 %	87.17%
20	CD&TL-20	*Effective control mechanism to conduct the class and doubt clearing through student interaction*	4.70	94.00 %	93.53%
21	CD&TL-21	*Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.*	4.46	89.20 %	85.85%

The overall pattern across the Course Design & Teaching–Learning (CD&TL) dimension reflects a consistently strong and well-aligned academic delivery framework, with student perceptions clustering firmly in the high-agreement range. Clarity of academic intent emerges as a foundational strength.

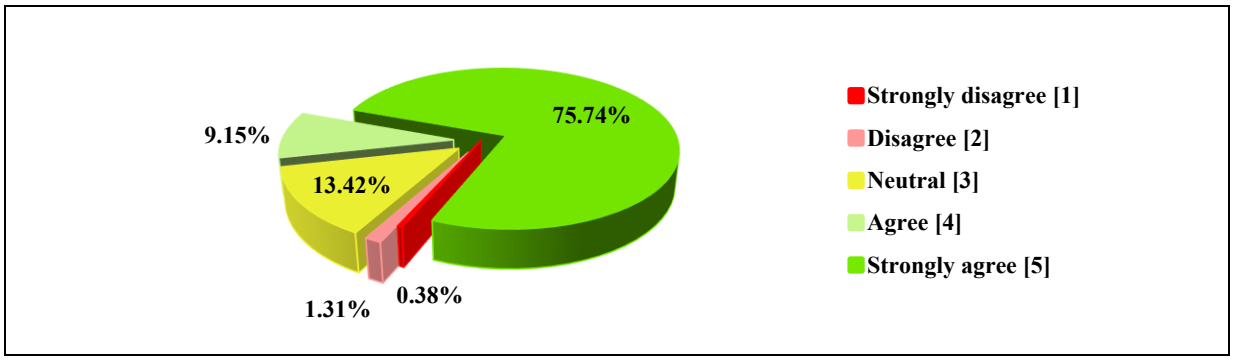

Figure 7a: CD&TL -01: The expected course outcomes and/or program outcomes are well defined

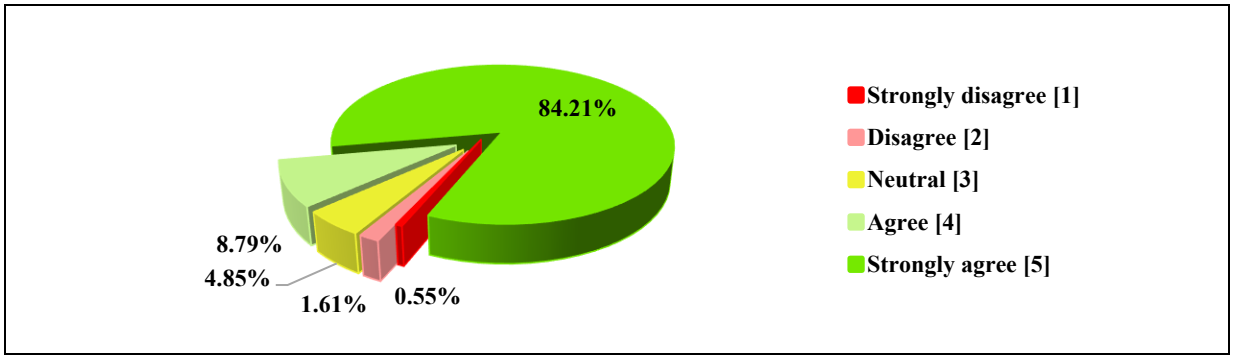

Figure 7b: CD&TL-02 The course content provides sufficient objectives, knowledge and skill.

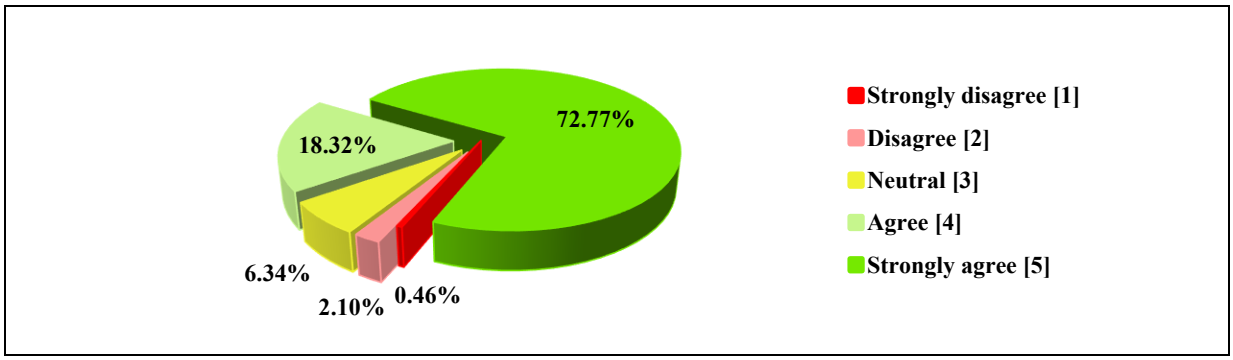

Figure 7c: CD&TL-03: The course is relevant, up-to-date and of industry standard

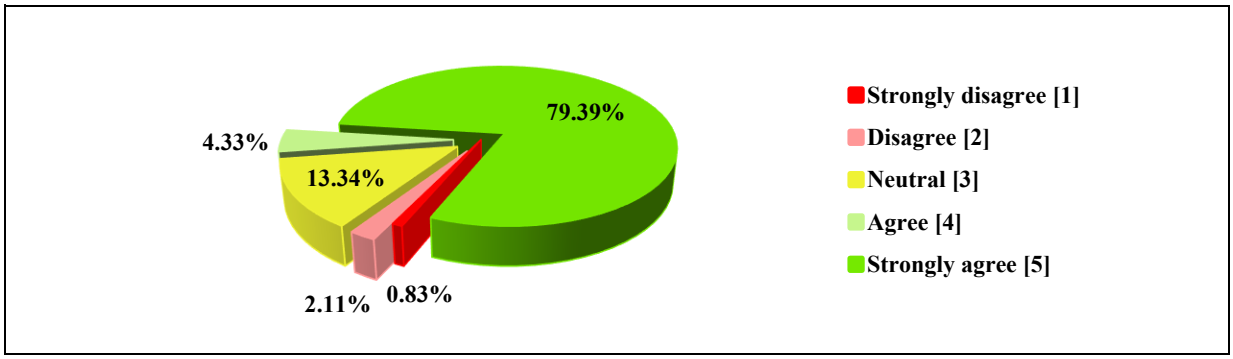

Figure 7d: CD&TL-04 The course is well structured and the units/sections in the syllabus are properly sequenced.

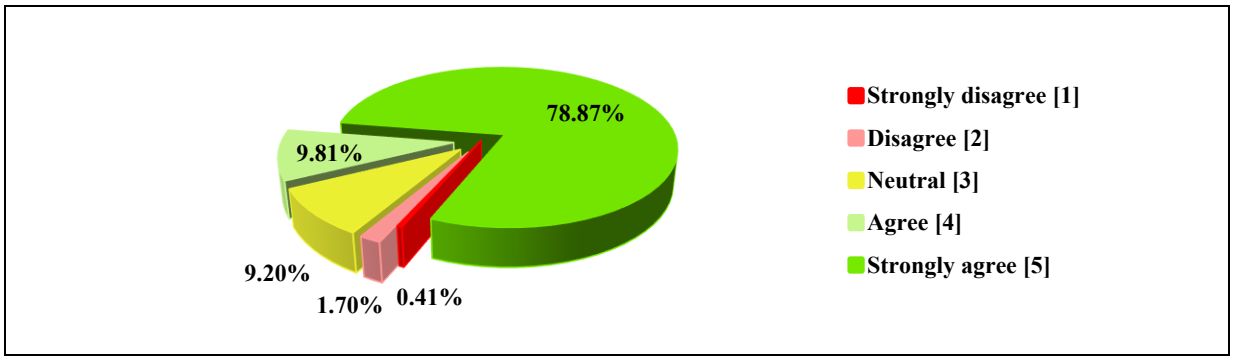

Figure 7e: CD&TL -05 The course materials such as textbooks, readings materials, e-resources provided to the students are relevant

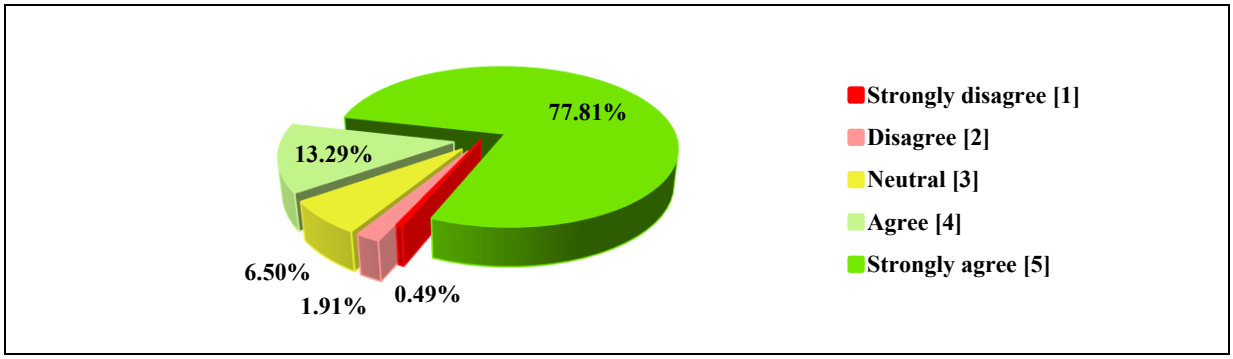

Figure 7f: CD&TL -06 The offering of the electives in terms of their relevance to the specialized streams.

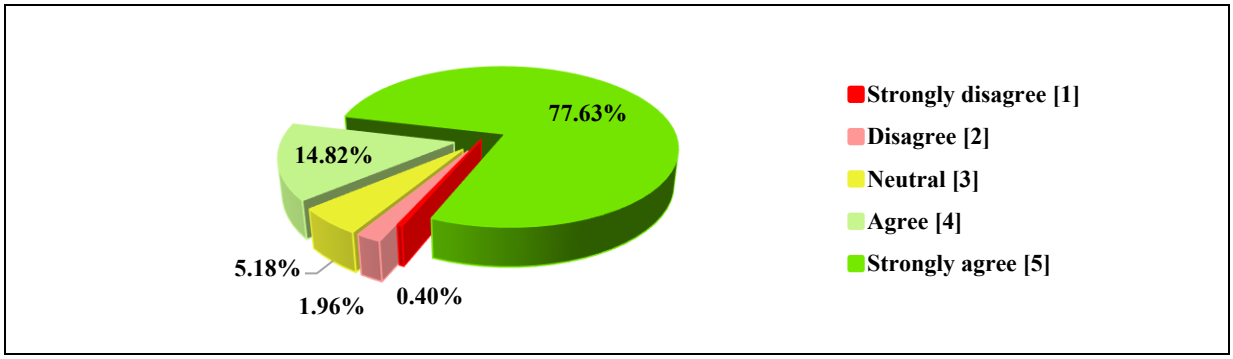

Figure 7g: CD&TL-07: How do you rate the domain used for designing/performing the experiments in the laboratory.

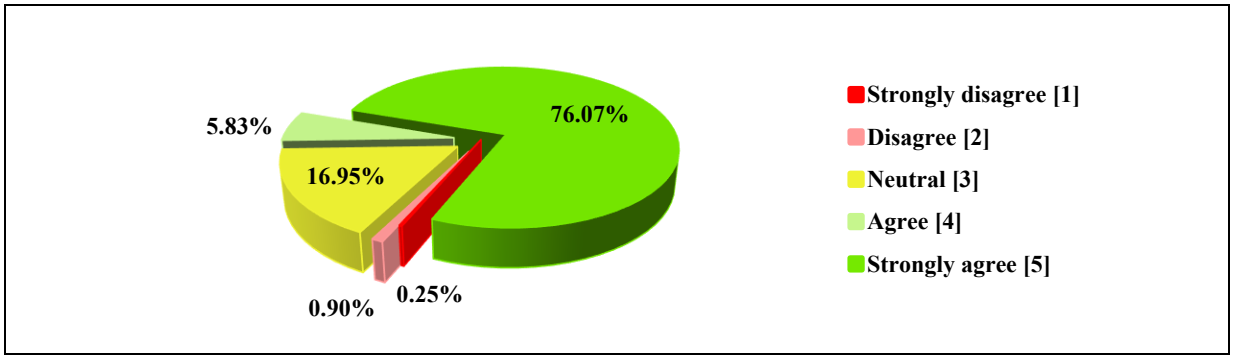

Figure 7h: CD&TL– 08 How far you believe you have achieved Course Outcome 1.

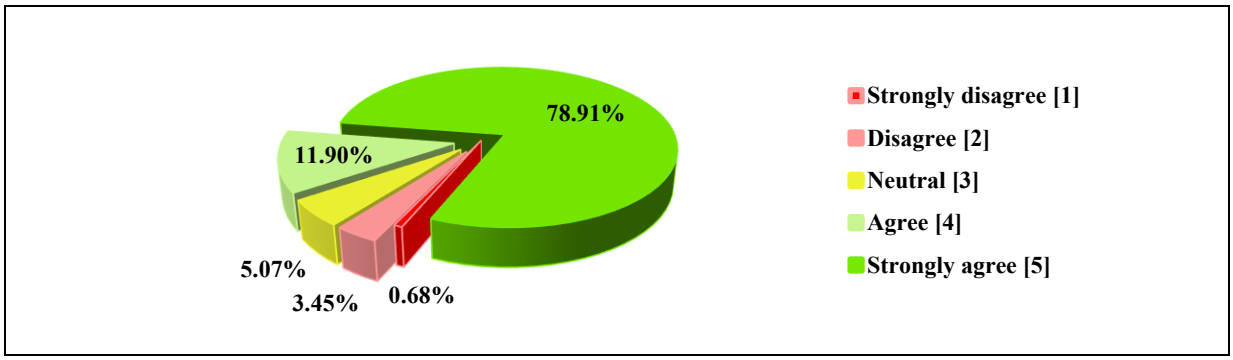

Figure 7i: CD&TL- 09 How far you believe you have achieved Course Outcome 2.

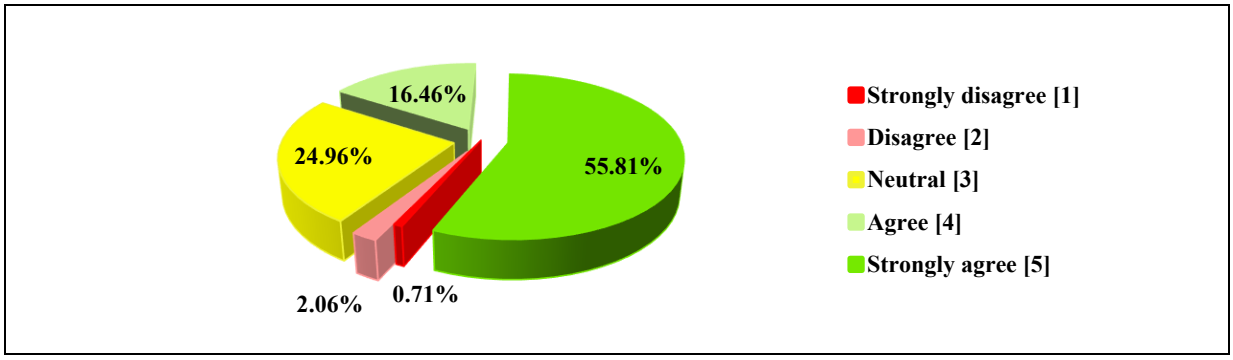

Figure 7j: CD&TL-10 How far you believe you have achieved Course Outcome 3.

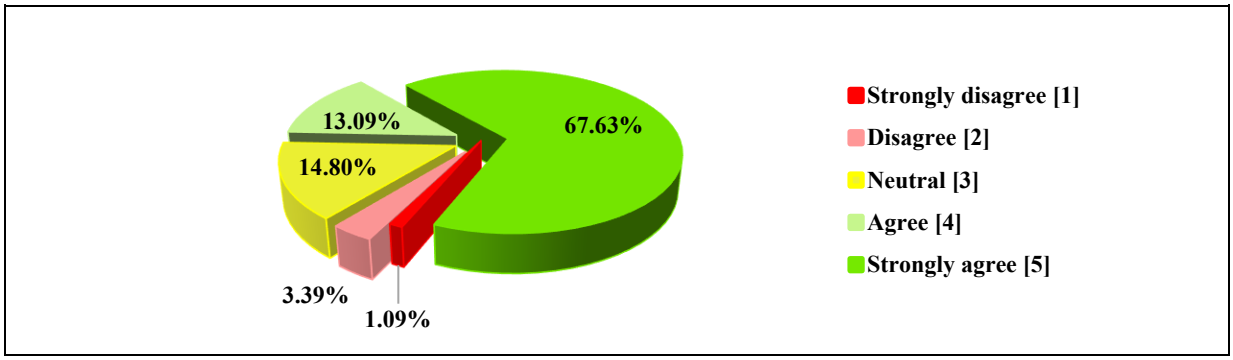

Figure 7k: CD&TL-11: How far you believe you have achieved Course Outcome 4.

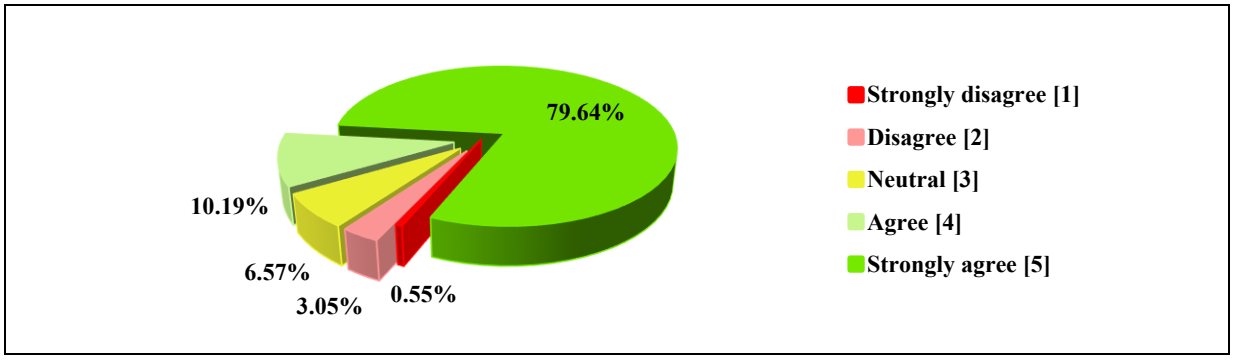

Figure 7l: CD&TL– 12 How far you believe you have achieved Course Outcome 5.

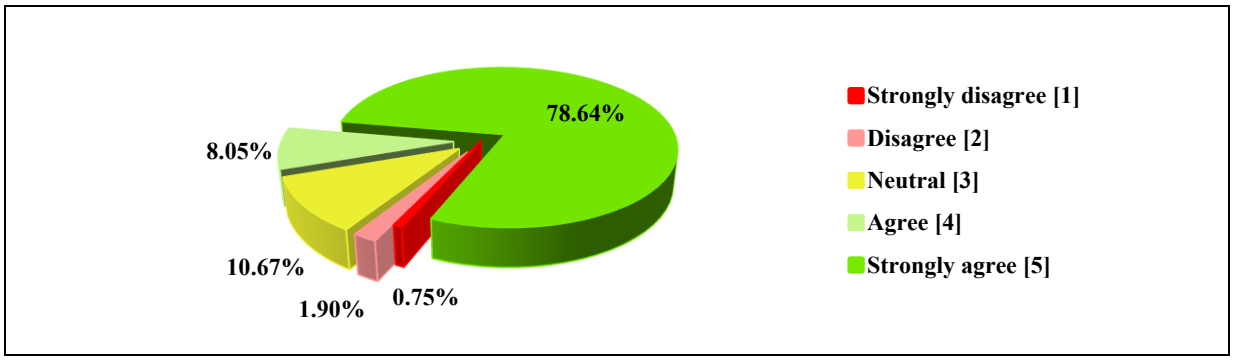

Figure 7m: CD&TL- 13 How far you believe you have achieved Course Outcome 6.

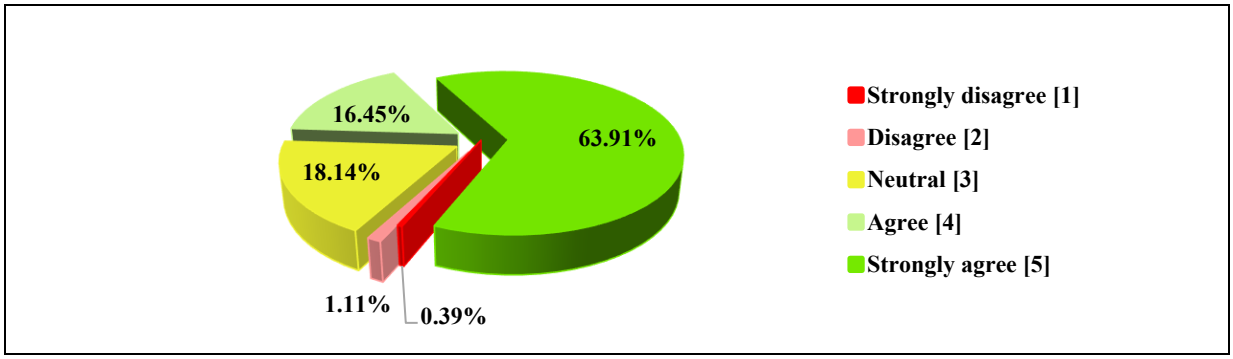

Figure 7n: CD&TL-14 Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?

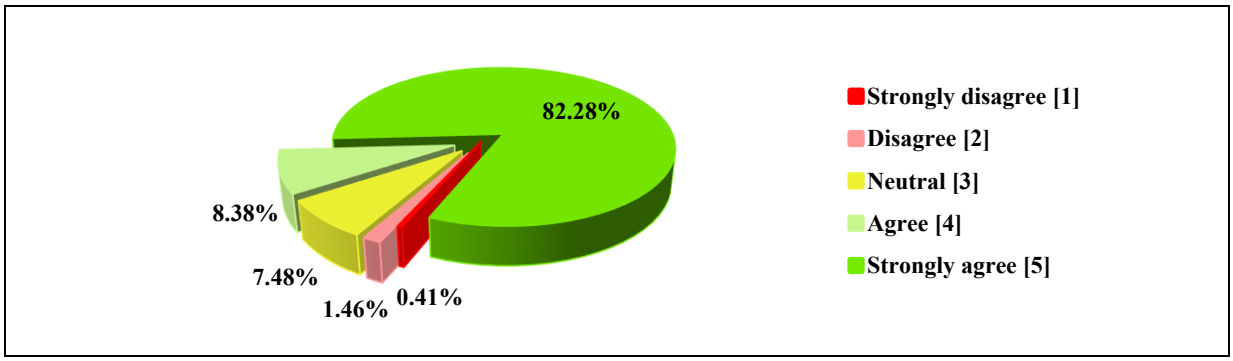

Figure 7o: CD&TL-15: Punctuality & regularity in taking Classes & completes the entire syllabus in time

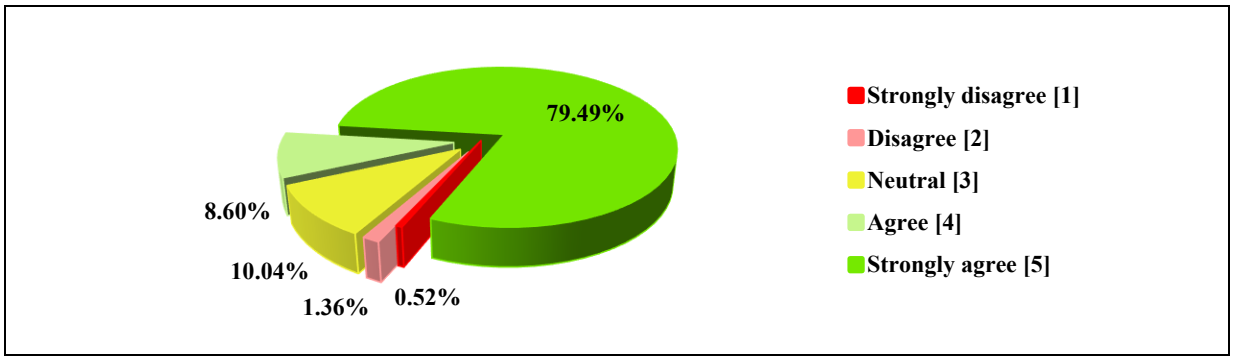

Figure 7p: CD&TL– 16 Communication skills and delivery of structured lectures

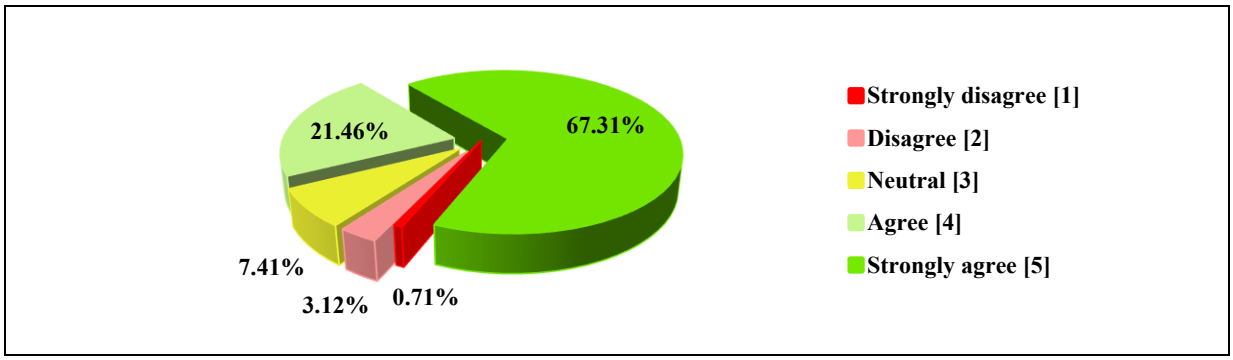

Figure 7q: CD&TL- 17 Skill of linking subject to life experience, latest developments and creating interest in the subject

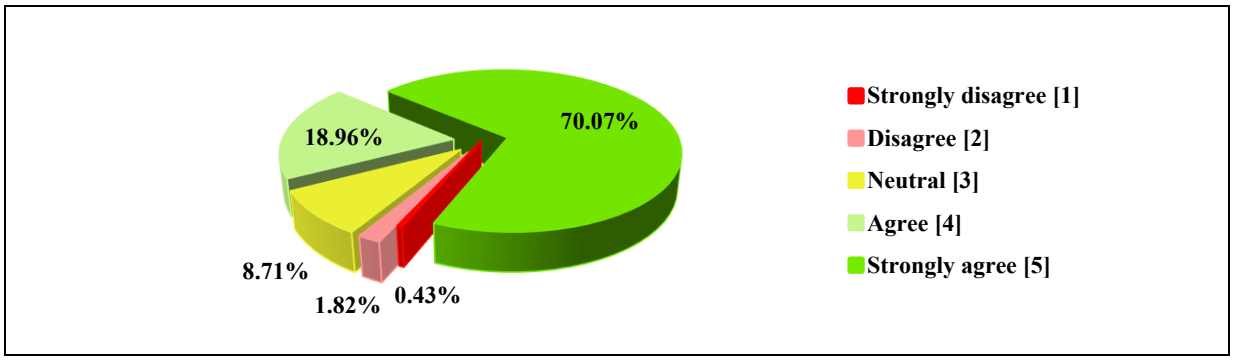

Figure 7r: CD&TL-18 Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc

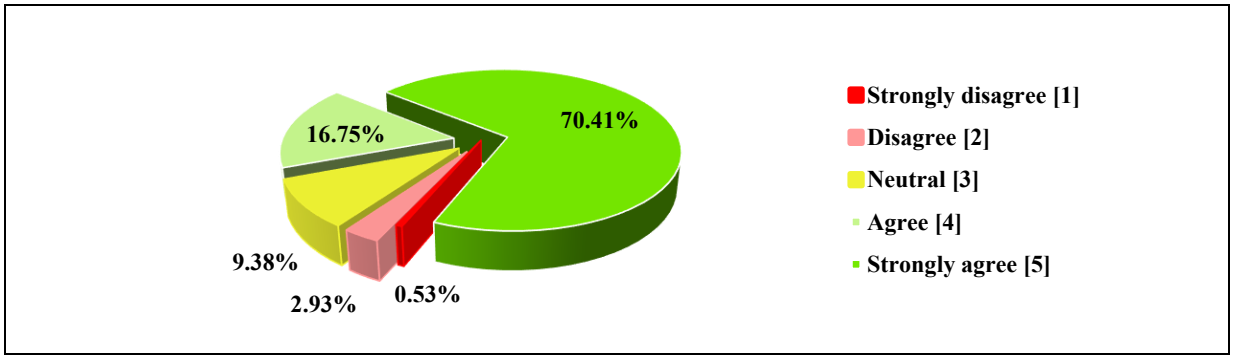

Figure 7s: CD&TL-19: Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)

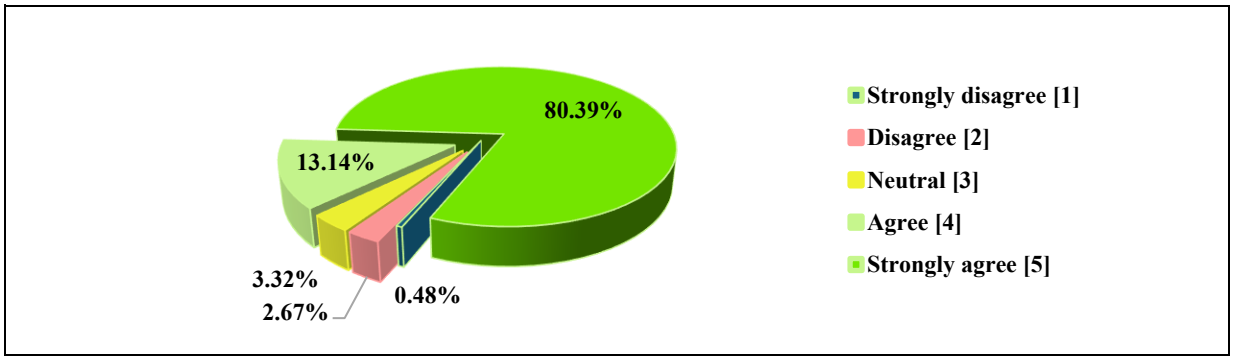

Figure 7t: CD&TL-20 Effective control mechanism to conduct the class and doubt clearing through student interaction

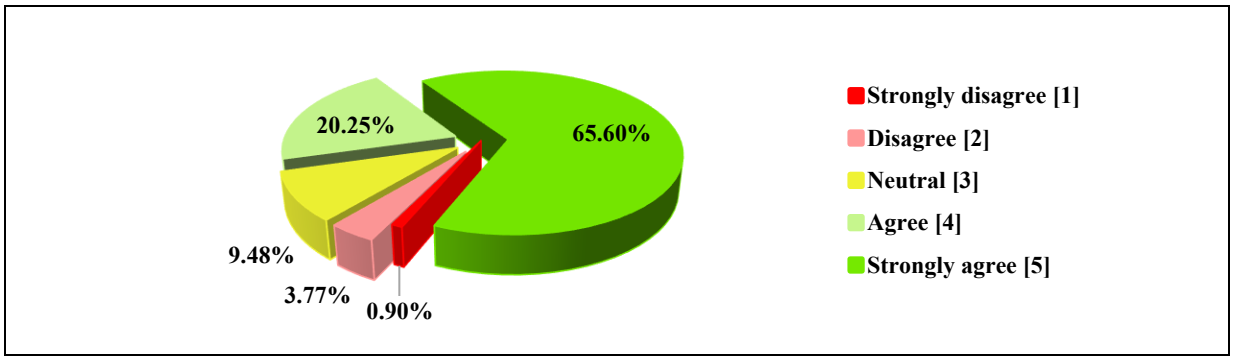

Figure 7u: CD&TL-20 Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.

Item Code - CD&TL-01 (Mean Score - 4.59, i.e. 91.80%; Agreed by 84.89% respondents) indicates that expected course and program outcomes are clearly defined, while this clarity is further reinforced at the outset of instruction as reflected in Item Code - CD&TL-14 (Mean Score - 4.42, i.e. 88.40%; Agreed by 80.36% respondents), confirming that learning objectives are effectively communicated to students at the beginning of the course.

The academic rigor and relevance of the curriculum are strongly endorsed. Students report that course content adequately builds objectives, knowledge, and skills, as seen in Item Code - CD&TL-02 (Mean Score - 4.75, i.e. 95.00%; Agreed by 93.00% respondents)—one of the highest-rated indicators in this domain. This is complemented by Item Code - CD&TL-03 (Mean Score - 4.61, i.e. 92.20%; Agreed by 91.09% respondents), suggesting that courses are perceived as current, relevant, and aligned with industry standards. Structural coherence of the syllabus is also well received, with Item Code - CD&TL-04 (Mean Score - 4.59, i.e. 91.80%; Agreed by 83.72% respondents) highlighting effective sequencing of units and sections. Learning resources and curricular flexibility further strengthen the instructional ecosystem. Item Code - CD&TL-05 (Mean Score - 4.65, i.e. 93.00%; Agreed by 88.69% respondents) confirms the relevance of textbooks, reading materials, and e-resources, while Item Code - CD&TL-06 (Mean Score - 4.66, i.e. 93.20%; Agreed by 91.10% respondents) reflects high satisfaction with the relevance of elective offerings to specialized streams. Practical exposure is also rated positively, with Item Code - CD&TL-07 (Mean Score - 4.67, i.e. 93.40%; Agreed by 92.46% respondents) indicating strong confidence in the domains used for laboratory experiments and practical work. Students' self-assessment of course outcome attainment shows an overall positive trend, though with meaningful differentiation across outcomes. High levels of perceived attainment are evident for Item Code - CD&TL-08 (Mean Score - 4.57, i.e. 91.40%; Agreed by 81.90% respondents) and Item Code - CD&TL-09 (Mean Score - 4.65, i.e.

93.00%; Agreed by 90.81% respondents), indicating effective achievement of Course Outcomes 1 and 2. Attainment of higher-order or advanced outcomes shows comparatively moderated agreement, particularly for Item Code - CD&TL-10 (Mean Score - 4.25, i.e. 85.00%; Agreed by 72.27% respondents) and Item Code - CD&TL-11 (Mean Score - 4.43, i.e. 88.60%; Agreed by 80.72% respondents), suggesting scope for further instructional reinforcement. Strong recovery is observed in later outcomes, as reflected in Item Code - CD&TL-12 (Mean Score - 4.65, i.e. 93.00%; Agreed by 89.83% respondents) and Item Code - CD&TL-13 (Mean Score - 4.62, i.e. 92.40%; Agreed by 86.68% respondents), indicating effective consolidation of learning. Instructional delivery and classroom management practices are consistently rated at a high level. Punctuality, syllabus completion, and instructional discipline stand out in Item Code - CD&TL-15 (Mean Score - 4.71, i.e. 94.20%; Agreed by 90.66% respondents). Communication clarity and structured lecture delivery are strongly affirmed through Item Code - CD&TL-16 (Mean Score - 4.65, i.e. 93.00%; Agreed by 88.09% respondents), while pedagogical engagement through real-life linkage and contextual relevance is well supported by Item Code - CD&TL-17 (Mean Score - 4.52, i.e. 90.40%; Agreed by 88.77% respondents). Assessment planning and pedagogical innovation further contribute to a robust teaching–learning environment. Item Code - CD&TL-18 (Mean Score - 4.56, i.e. 91.20%; Agreed by 89.03% respondents) reflects effective scheduling and organization of continuous evaluation components such as assignments, quizzes, and seminars. Innovative teaching practices, including the use of OERs and teaching aids, are positively acknowledged in Item Code - CD&TL-19 (Mean Score - 4.54, i.e. 90.80%; Agreed by 87.17% respondents). Classroom interaction and doubt-clearing mechanisms emerge as a notable strength, with Item Code - CD&TL-20 (Mean Score - 4.70, i.e. 94.00%; Agreed by 93.53% respondents) indicating highly effective student–teacher engagement.

Beyond academic instruction, the mentoring and support role of faculty is also well recognized. Item Code - CD&TL-21 (Mean Score - 4.46, i.e. 89.20%; Agreed by 85.85% respondents) highlights faculty commitment in guiding students through physical, emotional, and learning challenges, while motivating them toward future goals and self-realization.

Taken together, the CD&TL results portray a mature, well-structured, and student-centered teaching–learning ecosystem, marked by strong curricular design, effective instructional delivery, and supportive mentoring, with targeted scope for further strengthening of advanced course outcome attainment.

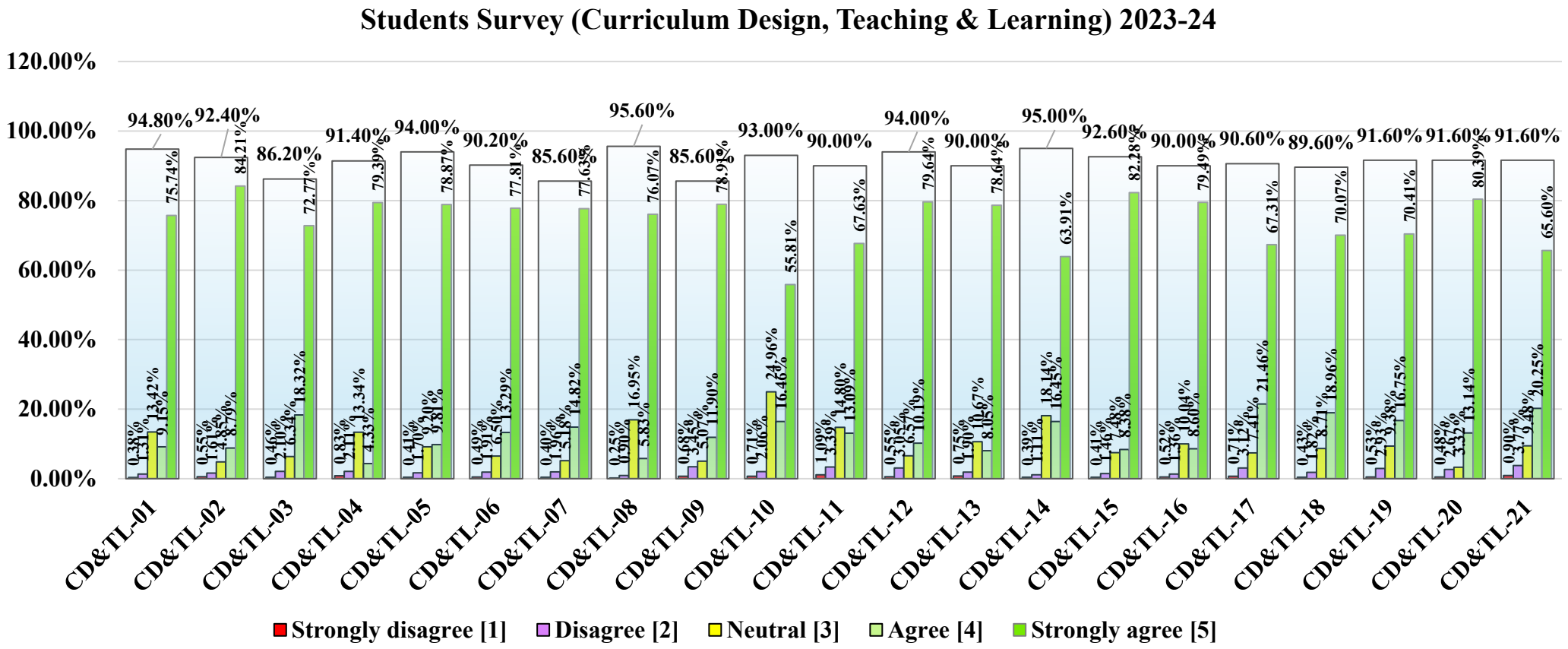

Figure – 7v: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Students Survey – 2024 on Curriculum Design, Teaching & Learning

8. ANALYSIS OF FEEDBACK

The feedback collected from students, alumni, parents, and employers during the academic year 2023–24 reflects a consistently high level of satisfaction across academic, infrastructural, and institutional dimensions. The overall mean scores across different surveys lie in the range of 4.3 to 4.7 on a 5-point scale, indicating strong performance and uniformity in stakeholder perception.

Academic and Learning Outcomes

The analysis indicates that the University has been effective in delivering strong academic outcomes. High mean scores in core subject knowledge, conceptual clarity, and problem-solving ability demonstrate that students are well-equipped with fundamental and advanced engineering competencies. Alumni feedback further confirms their ability to integrate knowledge and apply it in solving complex real-world problems, reflecting the success of the outcome-based education framework.

Research and Technical Competence

Stakeholder responses highlight a positive perception of research orientation, experimentation, and use of modern engineering tools. Students report good familiarity with research methodology and practical exposure through projects and laboratories. This indicates that the teaching–learning environment supports analytical thinking, innovation, and application-driven learning.

Employability and Professional Skills

Feedback across surveys suggests that graduates possess strong employability attributes. High ratings in independent task execution, design capability, and communication skills reflect readiness for professional roles. Alumni responses also indicate confidence in working in global environments and effectively communicating technical ideas, which are critical for career progression.

Teamwork, Communication, and Professional Attributes

While leadership and individual performance are rated highly, comparatively lower agreement levels in teamwork-related parameters suggest some variability in collaborative experiences. Communication skills, however, remain a strong area, with consistent high scores across stakeholders, indicating effective development of presentation and articulation abilities.

Institutional Facilities and Support Systems

Parents' feedback reflects uniformly high satisfaction with infrastructure, learning resources, support services, and campus environment. Grievance redressal mechanisms are also rated positively, indicating the presence of functional and responsive institutional systems.

Overall Interpretation

The feedback analysis presents a clear picture of a well-functioning academic ecosystem characterized by:

- Strong foundational and applied learning
- Effective teaching–learning processes
- High stakeholder satisfaction across categories
- Consistent performance across multiple evaluation parameters

At the same time, the variation observed in certain parameters such as teamwork and aspects of applied analytical skills indicates scope for further strengthening to ensure uniform learning experiences across all students.

Conclusion

Overall, the feedback trends demonstrate that the University has maintained **high academic quality, effective institutional processes, and strong stakeholder confidence**. The analysis provides a comprehensive understanding of performance across key domains and serves as a basis for informed decision-making in subsequent planning and quality enhancement initiatives.

9. ACTION TAKEN REPORT (ATR) BASED ON FEEDBACK 2022-23 REPORT

In response to the recommendations received, the following actions have been initiated and implemented by the University:

1. Enhancing Access to Research & Development Facilities

School Heads have been instructed to formally communicate the procedures for accessing departmental research and development facilities to students through orientation sessions, notices, and digital platforms. Additionally, initiatives such as project-based learning, innovation challenges, and mentorship programs have been strengthened to improve students' creativity, application of knowledge, and ability to address complex global issues.

2. Improving Hostel Learning Environment

The Hostel Administration has undertaken measures to create a more conducive academic atmosphere by ensuring quiet study hours, improving infrastructure (lighting, internet access, study spaces), and organizing academic support activities. Hostel staff have been sensitized and counseled to maintain a student-friendly and supportive approach.

3. Strengthening Student/Technical Societies

Student and Technical Societies have been directed to adopt inclusive practices that encourage idea-sharing and innovation. Regular ideation sessions, hackathons, and open forums are being organized to create a welcoming environment for student participation and creativity.

4. Awareness of Grievance Redressal Mechanism

The Grievance Redressal Cell has enhanced communication regarding grievance procedures through the university website, student handbook, orientation programs, and parent outreach. Efforts have also been made to improve transparency and timely resolution of grievances.

5. Skill Development by Training and Placement Cell

The Training and Placement Cell has expanded its activities by introducing structured training modules focusing on technical skills, communication, workplace problem-solving, and teamwork. Workshops, mock interviews, industry interactions, and soft skills training sessions are being conducted regularly.

6. Promotion of Research in Emerging Areas

Departments have been encouraged to focus on emerging domains such as Artificial Intelligence, remote sensing, and disaster management. Faculty members are being supported

to undertake interdisciplinary research, apply for funded projects, and guide students in these areas.

7. Enhancing University–Industry Collaboration

The University has initiated steps to strengthen collaborations with industries across India through Memoranda of Understanding (MoUs), internship programs, industrial visits, and joint research projects. Industry experts are also being invited for guest lectures and curriculum inputs.

8. Introduction of Foreign Language Courses

In response to student demand, additional foreign language courses are being introduced through elective modules and certification programs to enhance global employability and cross-cultural competence.

9. Inclusion of Vocational Courses in Curriculum

Efforts are underway to incorporate vocational and skill-based courses within the B.Tech curriculum, similar to open electives, to enhance practical exposure and employability.

10. Support for Professional Body Memberships

Students are being encouraged to join professional bodies such as IET and IEEE. Financial assistance and institutional support mechanisms are being explored and partially implemented to facilitate student memberships and participation in professional activities.

10. ACTION TO BE TAKEN FOR THE NEXT ACADEMIC YEAR

1. Provide financial assistance and incentives to both students and faculty members for quality research publications.
2. Establish additional Centres of Excellence to promote academic exchange and foster a vibrant research ecosystem.
3. Organize an annual research summit to promote collaboration and coherence among research-oriented students.
4. Facilitate short-term international student exchange programmes to enhance global exposure.

Annexures

Questionnaire Set - I (Alumni Survey)

Dear Alumnus/Alumna,,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. Congratulations on completing your program of study at our KIIT - Deemed to be University.

We request you to voluntarily participate in the Alumni Survey and share your feedback with us. Your thoughtful responses will be helpful for quality improvement.

All the participants assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality.

Thank you for helping make KIIT-DU the best that it can be for future generations.

Section - A

Answer the questions and Choose the option [✓] applicable in your case at the moment:

1. Graduated Under the School_____
2. Year of Graduation _____
3. Gender - ☐ Female ☐ Male
4. Which of the following best describes your current status?
   ☐ Employed ☐ Self-employed
   ☐ Pursuing further studies ☐ Not employed – seeking job
5. If employed / Self-employed, is your current job related to your degree major or field of study? - ☐ Yes ☐ No
6. If employed / Self-employed, is your position requiring higher education from university level? - ☐ Yes ☐ No
7. Are you currently pursuing or have you completed further studies since graduation?
   ☐ Yes ☐ No
8. How have you stayed connected with our institution since graduating?
   ☐ Attend Alumni Events ☐ Donate to the institution
   ☐ Follow Social Media Accounts ☐ Participate in online forums or groups
   ☐ Other (please specify) _____
9. Have you attended any alumni events since graduating?
   ☐ Yes ☐ No
10. What types of alumni activities or events would you be interested in attending in the future?
    ☐ Annual Alumni Homecoming Weekend: A weekend of reunions, sports matches, cultural performances, and networking.
    ☐ Sports Tournaments: Alumni vs students or alumni-only competitions in various sports.
    ☐ Skill-Building Workshops: Fun sessions like cooking, photography, or mixology classes.
    ☐ Cultural Festivals: Celebrating diversity with food, music, and performances from alumni.

- ☐ Alumni-Student Hackathons: Collaborative innovation challenges to solve real-world problems.
- ☐ Career Mentorship Panels: Alumni sharing career insights and advice with current students
- ☐ Global Alumni Networking Mixers: Virtual or in-person meetups in different cities worldwide
- ☐ Themed Reunion Parties: Decades-themed, costume, or cultural nights for fun and nostalgia

Section - B

Mark [✓] your response on each question / statement by rating on the scale of 1-5, which best describes KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024. The following statements related to your experience with the KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024 where: 1 - Strongly disagree [1]; 2 - Disagree [2]; 3 - Neutral [3]; 4 - Agree [4]; 5 - Strongly agree [5]

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
1.	*How proficient are you in mathematics and basic sciences?*	☐	☐	☐	☐	☐
2.	*How advanced are your engineering and technical concepts and knowledge?*	☐	☐	☐	☐	☐
3.	*How well are you able to integrate your concepts and knowledge for solving complex problems or design systems/products?*	☐	☐	☐	☐	☐
4.	*How well can you design and perform experiments leading to new study and innovations?*	☐	☐	☐	☐	☐
5.	*How proficient are you in analyzing facts and figures and drawing relevant conclusions in your profession?*	☐	☐	☐	☐	☐
6.	*How proficient are you in using modern engineering and IT tools and resources?*	☐	☐	☐	☐	☐
7.	*How well can you perceive the limitations and impact of engineering solutions or professional practice in the context of societal, legal, health, safety, economical and environmental contexts?*	☐	☐	☐	☐	☐
8.	*How well can you predict the upcoming changes and challenges in your profession based on current scenarios nationally and globally?*	☐	☐	☐	☐	☐

Sl. No	Questionnaire	Choice Scores				
		1	**2**	**3**	**4**	**5**
9.	*How strongly do you feel the need for sustainable development in different contexts?*	☐	☐	☐	☐	☐
10.	*How well can you apply and realize the need and importance of engineering professionalism, responsibility and ethical standards?*	☐	☐	☐	☐	☐
11.	*How comfortable are you working in international/Global Environment?*	☐	☐	☐	☐	☐
12.	*How well can you communicate your ideas, findings and inferences to a range of audiences orally and through written form?*	☐	☐	☐	☐	☐
13.	*How strongly well do you perform as a member of diverse teams?*	☐	☐	☐	☐	☐
14.	*How capable are you in building teams and leading them?*	☐	☐	☐	☐	☐
15.	*How well can you manage projects? (Setting goals, building teams, team management, planning, project execution, etc.)*	☐	☐	☐	☐	☐
16.	*How strongly do you believe in the need and importance of higher studies, self and life-long learning?*	☐	☐	☐	☐	☐
17.	*How far do you think your study in KIIT-DU has prepared you for attaining the Program Educational Objectives (corresponding to your program)*	☐	☐	☐	☐	☐
18.	*How far do you agree to recommend our institution to others.*	☐	☐	☐	☐	☐

Section - C

1. Suggestions _____

---Thank You---

Questionnaire Set - II (Graduate Exit-Survey)

Dear Student,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. Congratulations on completing your program of study at our KIIT - Deemed to be University.

We request you to voluntarily participate in the Graduate Exit-Survey and share your feedback with us. Your thoughtful responses will be helpful for quality improvement.

All the participants assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality.

Thank you for helping make KIIT-DU the best that it can be for future generations.

A. *Program of study:* _____

B. *Choose the option [✓] applicable in your case at the moment:*

a. Received Job offer/s	☐	*c. Appearing for Job interviews*	☐
b. Preparing for Higher Studies	☐	*d. Planning/ Preparing for Entrepreneurship*	☐

C. Choose the ones you were involved during your study at KIIT-DU:

Check all that apply.

- ☐ Technical Societies at KIIT-DU
- ☐ KIIT Technology Business Incubator Cell
- ☐ Coordination and Participation in Technical Events/Fests/Contests
- ☐ Member of Professional Bodies/Student chapters/Student Societies
- ☐ Live and Interdisciplinary Projects
- ☐ Research Projects with faculty members
- ☐ Associated with Industry Engagement Cell
- ☐ Opted for Industry Elective Courses
- ☐ International Student Exchange Program
- ☐ Voluntary service/Social Outreach Activities/Community Services, etc.
- ☐ Environmental and Social Awareness Programs
- ☐ Others: _____

D. *Mark [✓] your response on each question / statement by rating on the scale of 1-5, which best describes KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024. The following statements related to your experience with the KIIT - Deemed to be university Patia*

Bhubaneswar Odisha 751024 where: 1 - Strongly disagree [1]; 2 - Disagree [2]; 3 - Neutral [3]; 4 - Agree [4]; 5 - Strongly agree [5]

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
1	*How far are you proficient in mathematics, basic sciences and engineering sciences?*	☐	☐	☐	☐	☐
2	*How strong do you feel are your concepts in core courses pertaining to your program of study?*	☐	☐	☐	☐	☐
3	*How successfully are you able to perform experiments, record, analyze and interpret data?*	☐	☐	☐	☐	☐
4	*How well can you perceive, analyze and solve complex problems in your domain of study?*	☐	☐	☐	☐	☐
5	*How well are you able to design products, prototypes and systems satisfying given specifications pertaining to your program of study?*	☐	☐	☐	☐	☐
6	*How well can you perceive the limitations, feasibility and impact of your engineering solutions or designs with respect to social, cultural, health, economical, legal, and multidisciplinary contexts?*	☐	☐	☐	☐	☐
7	*How well are you familiar with research methodology, and modern engineering tools for performing complex experiments, project work and research activities?*	☐	☐	☐	☐	☐
8	*How well have you been involved as a member in group /team activities in sessional courses, labs and projects?*	☐	☐	☐	☐	☐
9	*How do you rate your ability as a team leader?*	☐	☐	☐	☐	☐
10	*How confident do you feel in executing tasks as an individual?*	☐	☐	☐	☐	☐
11	*How well can you understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development?*	☐	☐	☐	☐	☐

Sl. No	Questionnaire	Choice Scores				
		1	**2**	**3**	**4**	**5**
12	*How committed are you to professional ethics and responsibilities and norms of the engineering practice?*	☐	☐	☐	☐	☐
13	*How well are you able to make presentations, communicate your ideas in seminars, technical discussions and group activities?*	☐	☐	☐	☐	☐
14	*How well can you make documentations and reports pertaining to technical data, findings, analysis and inferences?*	☐	☐	☐	☐	☐
15	*How well do you consider are your project and associated financial management skills?*	☐	☐	☐	☐	☐
16	*How strongly do you feel that you will need to engage in higher studies, self-learning as well as lifelong learning?*	☐	☐	☐	☐	☐

E. Suggestions: _____

---Thank You---

Questionnaire Set - III (Parents Survey)

Dear Parents,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. Congratulations on completing your program of study at our KIIT - Deemed to be University.

We request you to voluntarily participate in the Parents Survey and share your feedback with us. Your thoughtful responses will be helpful for quality improvement.

All the participants assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality.

Thank you for helping make KIIT-DU the best that it can be for future generations.

A. *School Name:* _____

B. Semester: *:* _____

C. *Mark [✓] your response on each question / statement by rating on the scale of 1-5, which best describes KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024. The following statements related to your experience with the KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024 where: 1 - Below Average [1]; 2 - Average [2]; 3 - Good [3]; 4 - Very Good [4]; 5 - Excellent [5]*

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
1	*Admission Procedure*	☐	☐	☐	☐	☐
2	*Teaching-learning process*	☐	☐	☐	☐	☐
3	*Competence and commitment of faculty*	☐	☐	☐	☐	☐
4	*Tutor-mentoring system*	☐	☐	☐	☐	☐
5	*Environment and ambiance*	☐	☐	☐	☐	☐
6	*Infrastructure facilities*	☐	☐	☐	☐	☐
7	*Learning resources (Laboratory, Library, Internet etc.)*	☐	☐	☐	☐	☐
8	*Health care facilities*	☐	☐	☐	☐	☐
9	*Sports, games and other extracurricular facilities*	☐	☐	☐	☐	☐
10	*Support services (Hostel, Transport, Canteen, etc.)*	☐	☐	☐	☐	☐
11	*Training and Placement*	☐	☐	☐	☐	☐
12	*Timely publication of results*	☐	☐	☐	☐	☐
13	*Grievance redressal*	☐	☐	☐	☐	☐
14	*Attitude of the employees*	☐	☐	☐	☐	☐
15	*Parental pride and respect for the Deemed University*	☐	☐	☐	☐	☐

D. Suggestions: _____

---Thank You---

Questionnaire Set - IV (Employer Survey)

Dear Employer,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. Thank you for considering for recruitment drive at our KIIT - Deemed to be University.

We request you to voluntarily participate in the Employer Survey and share your feedback with us. Your thoughtful responses will be helpful for quality improvement.

All the participants assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality.

Thank you for helping make KIIT-DU the best that it can be for future generations.

A. *Company Name:* _____

B. *Date of Assessment:* _____

C. *Mark [✓] your response on each question / statement by rating on the scale of 1-5, which best describes KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024. The following statements related to your experience with the KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024 where: 1 - Below Average [1]; 2 - Average [2]; 3 - Good [3]; 4 - Very Good [4]; 5 - Excellent [5]*

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
1	*Technical Knowledge/Skills*	☐	☐	☐	☐	☐
2	*Communication Skills*	☐	☐	☐	☐	☐
3	*Personal interest & Involvement*	☐	☐	☐	☐	☐
4	*Innovativeness & Creativity*	☐	☐	☐	☐	☐
5	*Responsible & Reliable*	☐	☐	☐	☐	☐
6	*Effective team member / leader*	☐	☐	☐	☐	☐
7	*Effectively address work place problems*	☐	☐	☐	☐	☐
8	*Overall contribution to meet organizational goal*	☐	☐	☐	☐	☐
9	*Course curriculum*	☐	☐	☐	☐	☐
10	*Training of the students*	☐	☐	☐	☐	☐
11	*Attitude of University Employees?*	☐	☐	☐	☐	☐
12	*Hospitality and logistics support?*	☐	☐	☐	☐	☐

D. Suggestions: _____

---Thank You---

Questionnaire Set - V (Students Survey on Facilities)

Dear Students,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. Congratulations for opting to pursue your program of study at our KIIT - Deemed to be University.

We request you to voluntarily participate in the Students Survey on facilities and share your feedback with us. Your thoughtful responses will be helpful for quality improvement.

All the participants assured that their responses would remain anonymous, with no personally identifiable information collected or disclosed, thereby ensuring complete confidentiality.

Thank you for helping make KIIT-DU the best that it can be for future generations.

A. *School Name:* _____

B. *Mark [✓] your response on each question / statement by rating on the scale of 1-5, which best describes KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024. The following statements related to your experience with the KIIT - Deemed to be university Patia Bhubaneswar Odisha 751024 where: 1 - Strongly disagree [1]; 2 - Disagree [2]; 3 - Neutral [3]; 4 - Agree [4]; 5 - Strongly agree [5]*

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
1	*The lighting, ventilation and acoustics and audio-vidual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.*	☐	☐	☐	☐	☐
2	*The students have access to research and development facilities of the school and/or university.*	☐	☐	☐	☐	☐
3	*University provides excellent career development and placement facilities*	☐	☐	☐	☐	☐
4	*The sanitation standard in the campus is excellent*	☐	☐	☐	☐	☐
5	*Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.*	☐	☐	☐	☐	☐
6	*Students have access to digital library from anywhere*	☐	☐	☐	☐	☐
7	*The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained*	☐	☐	☐	☐	☐
8	*The hostel staff are student-friendly*	☐	☐	☐	☐	☐
9	*Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor games, and outdoor games meet the requirements of amateurs and professionals.*	☐	☐	☐	☐	☐

		Choice Scores				
Sl. No	**Questionnaire**	**1**	**2**	**3**	**4**	**5**
10	*Student-administered societies are functional and the atmosphere is usually inviting*	☐	☐	☐	☐	☐
11	*The availability of a computer/laptop/softwares for use at any time is never an issue*	☐	☐	☐	☐	☐
12	*Internet connectivity is everywhere in the University campus.*	☐	☐	☐	☐	☐
13	*Medical facilities are of good quality and can be availed by students.*	☐	☐	☐	☐	☐

C. Suggestions: _____

---Thank You---