

FEEDBACK

FROM STAKEHOLDERS

2025–2026

INTERNAL QUALITY
ASSURANCE CELL

IQAC



**KALINGA INSTITUTE OF INDUSTRIAL
TECHNOLOGY (KIIT)**

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



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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 2026 were surveyed using a 29-item Alumni Survey - 2026 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 - 2026 instrument. The All-important data frequency distribution is presented in Figure 2a-w. 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 - 2026 questionnaire was distributed and final sample comprised 12517 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 - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ASQ-01	<i>How proficient are you in mathematics and basic sciences?</i>	4.56	91.20%	84.61%
2	ASQ-02	<i>How advanced are your engineering and technical concepts and knowledge?</i>	4.39	87.80%	82.62%
3	ASQ-03	<i>How well are you able to integrate your concepts and knowledge for solving complex problems or design systems/products?</i>	4.69	93.80%	91.56%
4	ASQ-04	<i>How well can you design and perform experiments leading to new study and innovations?</i>	4.56	91.20%	88.56%
5	ASQ-05	<i>How proficient are you in analyzing facts and figures and drawing relevant conclusions in your profession?</i>	4.57	91.40%	87.21%
6	ASQ-06	<i>How proficient are you in using modern engineering and IT tools and resources?</i>	4.62	92.40%	90.27%
7	ASQ-07	<i>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?</i>	4.33	86.60%	76.55%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
8	ASQ-08	<i>How well can you predict the upcoming changes and challenges in your profession based on current scenarios nationally and globally?</i>	4.63	92.60%	92.51%
9	ASQ-09	<i>How strongly do you feel the need for sustainable development in different contexts?</i>	4.73	94.60%	91.34%
10	ASQ-10	<i>How well can you apply and realize the need and importance of engineering professionalism, responsibility and ethical standards?</i>	4.6	92.00%	92.15%
11	ASQ-11	<i>How comfortable are you working in international/Global Environment?</i>	4.63	92.60%	90.30%
12	ASQ-12	<i>How well can you communicate your ideas, findings and inferences to a range of audiences orally and through written form?</i>	4.53	90.60%	89.29%
13	ASQ-13	<i>How strongly well do you perform as a member of diverse teams?</i>	4.61	92.20%	86.48%
14	ASQ-14	<i>How capable are you in building teams and leading them?</i>	4.63	92.60%	88.15%
15	ASQ-15	<i>How well can you manage projects? (Setting goals, building teams, team management, planning, project execution, etc.)</i>	4.69	93.80%	92.96%
16	ASQ-16	<i>How strongly do you believe in the need and importance of higher studies, self and life-long learning?</i>	4.6	92.00%	89.56%
17	ASQ-17	<i>How far do you think your study in KIIT-DU has prepared you for attaining the Program Educational Objectives (corresponding to your program)</i>	4.50	90.00%	86.11%
18	ASQ-18	<i>How far do you agree to recommend our institution to others.</i>	4.52	90.40%	86.35%

The Alumni Survey 2025–26 indicates a highly positive perception among graduates regarding the knowledge, skills, professional competencies, and overall educational experience gained during their study at KIIT-DU. The mean scores for all items ranged from 4.33 to 4.73 on a 5-point scale, demonstrating strong satisfaction and confidence among alumni. Agreement levels ranged from 76.55% to 92.96%, reflecting broad consensus regarding the effectiveness of the University's academic and professional preparation.

The findings of item Code - ASQ-01 (Mean Score - 4.56, i.e. 91.20%; Agreed by 84.61% respondents) indicate that alumni perceive themselves to possess strong proficiency in mathematics and basic sciences. The high score reflects the effectiveness of the University's foundational curriculum in developing analytical abilities and scientific reasoning skills that are essential for professional practice and advanced studies. Similarly, item Code - ASQ-02 (Mean Score - 4.39, i.e. 87.80%; Agreed by 82.62% respondents) reveals that alumni have a high level of confidence in their engineering and technical knowledge. This suggests that the curriculum effectively equips graduates with discipline-specific concepts and technical competencies required for industry engagement and higher education. A particularly encouraging outcome is observed in item Code - ASQ-03 (Mean Score - 4.69, i.e. 93.80%; Agreed by 91.56% respondents), which emerged as one of the highest-rated parameters. The result indicates that alumni are highly confident in integrating theoretical concepts and practical knowledge to solve complex engineering problems and design systems or products. This reflects the University's success in fostering critical thinking, innovation, and problem-solving capabilities. Likewise, item Code - ASQ-04 (Mean Score - 4.56, i.e. 91.20%; Agreed by 88.56% respondents) demonstrates strong confidence among alumni in designing and conducting experiments that contribute to innovation and new knowledge generation. The finding highlights the institution's emphasis on experiential learning, laboratory exposure, and research-oriented education. The responses to item Code - ASQ-05 (Mean Score - 4.57, i.e. 91.40%; Agreed by 87.21% respondents) indicate that alumni possess strong abilities in analyzing data, interpreting facts and figures, and drawing meaningful conclusions. This underscores the effectiveness of the University's efforts in developing analytical and evidence-based decision-making skills. In the same vein, item Code - ASQ-06 (Mean Score - 4.62, i.e. 92.40%; Agreed by 90.27% respondents) reflects a high level of competence in the use of modern engineering and information technology tools. Alumni perceive themselves as well-prepared to utilize contemporary technologies and resources necessary for success in rapidly evolving professional environments. Although item Code - ASQ-07 (Mean Score - 4.33, i.e. 86.60%; Agreed by 76.55% respondents) received the lowest score among all survey items, the result remains highly positive. The findings suggest that alumni are comparatively less confident in assessing the broader societal, legal, health, safety, economic, and environmental implications of engineering solutions and professional practices. This highlights a potential area for further enhancement through greater emphasis on interdisciplinary learning, sustainability, ethics, and societal impact assessment within academic programmes. Furthermore, item Code - ASQ-08 (Mean Score - 4.63, i.e. 92.60%; Agreed by 92.51% respondents) demonstrates that alumni

possess strong confidence in anticipating emerging changes and challenges within their professions. The high rating reflects the institution's commitment to exposing students to evolving technologies, industry trends, and global developments, thereby preparing them to adapt effectively to future professional demands.

The responses to item Code - ASQ-09 (Mean Score - 4.73, i.e. 94.60%; Agreed by 91.34% respondents) represent the highest mean score recorded in the survey. The findings indicate that alumni strongly recognize the importance of sustainable development across diverse social, economic, environmental, and professional contexts. Such a high level of agreement reflects the University's success in integrating sustainability principles, environmental consciousness, and social responsibility into both academic curricula and co-curricular activities, thereby fostering responsible citizenship among graduates. Similarly, item Code - ASQ-10 (Mean Score - 4.6, i.e. 92.00%; Agreed by 92.15% respondents) demonstrates that alumni possess a strong understanding of engineering professionalism, ethical conduct, and professional responsibilities. The high score suggests that ethical values and professional standards are effectively embedded within the educational experience, enabling graduates to approach their professional careers with integrity, accountability, and a sense of responsibility towards society. The findings of item Code - ASQ-11 (Mean Score - 4.63, i.e. 92.60%; Agreed by 90.30% respondents) reveal that alumni feel highly comfortable working in international and global environments. This positive perception reflects the University's efforts to provide global exposure through international collaborations, multicultural learning opportunities, exchange programmes, and interactions with diverse academic and professional communities. Such experiences appear to have significantly enhanced graduates' readiness to perform effectively in a globalized workforce.

Likewise, item Code - ASQ-12 (Mean Score - 4.53, i.e. 90.60%; Agreed by 89.29% respondents) indicates that alumni possess strong communication skills in both oral and written forms. The findings suggest that the University has been successful in developing graduates' ability to articulate ideas, present findings, and communicate effectively with varied audiences. This achievement may be attributed to the emphasis placed on presentations, project-based learning, technical writing, group discussions, and professional interactions throughout the academic journey. The responses to item Code - ASQ-13 (Mean Score - 4.61, i.e. 92.20%; Agreed by 86.48% respondents) demonstrate that alumni are confident in their ability to function effectively as members of diverse teams. The result highlights the University's contribution to nurturing collaboration, adaptability, interpersonal skills, and mutual respect

among students, all of which are essential competencies in contemporary multidisciplinary and multicultural work environments. A similarly positive perception is reflected in item Code - ASQ-14 (Mean Score - 4.63, i.e. 92.60%; Agreed by 88.15% respondents), which indicates that alumni feel confident in their ability to build, coordinate, and lead teams. The high score reflects the opportunities provided by the University through project work, student organizations, leadership roles, and collaborative learning experiences that help develop managerial and leadership competencies among students. Another highly rated parameter is item Code - ASQ-15 (Mean Score - 4.69, i.e. 93.80%; Agreed by 92.96% respondents), which emerged as one of the strongest areas of alumni confidence. The findings indicate that graduates possess strong capabilities in project planning, goal setting, team management, execution, and leadership. This outcome reflects the effectiveness of the University's experiential learning ecosystem and project-based educational approaches in preparing students to manage complex tasks and responsibilities in professional settings.

The responses to item Code - ASQ-16 (Mean Score - 4.6, i.e. 92.00%; Agreed by 89.56% respondents) indicate that alumni strongly acknowledge the importance of higher studies, self-development, and lifelong learning. The high score demonstrates the University's success in cultivating a culture of continuous learning, intellectual curiosity, and professional growth, thereby encouraging graduates to remain adaptive and competitive in an evolving knowledge-based economy. Furthermore, item Code - ASQ-17 (Mean Score - 4.5, i.e. 90.00%; Agreed by 86.11% respondents) reveals that alumni believe their education at KIIT-DU has substantially contributed towards the attainment of the Program Educational Objectives (PEOs). The positive perception validates the effectiveness of the University's curriculum design, teaching-learning processes, and outcome-based education framework in achieving the intended educational outcomes. Finally, item Code - ASQ-18 (Mean Score - 4.52, i.e. 90.40%; Agreed by 86.35% respondents) indicates a strong willingness among alumni to recommend KIIT-DU to prospective students and others. The high level of endorsement reflects overall satisfaction with the quality of education, institutional support systems, learning environment, professional development opportunities, and career preparedness offered by the University. Such positive feedback serves as a strong indicator of alumni trust and confidence in the institution's academic ecosystem.

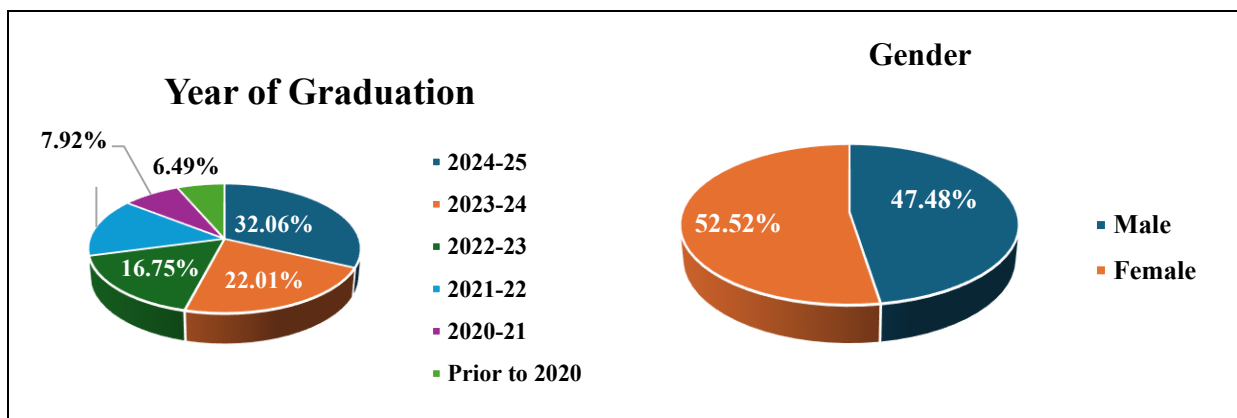


Figure 2a: Graduation year wise and Gender wise Distribution of Alumni students in Alumni Survey 2026

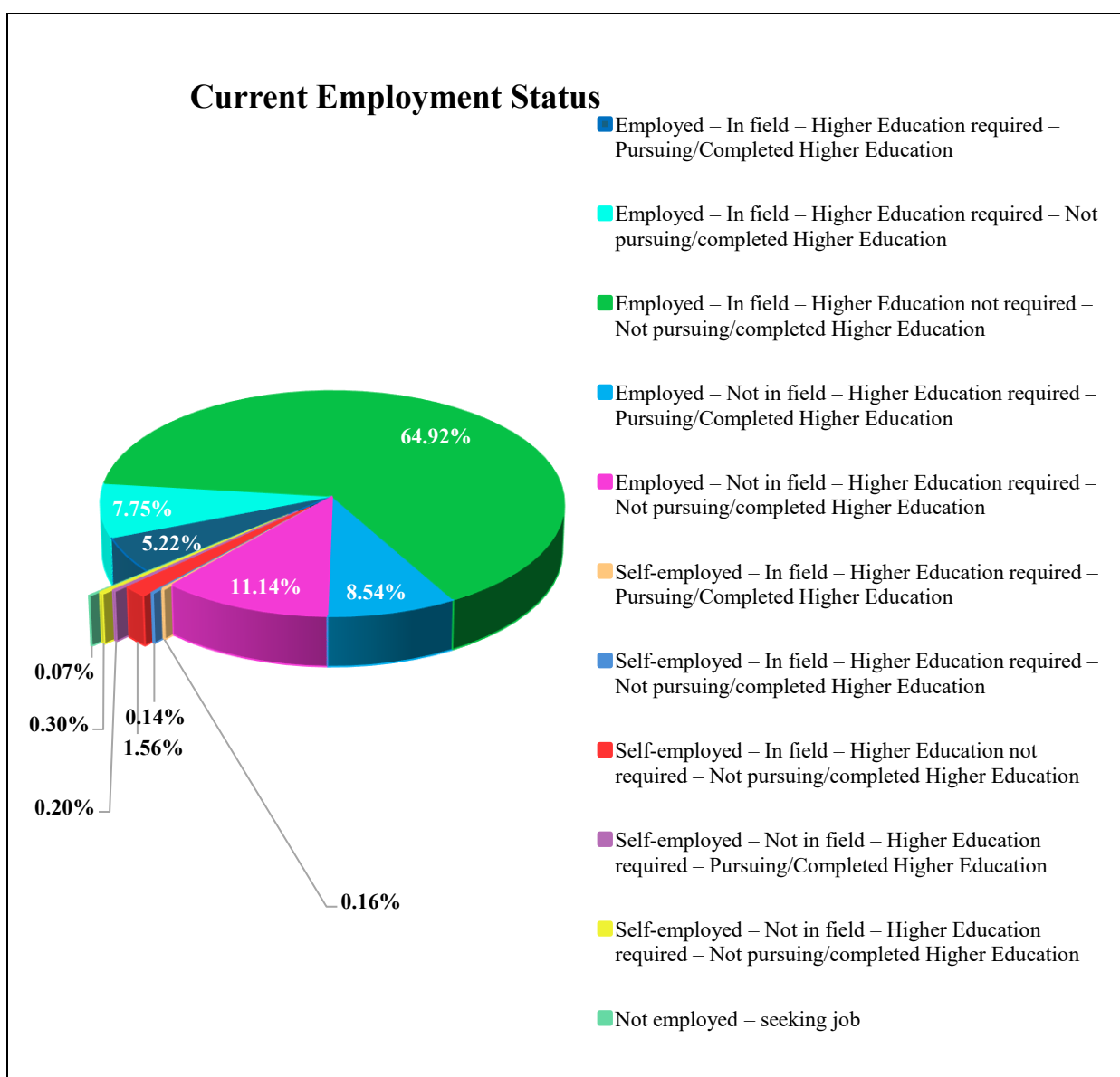


Figure 2b: Employment Distribution of Alumni students during Alumni Survey-2026

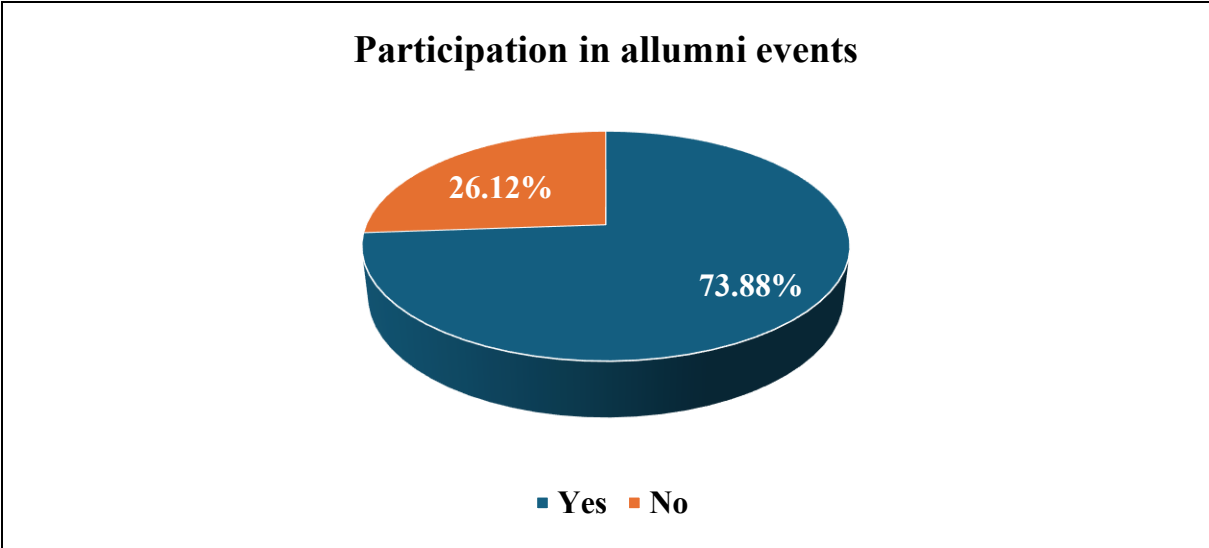


Figure 2c: Participation of Alumni in events organized by the University

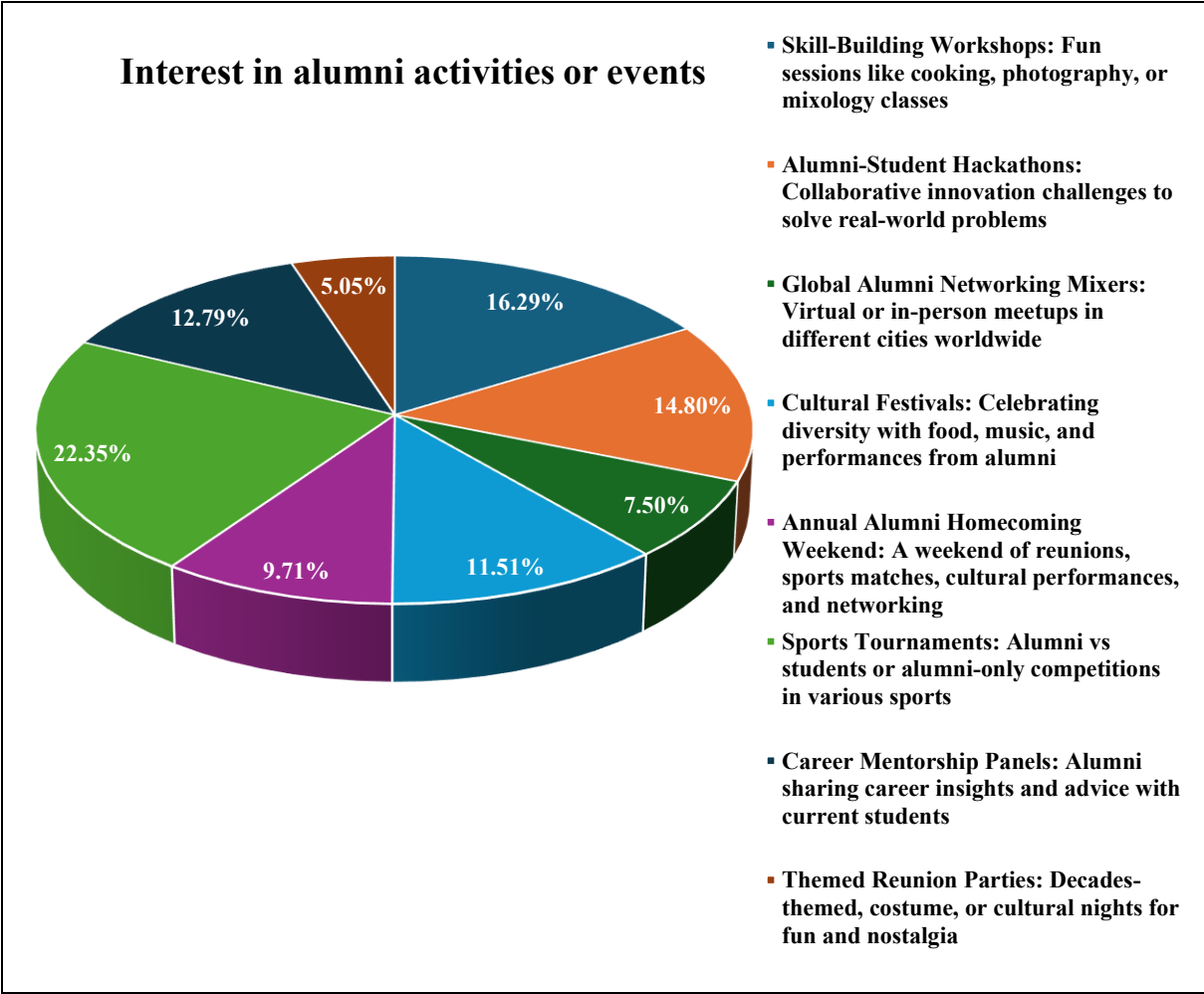


Figure 2d: Frequency Distribution of Responses on Preferred Alumni Activities and Events for Future Participation

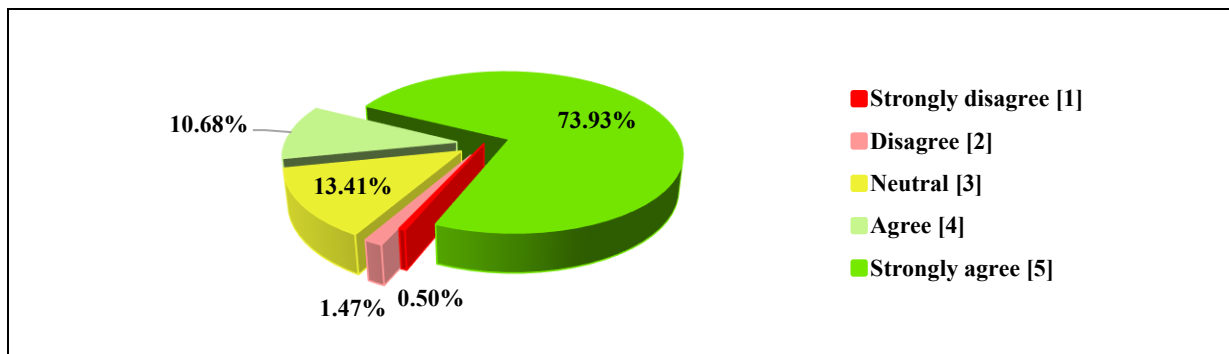


Figure 2e: Frequency Distribution of Responses on Proficiency in Mathematics and Basic Sciences (ASQ-01)

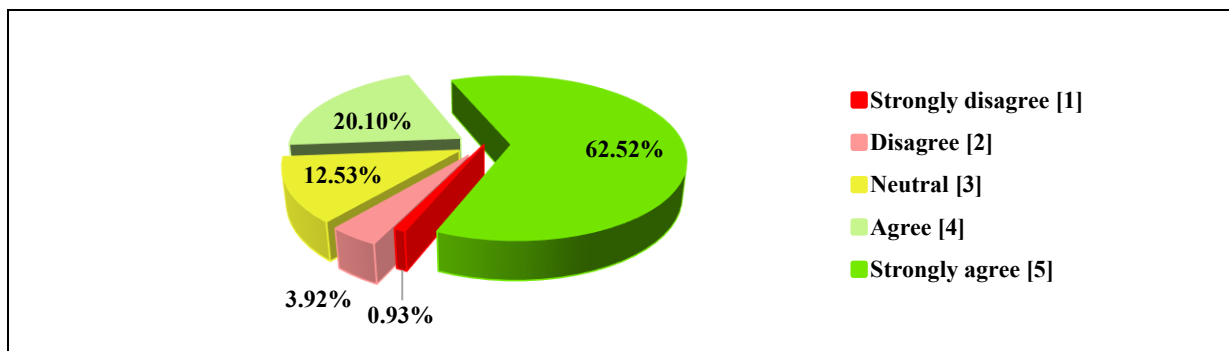


Figure 2f: Frequency Distribution of Responses on Engineering and Technical Concepts Knowledge (ASQ-02)

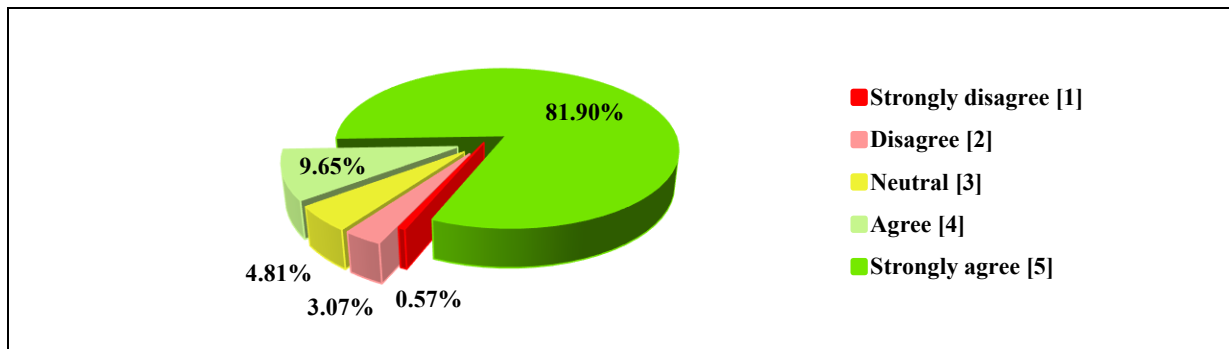


Figure 2g: Frequency Distribution of Responses on Ability to Integrate Knowledge for Complex Problem Solving and Design (ASQ-03)

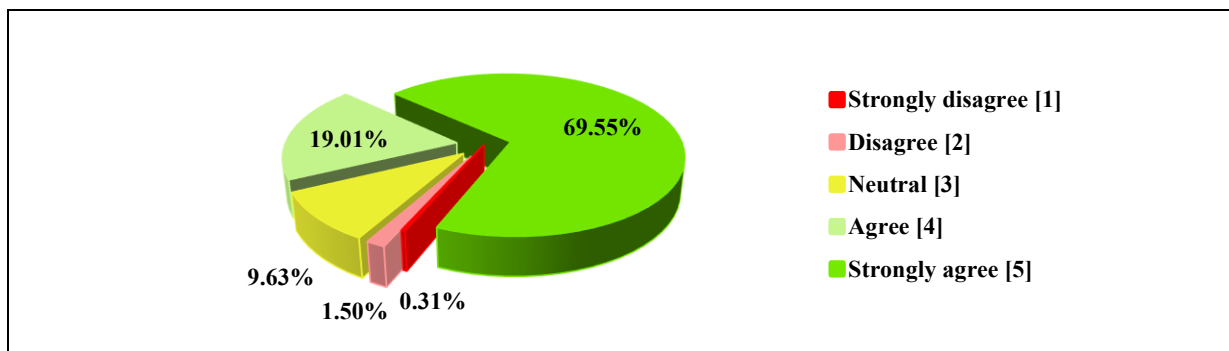


Figure 2h: Frequency Distribution of Responses on Ability to Design and Perform Experiments for Innovation (ASQ-04)

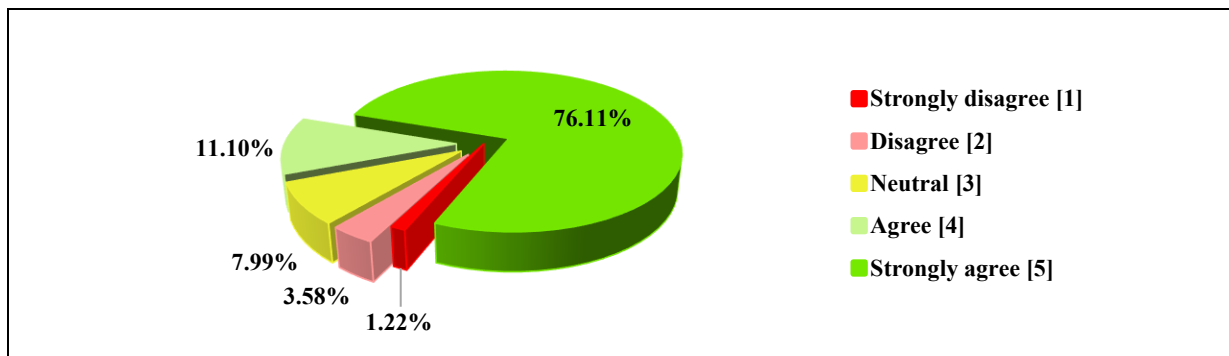


Figure 2i: Frequency Distribution of Responses on Ability to Analyze Data and Draw Professional Conclusions (ASQ-05)

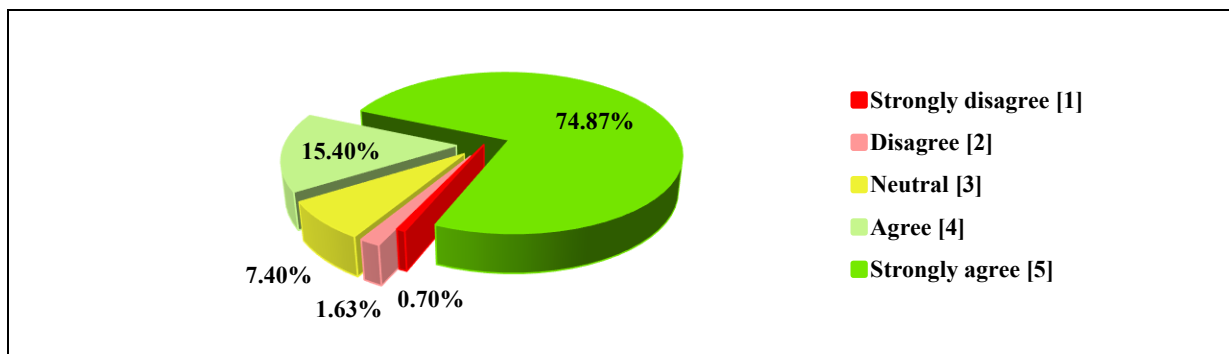


Figure 2j: Frequency Distribution of Responses on Proficiency in Using Modern Engineering and IT Tools (ASQ-06)

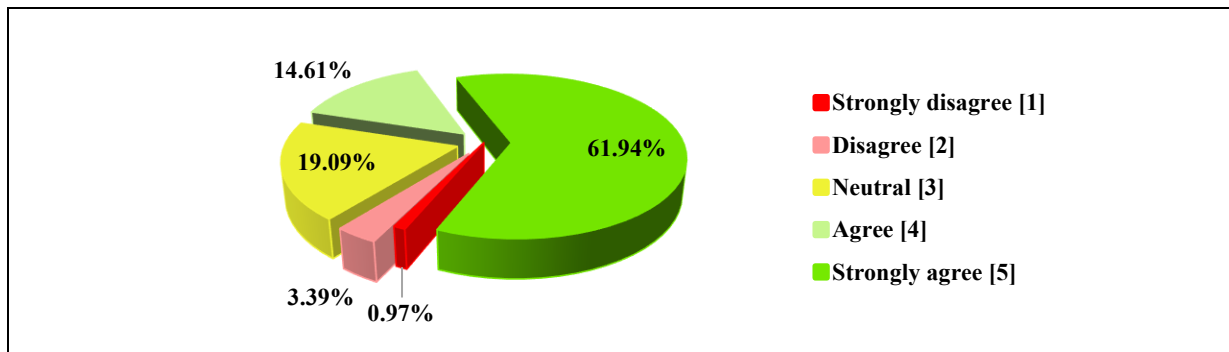


Figure 2k: Frequency Distribution of Responses on Awareness of Limitations and Societal/Environmental Impact of Engineering Solutions (ASQ-07)

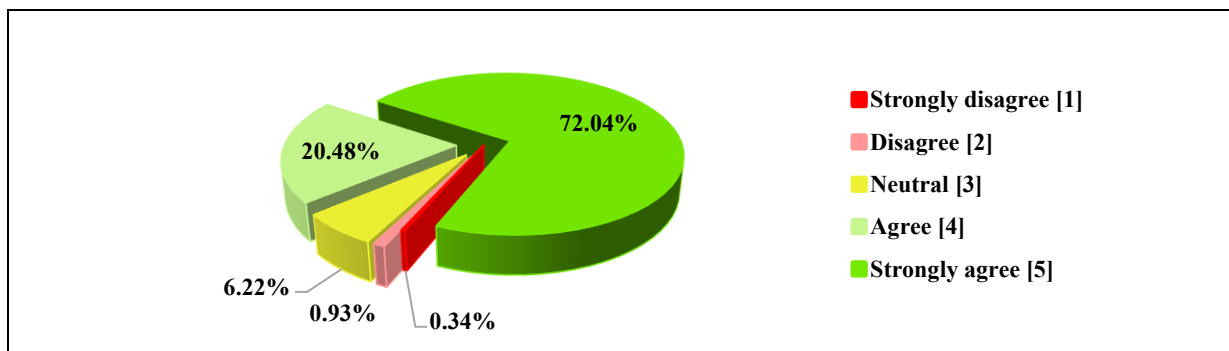


Figure 2l: Frequency Distribution of Responses on Ability to Anticipate Future Changes and Challenges in the Profession (ASQ-08)

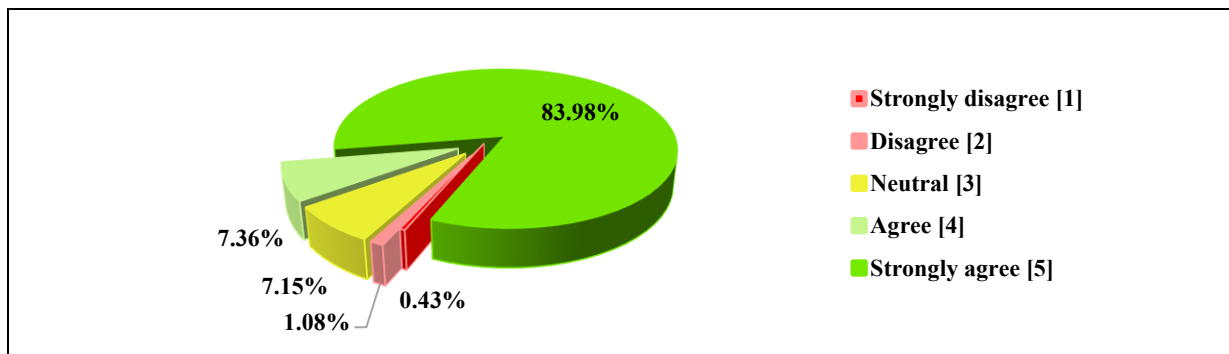


Figure 2m: Frequency Distribution of Responses on Perceived Need for Sustainable Development (ASQ-09)

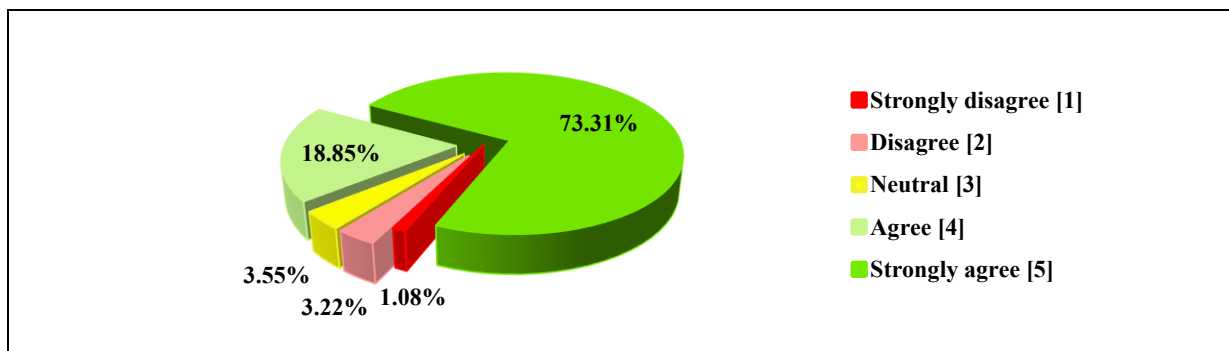


Figure 2n: Frequency Distribution of Responses on Engineering Professionalism, Responsibility, and Ethical Standards (ASQ-10)

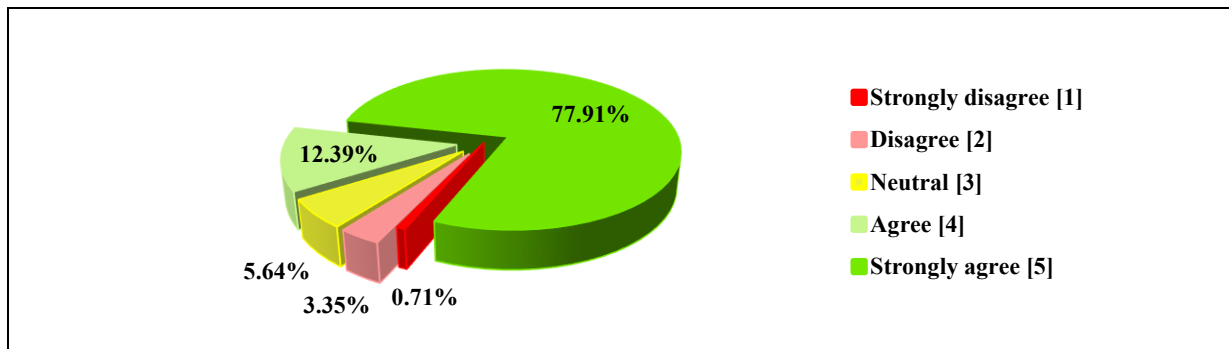


Figure 2o: Frequency Distribution of Responses on Comfort Working in a Global/International Environment (ASQ-11)

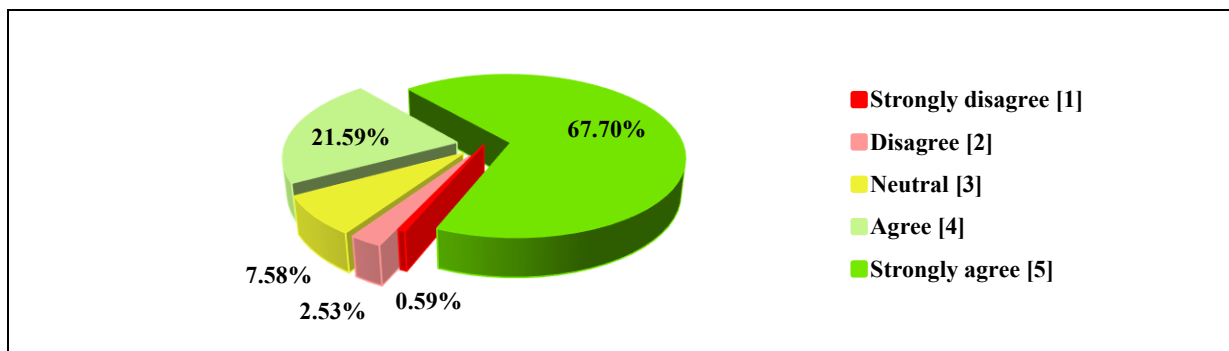


Figure 2p: Frequency Distribution of Responses on Communication Skills (Oral and Written) Across Audiences (ASQ-12)

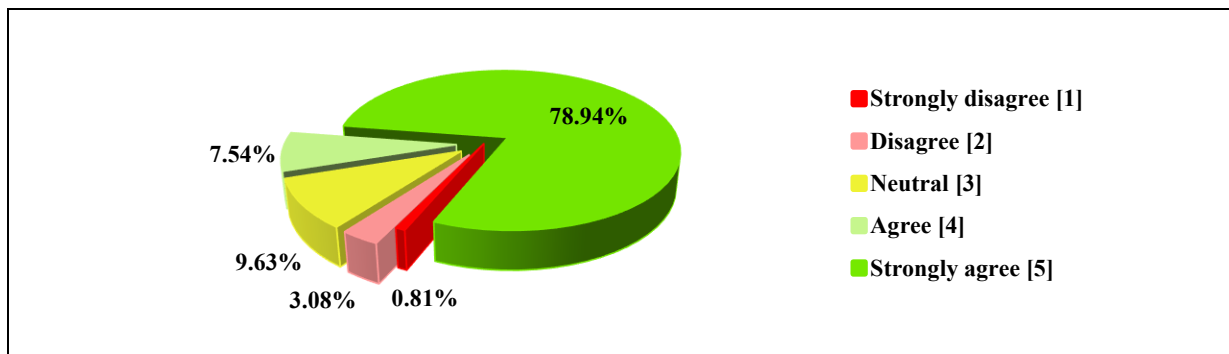


Figure 2q: Frequency Distribution of Responses on Effectiveness as a Member of Diverse Teams (ASQ-13)

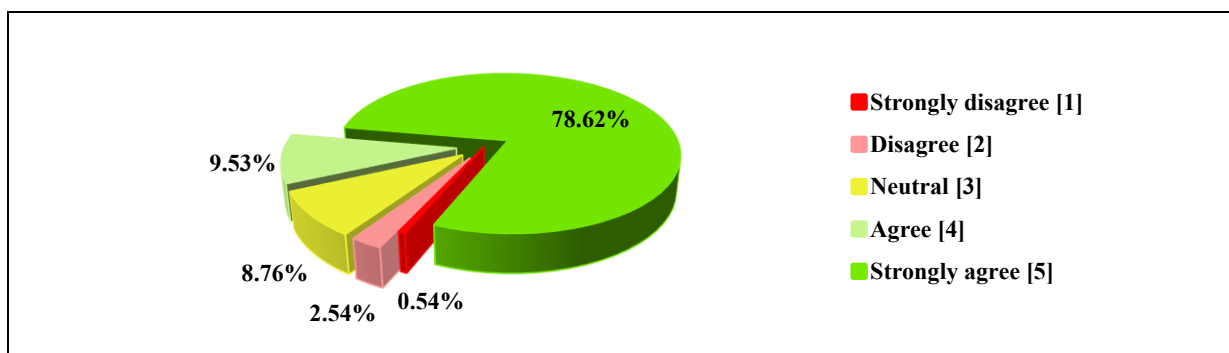


Figure 2r: Frequency Distribution of Responses on Team Building and Leadership Capability (ASQ-14)

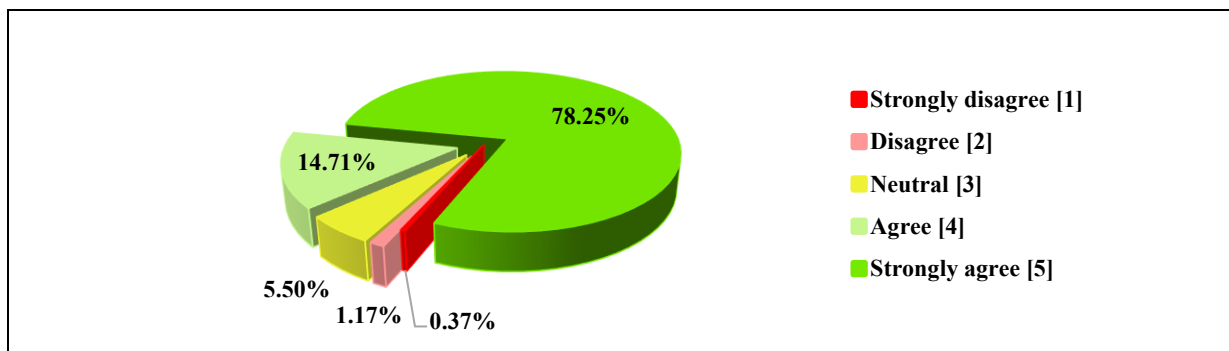


Figure 2s: Frequency Distribution of Responses on Project Management Competence (Goals, Planning, Execution, Team Management) (ASQ-15)

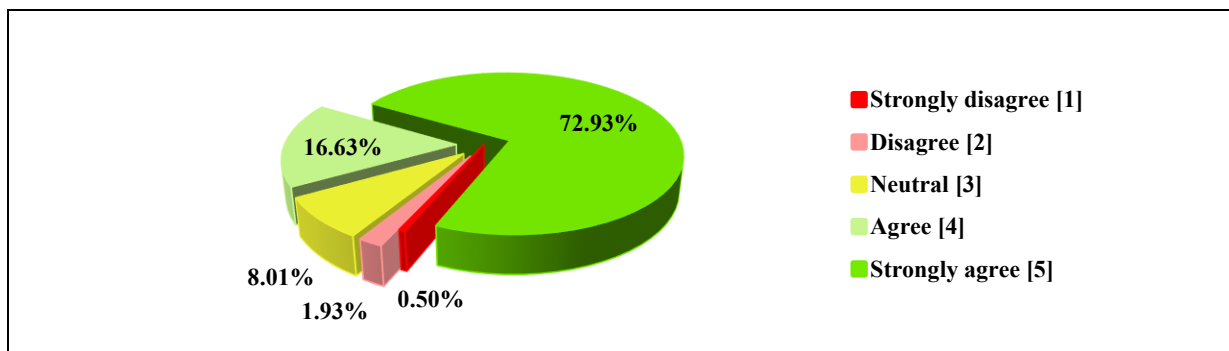


Figure 2t: Frequency Distribution of Responses on Belief in Higher Studies and Lifelong Learning (ASQ-16)

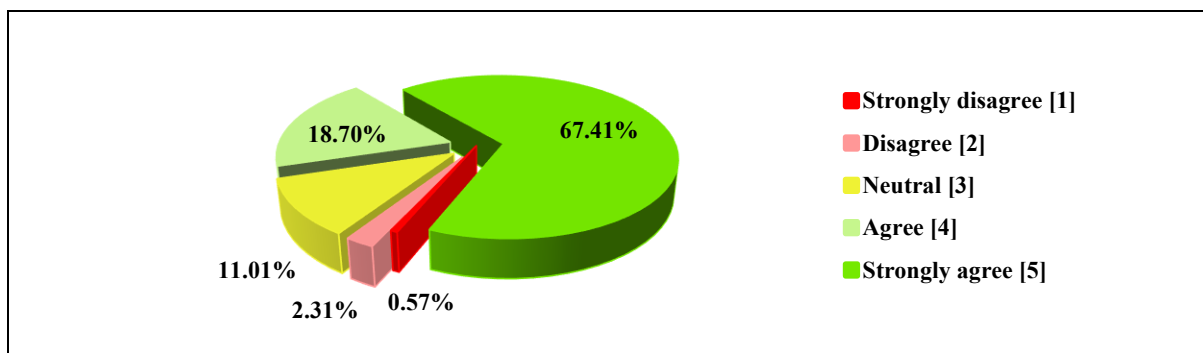


Figure 2u: Frequency Distribution of Responses on KIIT-DU Preparation for Attaining Program Educational Objectives (PEOs) (ASQ-17)

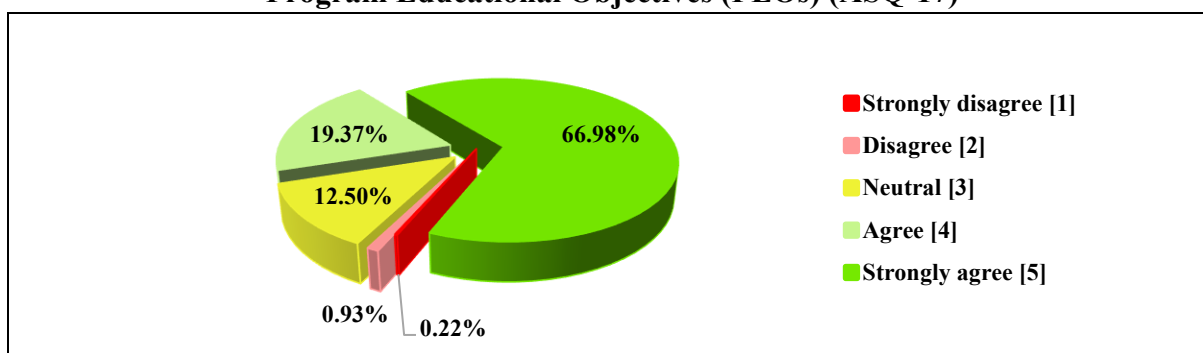


Figure 2v: Frequency Distribution of Responses on Willingness to Recommend the Institution to Others (ASQ-18)

Overall Analysis

The Alumni Survey 2025–26 reveals exceptionally positive outcomes, with all mean scores exceeding 4.30 out of 5.00 and most items surpassing 90% satisfaction levels. The strongest areas identified include sustainable development awareness (ASQ-09), project management skills (ASQ-15), problem-solving capability (ASQ-03), future readiness (ASQ-08), leadership skills (ASQ-14), and global competency (ASQ-11). These findings demonstrate that KIIT-DU is effectively preparing graduates with the technical expertise, professional ethics, leadership qualities, and lifelong learning mindset required in contemporary professional environments.

The comparatively lower score observed for ASQ-07 suggests the need for additional emphasis on societal, environmental, legal, health, and safety dimensions of engineering practice. Nevertheless, the score remains highly positive and indicates a generally strong awareness among alumni. Overall, the survey results affirm that KIIT-DU has successfully achieved its educational mission by producing competent, socially responsible, ethically conscious, globally competitive, and professionally capable graduates. The high recommendation rate and strong alignment with Program Educational Objectives further validate the effectiveness of the University's academic ecosystem and student development initiatives.

Alumni Survey 2025-26

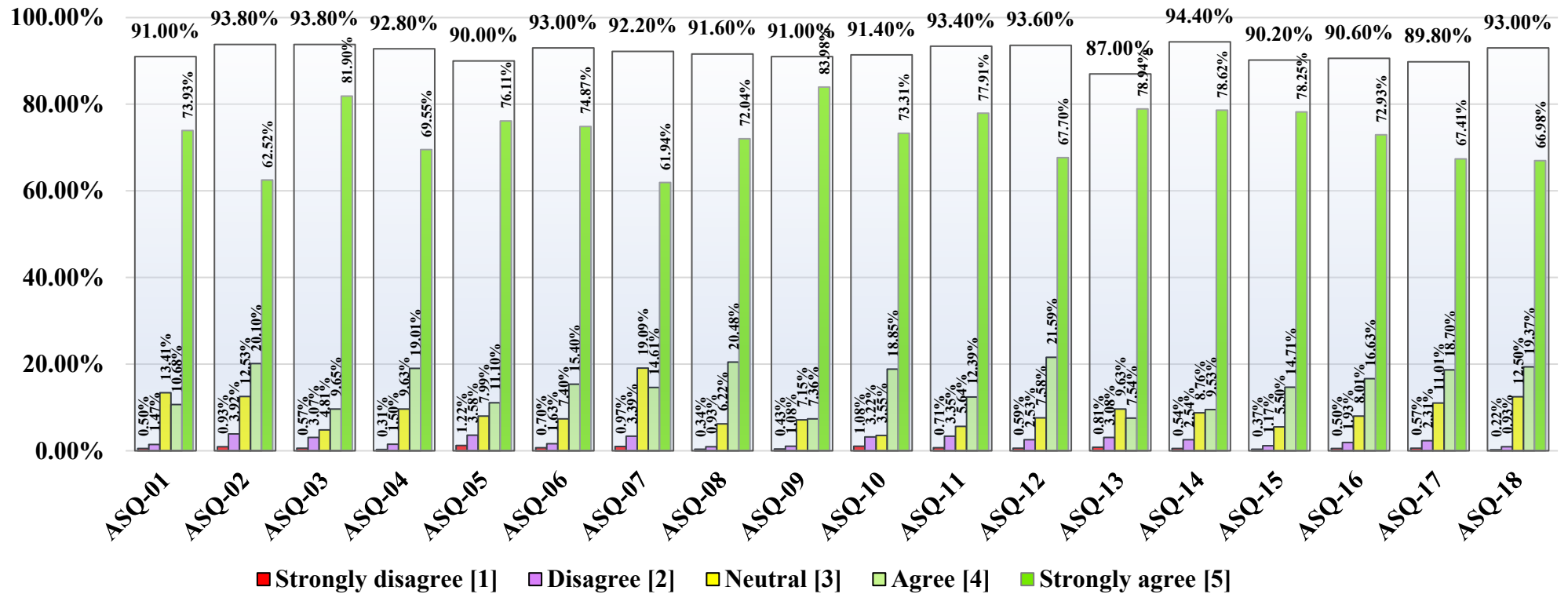


Figure – 2w: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Alumni survey - 2026

3 GRADUATE EXIT SURVEY

Students graduating in 2026 were surveyed using a 20-item Graduate Exit Survey - 2026 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 Graduate Exit Survey - 2026 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 - 2026 questionnaire was distributed and the final sample comprised 6811 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 3: Codification & Descriptive Statistics of Graduate Exit Survey - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	GSQ-01	<i>How far are you proficient in mathematics, basic sciences and engineering sciences?</i>	4.53	90.60%	80.05%
2	GSQ-02	<i>How strong do you feel are your concepts in core courses pertaining to your program of study?</i>	4.62	92.40%	92.51%
3	GSQ-03	<i>How successfully are you able to perform experiments, record, analyze and interpret data?</i>	4.62	92.40%	87.62%
4	GSQ-04	<i>How well can you perceive, analyze and solve complex problems in your domain of study?</i>	4.58	91.60%	91.98%
5	GSQ-05	<i>How well are you able to design products, prototypes and systems satisfying given specifications pertaining to your program of study?</i>	4.51	90.20%	87.87%
6	GSQ-06	<i>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?</i>	4.52	90.40%	79.74%

SI No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
7	GSQ-07	<i>How well are you familiar with research methodology, and modern engineering tools for performing complex experiments, project work and research activities?</i>	4.62	92.40%	88.00%
8	GSQ-08	<i>How well have you been involved as a member in group /team activities in sessional courses, labs and projects?</i>	4.68	93.60%	92.84%
9	GSQ-09	<i>How do you rate your ability as a team leader?</i>	4.6	92.00%	88.97%
10	GSQ-10	<i>How confident do you feel in executing tasks as an individual?</i>	4.55	91.00%	87.26%
11	GSQ-11	<i>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?</i>	4.42	88.40%	75.48%
12	GSQ-12	<i>How committed are you to professional ethics and responsibilities and norms of the engineering practice?</i>	4.59	91.80%	85.85%
13	GSQ-13	<i>How well are you able to make presentations, communicate your ideas in seminars, technical discussions and group activities?</i>	4.54	90.80%	87.40%
14	GSQ-14	<i>How well can you make documentations and reports pertaining to technical data, findings, analysis and inferences?</i>	4.66	93.20%	91.37%
15	GSQ-15	<i>How well do you consider are your project and associated financial management skills?</i>	4.62	92.40%	91.53%
16	GSQ-16	<i>How strongly do you feel that you will need to engage in higher studies, self-learning as well as lifelong learning?</i>	4.59	91.80%	88.11%

The findings of **item Code - GSQ-04 (Mean Score - 4.58, i.e. 91.60%; Agreed by 91.98% respondents)** indicate that graduating students possess strong confidence in their ability to perceive, analyze, and solve complex problems within their domain of study. The high score reflects the effectiveness of the University's academic framework in developing critical thinking, analytical reasoning, and problem-solving competencies essential for professional success. Similarly, **item Code - GSQ-05 (Mean Score - 4.51, i.e. 90.20%; Agreed by 87.87% respondents)** reveals that students feel well-equipped to design products, prototypes, and systems that satisfy specified requirements within their disciplines. The findings suggest that

the curriculum successfully integrates theoretical knowledge with practical application, fostering innovation, creativity, and design-oriented thinking.

The responses to **item Code - GSQ-06 (Mean Score - 4.52, i.e. 90.40%; Agreed by 79.74% respondents)** indicate that students possess a good understanding of the limitations, feasibility, and broader implications of engineering solutions in social, cultural, health, economic, legal, and multidisciplinary contexts. Although the mean score remains highly positive, the comparatively lower agreement percentage suggests scope for strengthening interdisciplinary perspectives and contextual understanding of engineering practices.

The assessment of **item Code - GSQ-07 (Mean Score - 4.62, i.e. 92.40%; Agreed by 88.00% respondents)** demonstrates that graduating students are highly familiar with research methodologies and modern engineering tools used for experiments, project execution, and research activities. This reflects the University's emphasis on research-oriented learning, laboratory exposure, innovation, and practical skill development. A particularly encouraging outcome is observed in **item Code - GSQ-08 (Mean Score - 4.68, i.e. 93.60%; Agreed by 92.84% respondents)**, which emerged as one of the highest-rated parameters in the survey. The findings indicate that students have actively participated and performed effectively as members of groups and teams during laboratory courses, projects, and other academic activities. This demonstrates the institution's success in promoting collaborative learning, teamwork, and interpersonal effectiveness. Likewise, **item Code - GSQ-09 (Mean Score - 4.6, i.e. 92.00%; Agreed by 88.97% respondents)** reflects strong confidence among students regarding their ability to function as team leaders. The result highlights opportunities provided through project work, student activities, and collaborative assignments that nurture leadership and decision-making abilities. The responses to **item Code - GSQ-10 (Mean Score - 4.55, i.e. 91.00%; Agreed by 87.26% respondents)** indicate that students possess a high degree of confidence in executing tasks independently, reflecting the University's efforts in fostering self-reliance, accountability, and professional competence.

Although **item Code - GSQ-11 (Mean Score - 4.42, i.e. 88.40%; Agreed by 75.48% respondents)** received the lowest agreement percentage among the surveyed items, the result remains highly positive. Students demonstrate awareness of the societal and environmental implications of engineering solutions and recognize the importance of sustainable development. However, the comparatively lower agreement level suggests scope for further strengthening sustainability awareness and societal responsibility.

The findings of **item Code - GSQ-12 (Mean Score - 4.59, i.e. 91.80%; Agreed by 85.85% respondents)** demonstrate a strong commitment among students toward professional ethics, responsibilities, and accepted norms of engineering practice. Similarly, **item Code - GSQ-13 (Mean Score - 4.54, i.e. 90.80%; Agreed by 87.40% respondents)** indicates that students possess strong communication and presentation skills, enabling them to express ideas effectively in seminars, technical discussions, and group activities.

A highly positive perception is reflected in **item Code - GSQ-14 (Mean Score - 4.66, i.e. 93.20%; Agreed by 91.37% respondents)**, indicating that students are highly capable of preparing technical documentation, reports, and records related to data analysis and professional activities. The responses to **item Code - GSQ-15 (Mean Score - 4.62, i.e. 92.40%; Agreed by 91.53% respondents)** reveal strong confidence regarding project management and associated financial management skills, demonstrating the University's effectiveness in preparing graduates to manage projects and resources efficiently. Finally, **item Code - GSQ-16 (Mean Score - 4.59, i.e. 91.80%; Agreed by 88.11% respondents)** indicates that students strongly recognize the importance of higher studies, self-learning, and lifelong learning, reflecting the institution's success in fostering continuous professional development and intellectual growth.

Overall Analysis

The Graduate Exit Survey 2025–26 reflects highly positive perceptions among graduating students regarding the knowledge, skills, and professional competencies acquired during their studies at KIIT-DU. The mean scores ranged from **4.42 to 4.68**, corresponding to satisfaction levels between **88.40% and 93.60%**. The highest-rated areas include **team participation (GSQ-08)**, **technical documentation and reporting (GSQ-14)**, **project and financial management (GSQ-15)**, **research methodology and engineering tools (GSQ-07)**, **leadership ability (GSQ-09)**, and **lifelong learning orientation (GSQ-16)**. While relatively lower agreement levels were observed for **GSQ-06** and **GSQ-11**, the scores remain highly positive and highlight opportunities to further strengthen awareness of sustainability and the broader implications of engineering solutions. Overall, the findings affirm that KIIT-DU has effectively prepared graduates with the knowledge, skills, ethical values, leadership qualities, and lifelong learning mindset required for successful careers, higher studies, and responsible professional practice.

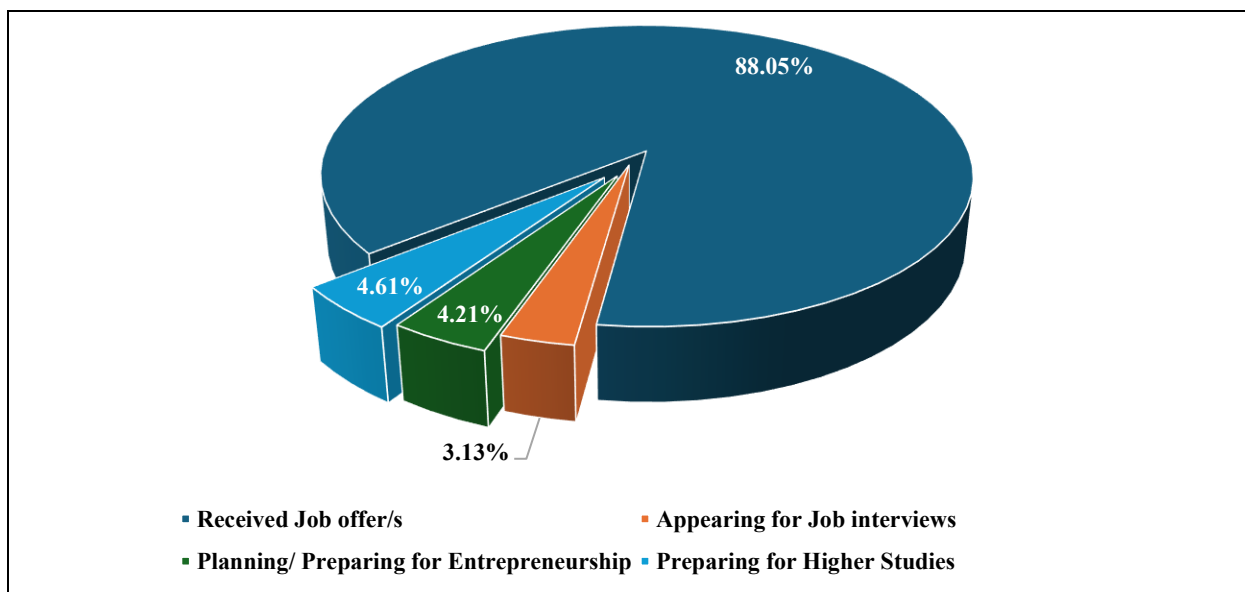


Figure 3a: Present Career/Academic Status of 2026 graduating students

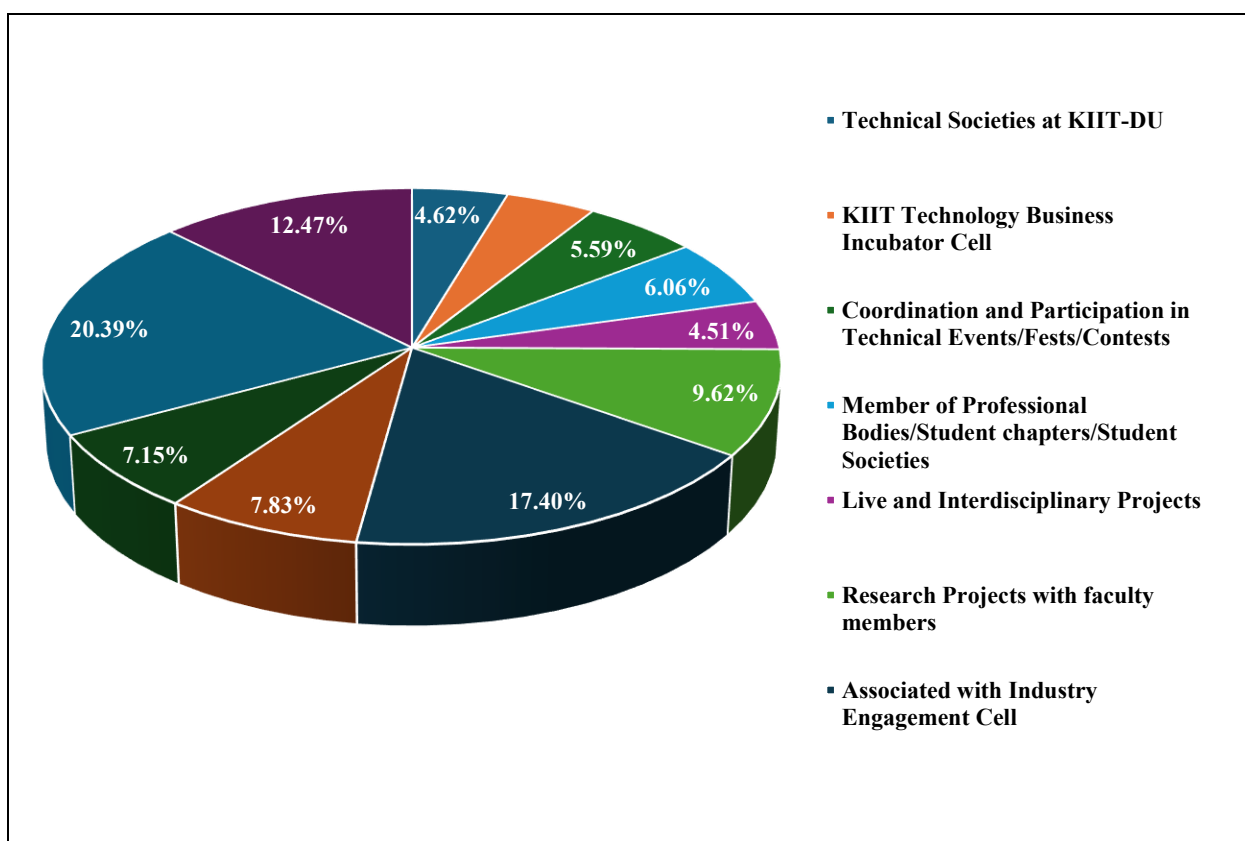


Figure 3b: Distribution of 2026 graduating students involvement during study

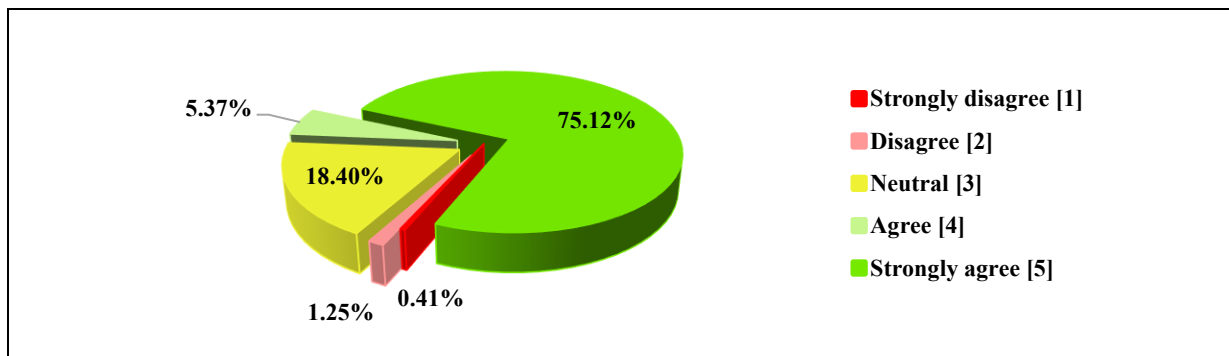


Figure 3c: GSQ-01: Competency in Mathematics, Basic Sciences, and Engineering Sciences

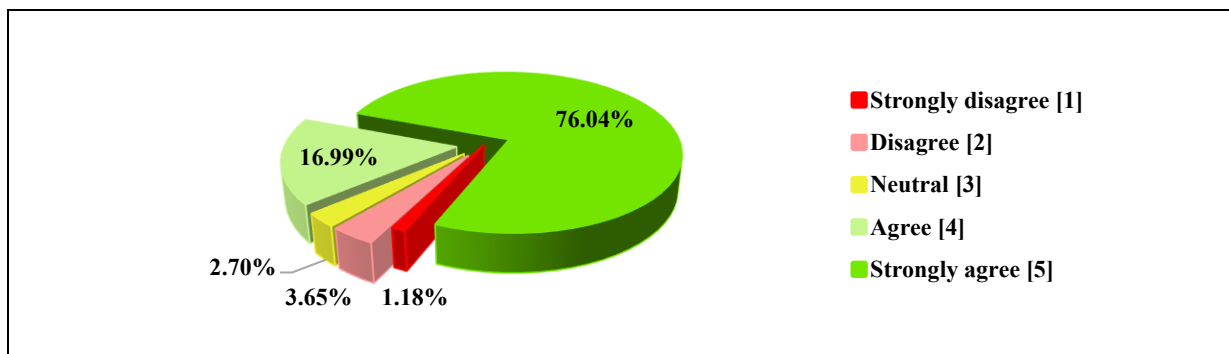


Figure 3d: GSQ-02 Confidence in Core Course Concepts of Their Program

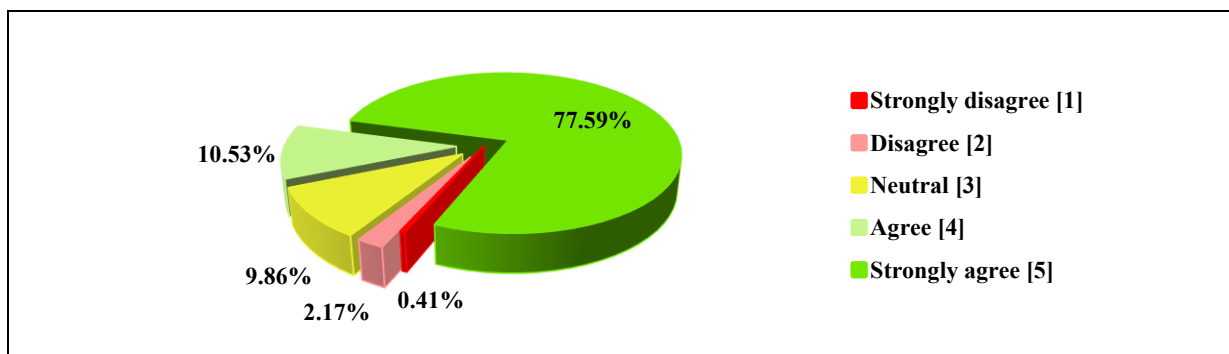


Figure 3e: GSQ-03 Competence in Experimentation, Data Recording, Analysis, and Interpretation

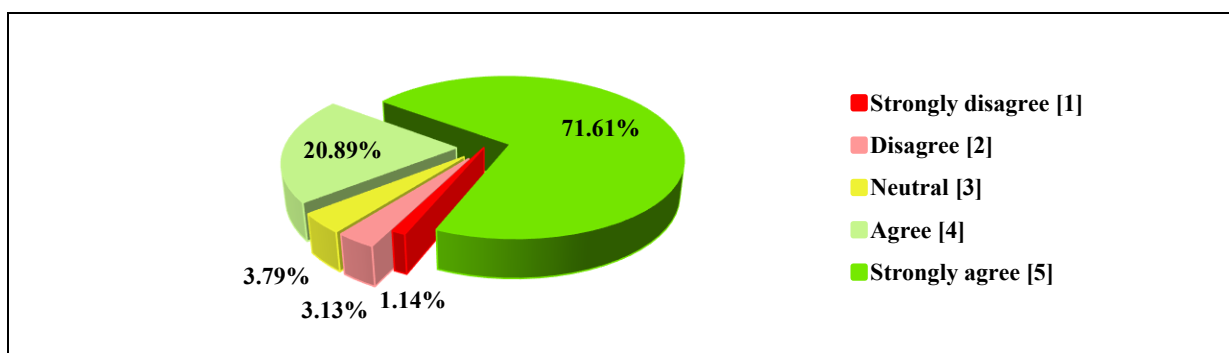


Figure 3f: GSQ-04 Complex Problem-Solving Skills in the Domain of Study

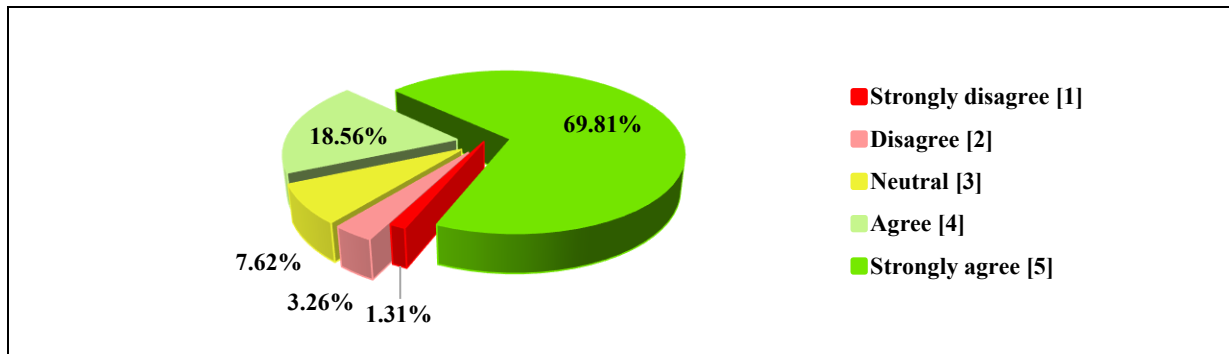


Figure 3g: GSQ-05 Ability to Design Products, Prototypes, and Systems as per Given Specifications

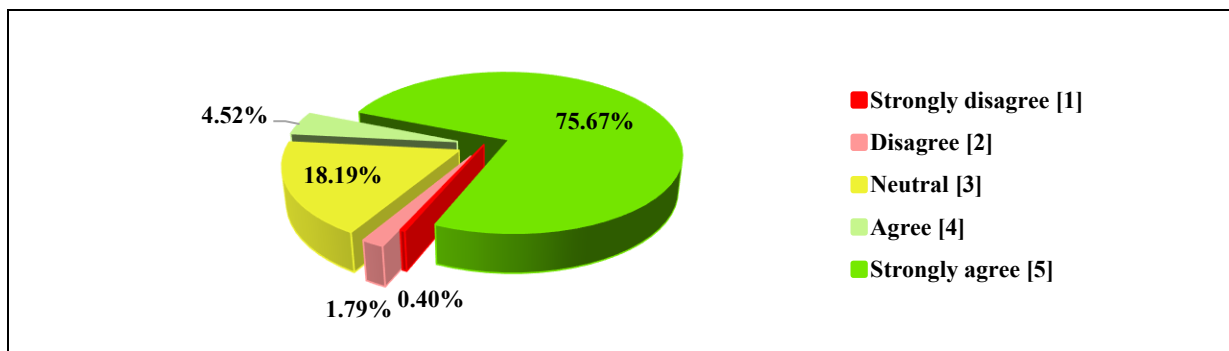


Figure 3h: GSQ-06 Ability to Evaluate Engineering Solutions Across Social, Cultural, Economic, Legal, and Multidisciplinary Contexts

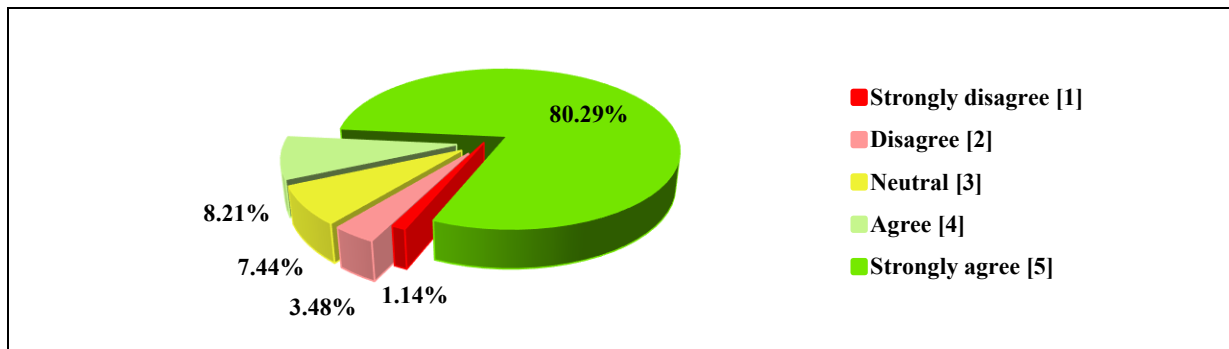


Figure 3i: GSQ-07 Awareness and Use of Research Methodology and Modern Engineering Tools in Project/Research Work

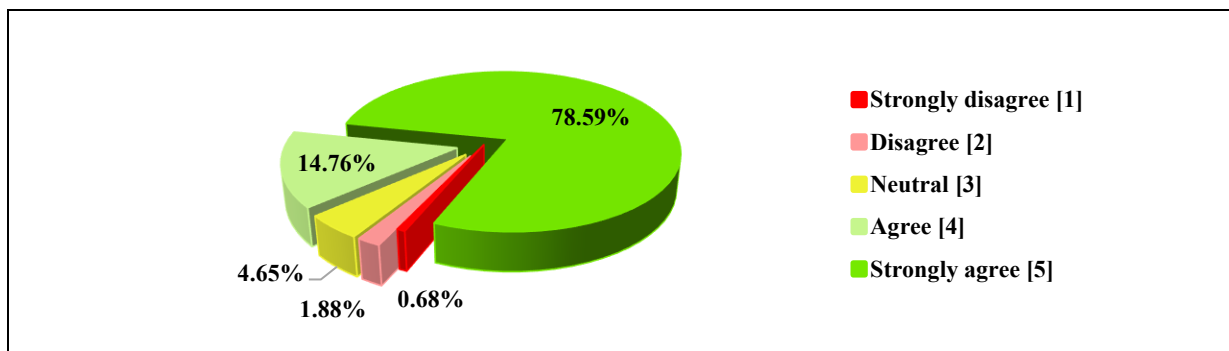


Figure 3j: GSQ-08 Involvement in Group/Team Activities

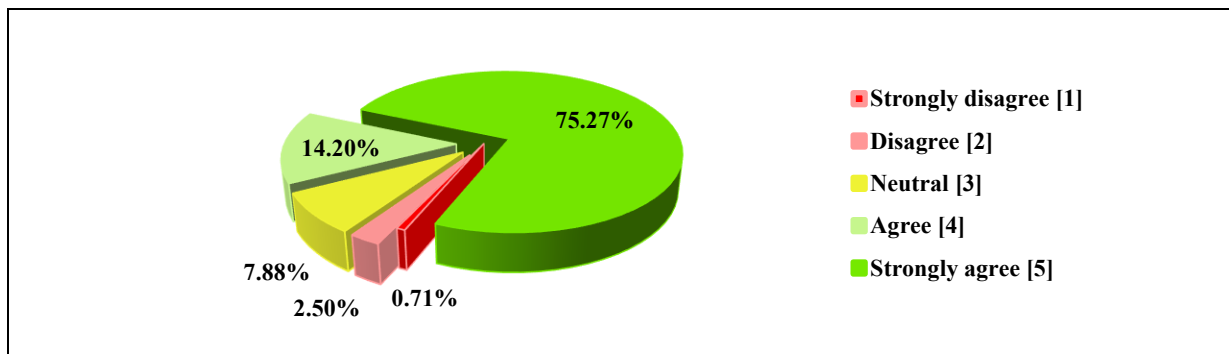


Figure 3k: GSQ-09 Competence in Team Leadership

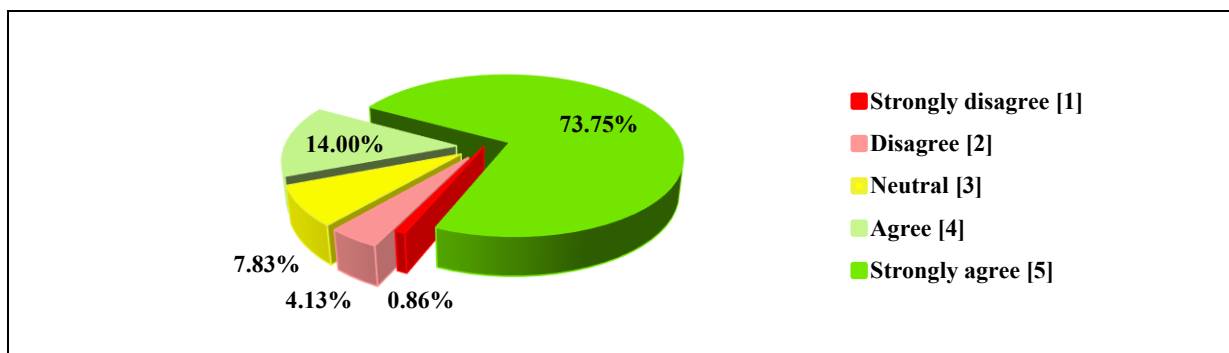


Figure 3l: GSQ-10 Confidence in Executing Tasks Independently

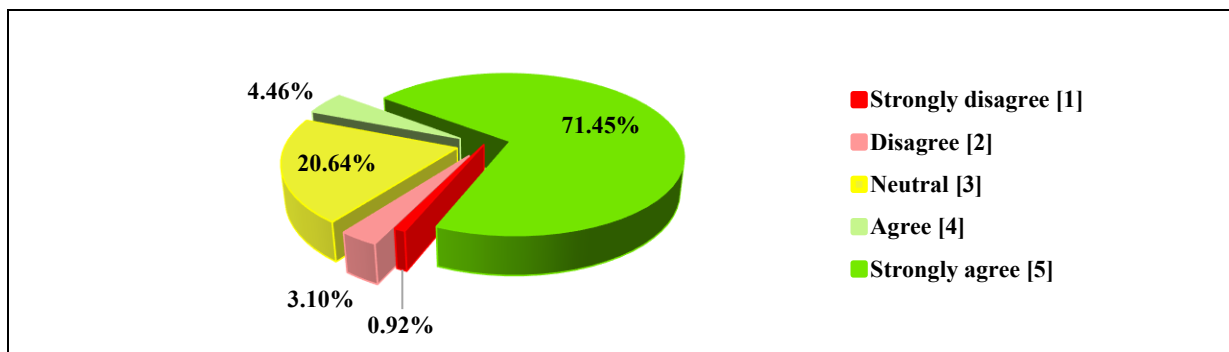


Figure 3m: GSQ-11 Awareness of Sustainable Development and Broader Impacts of Engineering Solutions

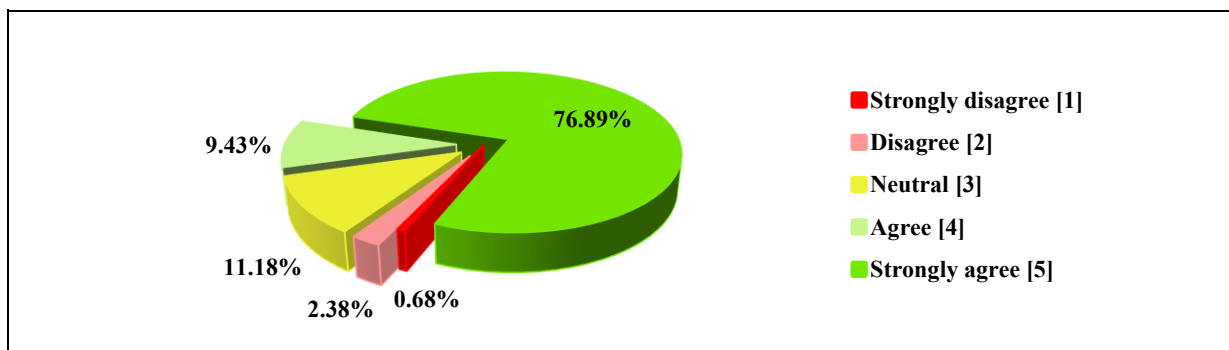


Figure 3n: GSQ-12 Commitment to Professional Ethics, Responsibilities, and Engineering Practice Norms

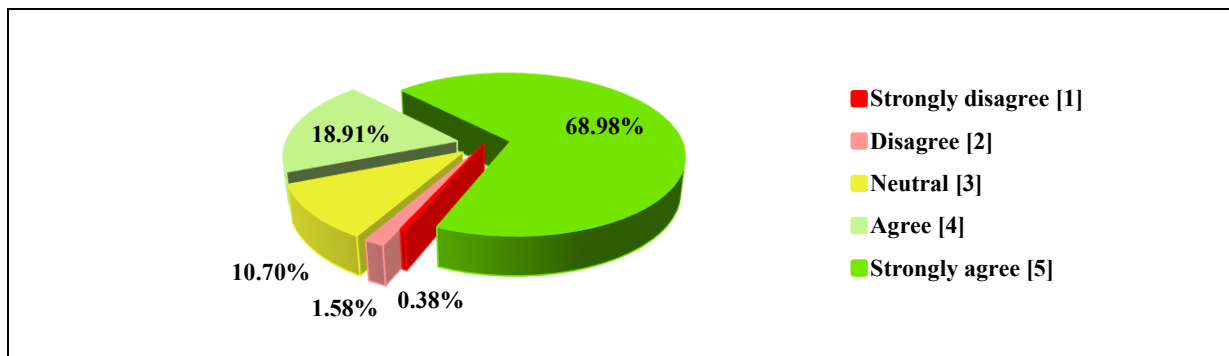


Figure 3o: GSQ-13 Ability to Present and Communicate Ideas in Seminars, Discussions, and Group Activities

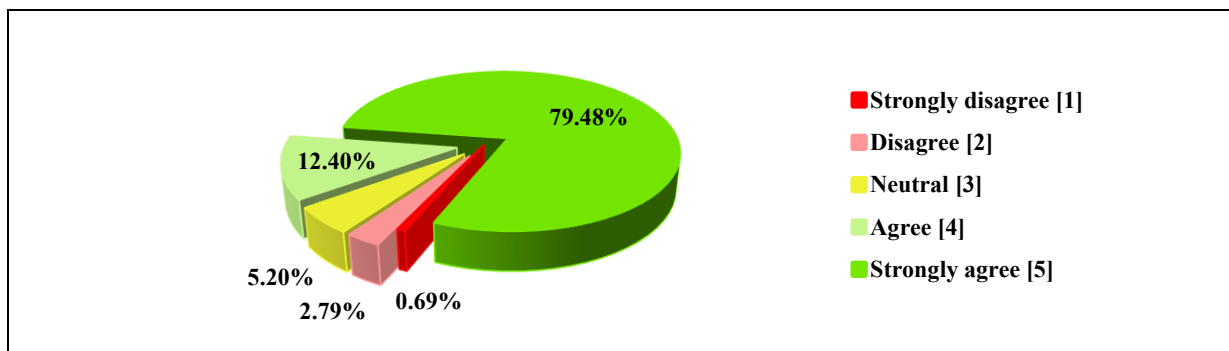


Figure 3p: GSQ-14 Ability to Prepare Technical Documentation and Reports

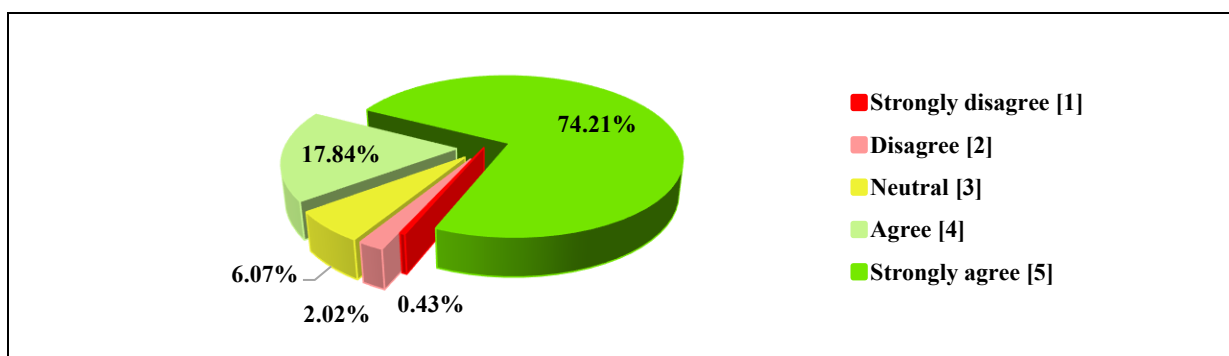


Figure 3q: GSQ-15 Confidence in Managing Projects and Related Financial Aspects

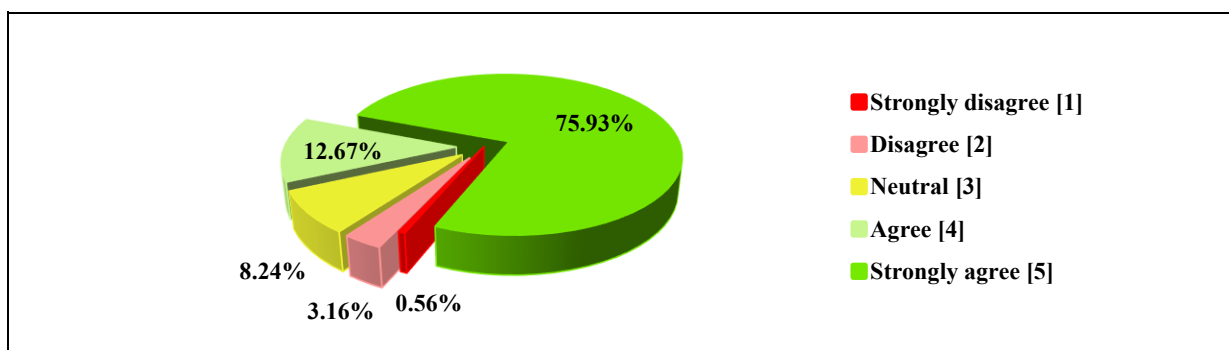


Figure 3r: GSQ-16 Need for Higher Studies, Self-Learning, and Lifelong Learning

Graduate Exit Survey 2025-26

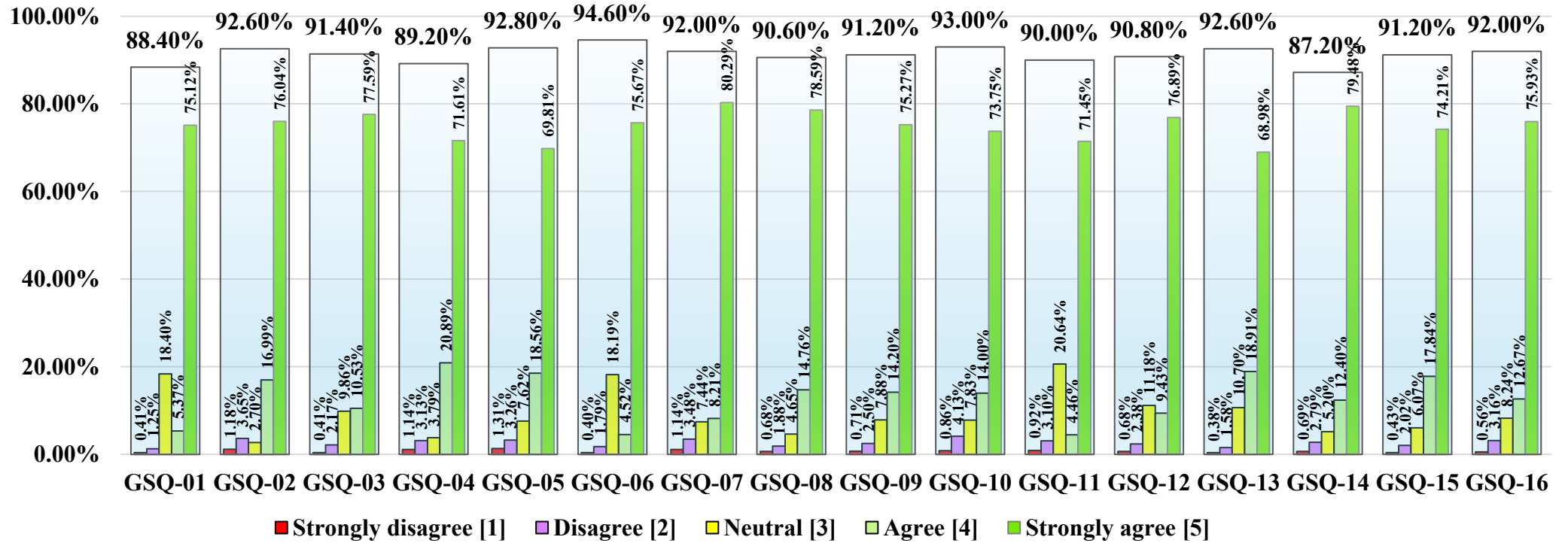


Figure – 3s: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Graduate Exit survey - 2026

4. PARENT SURVEY

Parents of active students were surveyed using a 17-item Parents Survey - 2026 Questionnaire. Table 4 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 - 2026 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 - 2026 questionnaire was distributed and the final sample comprised 2349 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 Parents Survey - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	PSQ-01	Admission Procedure	4.69	93.84%	92.64%
2	PSQ-02	Teaching-learning process	4.60	91.90%	90.80%
3	PSQ-03	Competence and commitment of faculty	4.57	91.43%	88.21%
4	PSQ-04	Tutor-mentoring system	4.45	88.95%	81.57%
5	PSQ-05	Environment and ambiance	4.75	95.01%	92.68%
6	PSQ-06	Infrastructure facilities	4.52	90.35%	83.70%
7	PSQ-07	Learning resources (Laboratory, Library, Internet etc.)	4.57	91.47%	91.87%
8	PSQ-08	Health care facilities	4.69	93.78%	92.04%
9	PSQ-09	Sports, games and other extracurricular facilities	4.68	93.55%	88.63%
10	PSQ-10	Support services (Hostel, Transport, Canteen, etc.)	4.61	92.27%	89.19%
11	PSQ-11	Training and Placement	4.69	93.79%	91.78%
12	PSQ-12	Timely publication of results	4.52	90.31%	87.95%
13	PSQ-13	Grievance redressal	4.60	91.93%	92.04%
14	PSQ-14	Attitude of the employees	4.60	92.01%	93.78%
15	PSQ-15	Parental pride and respect for the Deemed University	4.68	93.70%	90.12%

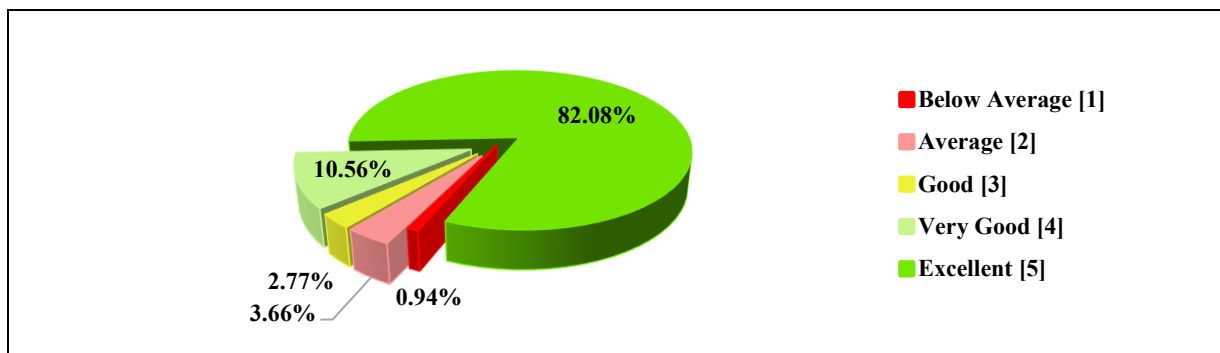


Figure 4a: PSQ-01: Admission Procedure

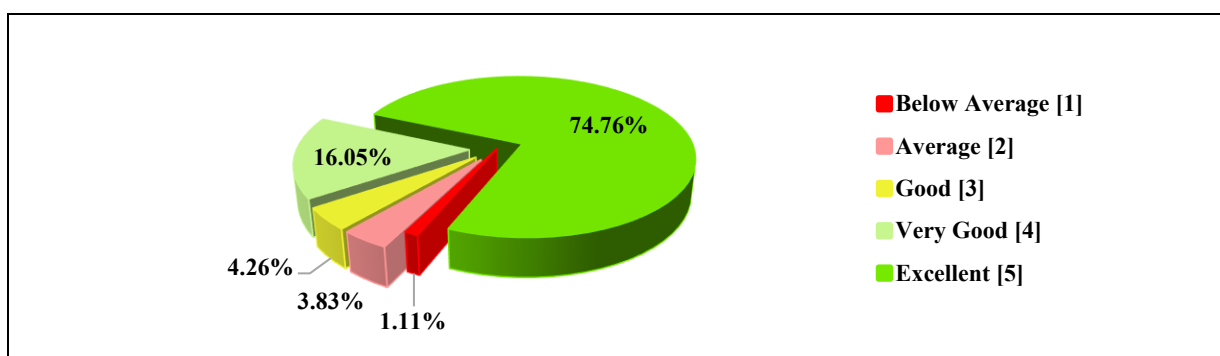


Figure 4b: PSQ-02 Teaching-learning process

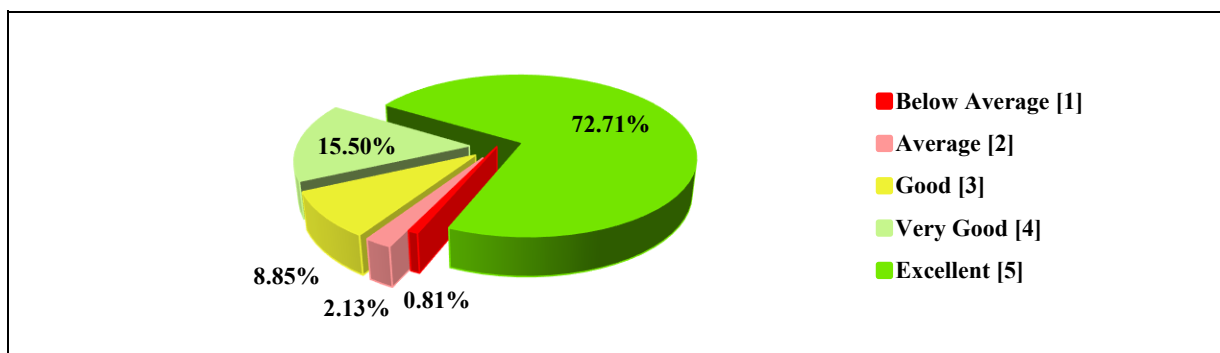


Figure 4c: PSQ-03 Competence and commitment of faculty

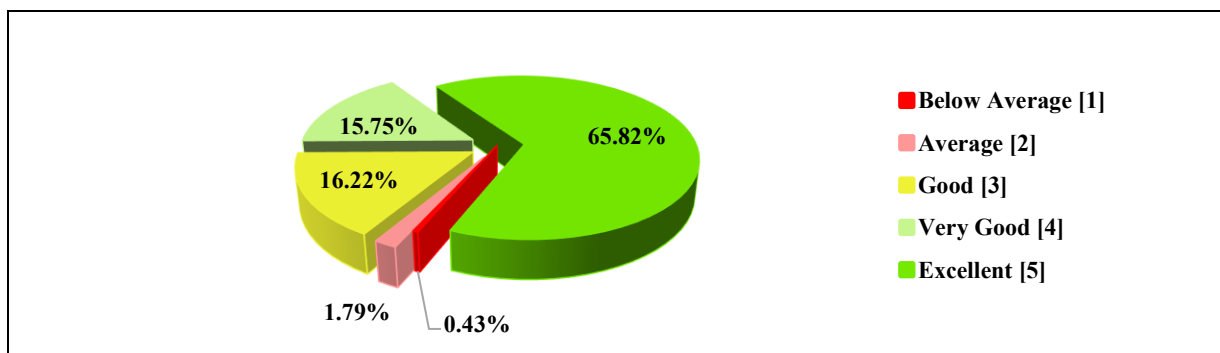


Figure 4d: PSQ-04 Tutor-mentoring system

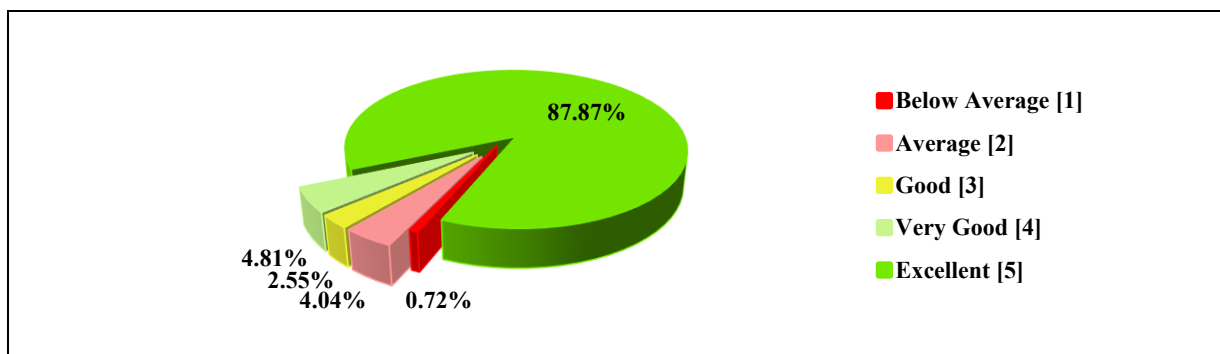


Figure 4e: PSQ-05: Environment and ambiance

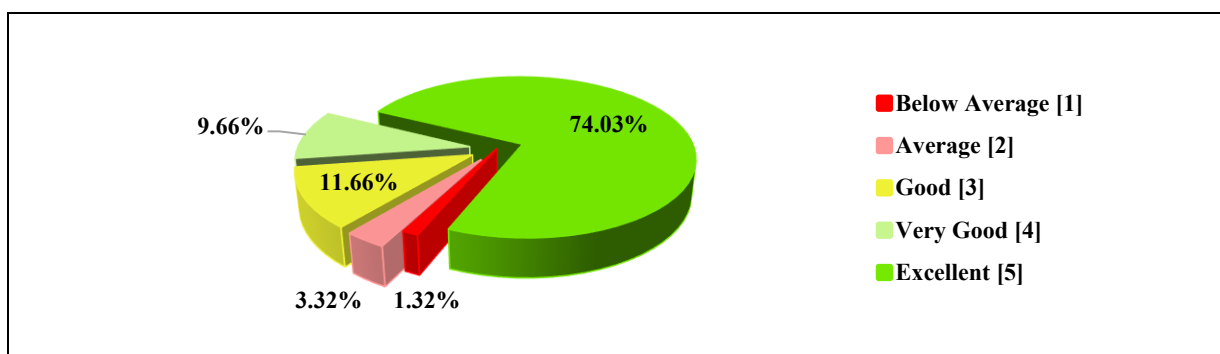


Figure 4f: PSQ-06 Infrastructure facilities

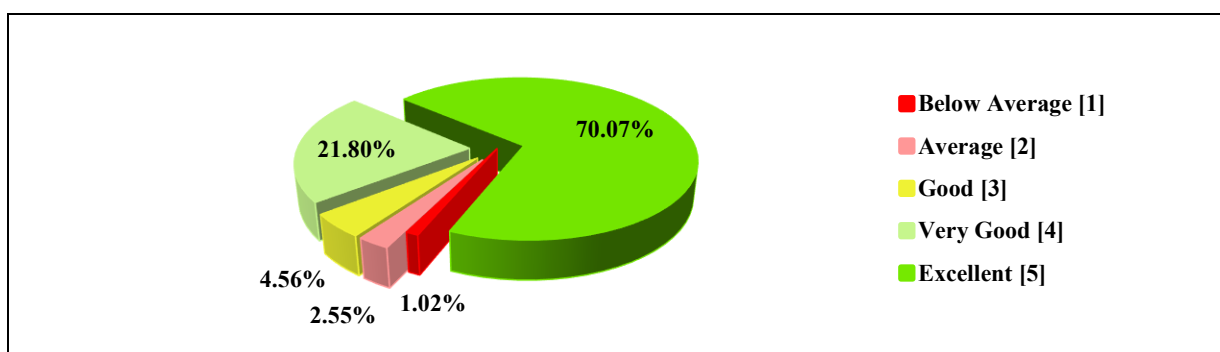


Figure 4g: PSQ-07 Learning resources (Laboratory, Library, Internet etc.)

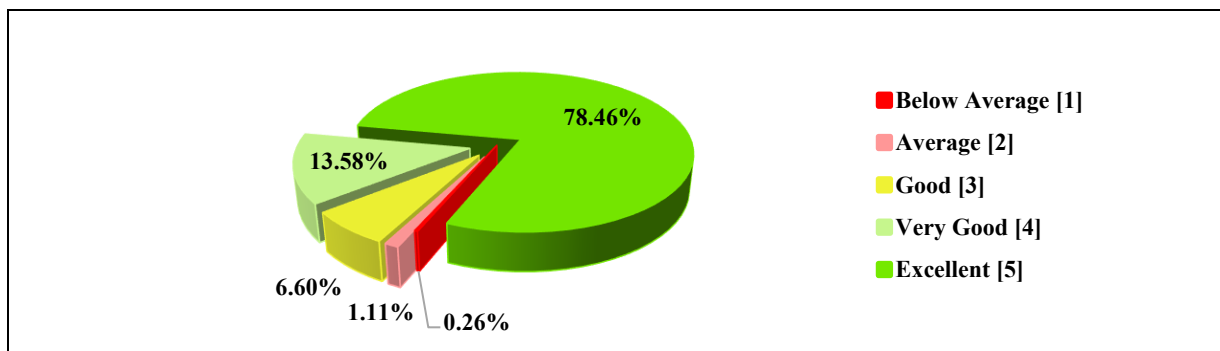


Figure 4h: PSQ-08 Health care facilities

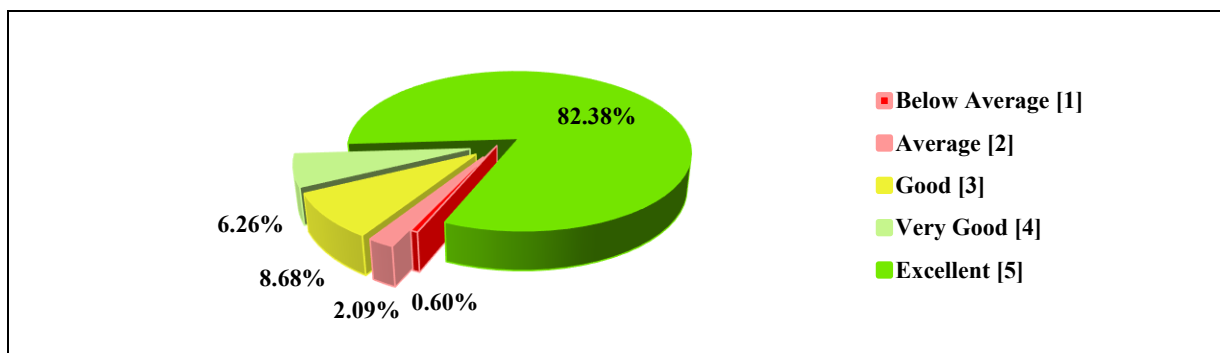


Figure 4i: PSQ-09: Sports, games and other extracurricular facilities

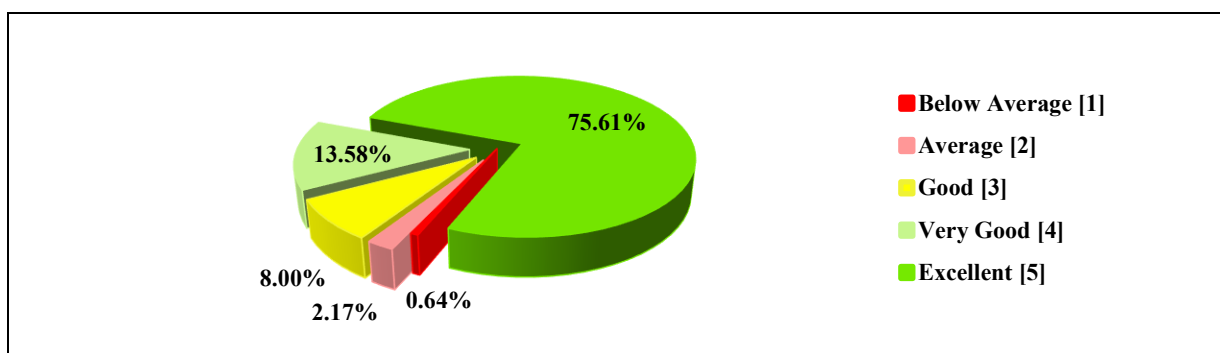


Figure 4j: PSQ-10 Support services (Hostel, Transport, Canteen, etc.)

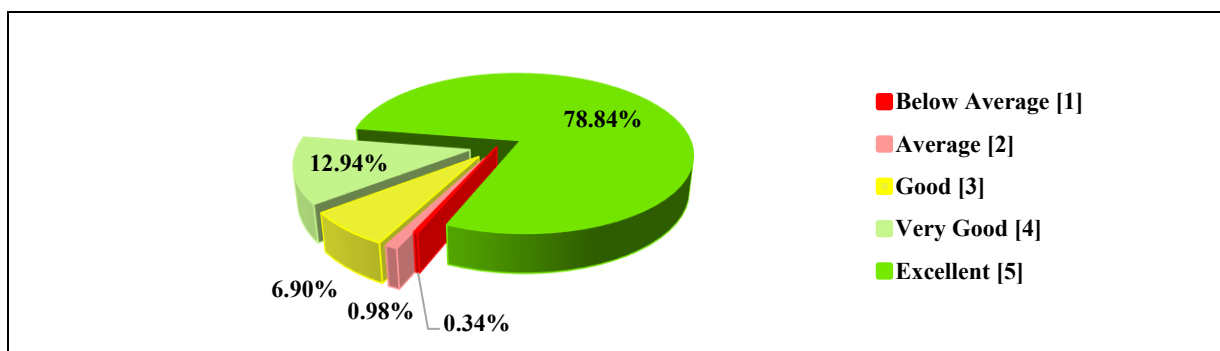


Figure 4k: PSQ-11 Training and Placement

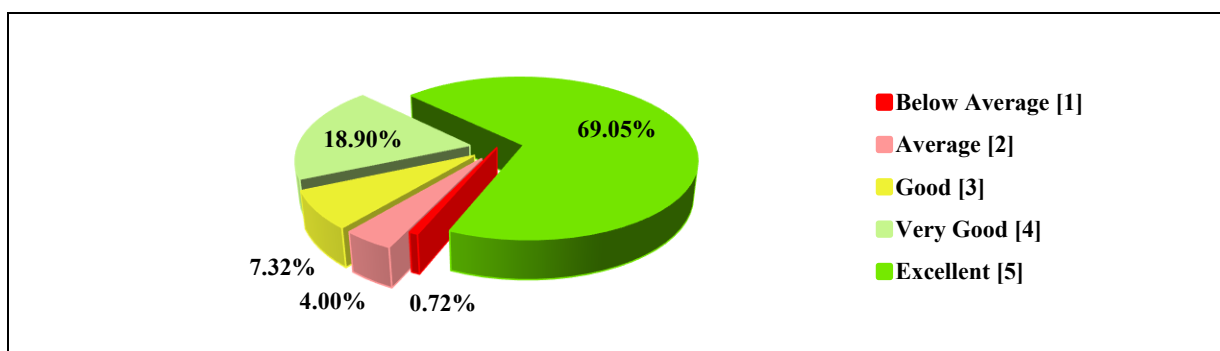


Figure 4l: PSQ-12 Timely publication of results

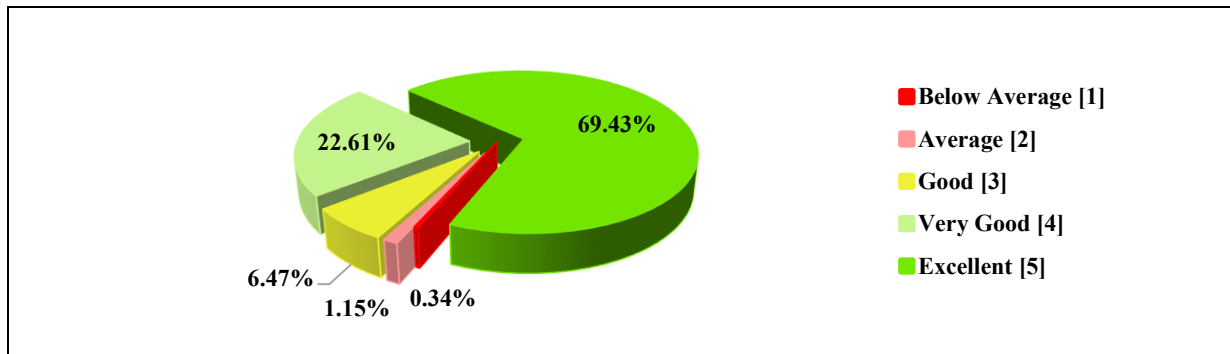


Figure 4m: PSQ-13: Grievance redressal

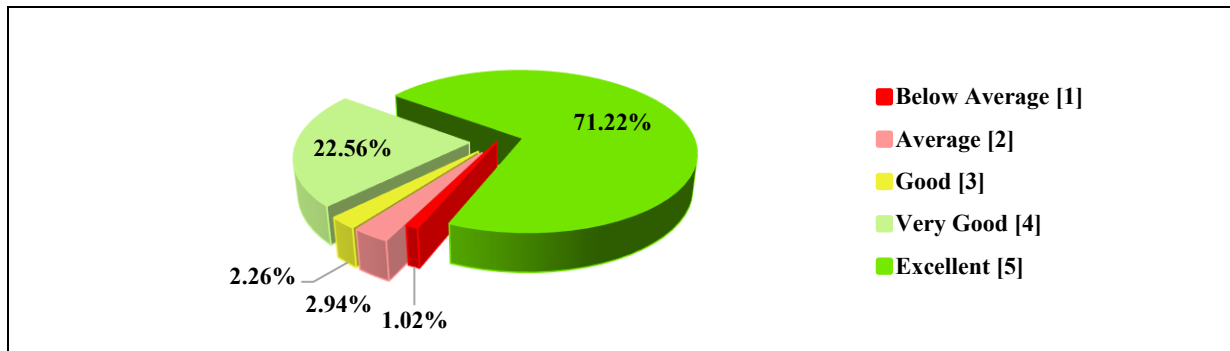


Figure 4n: PSQ-14 Attitude of the employees

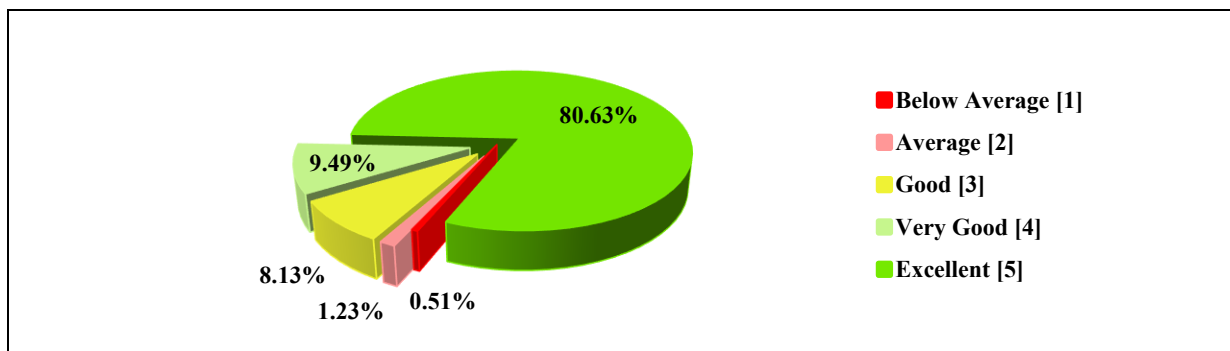


Figure 4o: PSQ-15 Parental pride and respect for the Deemed University

The findings of item Code - PSQ-01 (Mean Score - 4.7, i.e. 93.84%; Agreed by 92.64% respondents) indicate a very high level of satisfaction among parents regarding the admission procedure of the University. The excellent rating reflects the transparency, efficiency, fairness, and smooth execution of the admission process, which has successfully created a positive first impression among stakeholders. Similarly, item Code - PSQ-02 (Mean Score - 4.6, i.e. 91.90%; Agreed by 90.80% respondents) reveals that parents are highly satisfied with the teaching-learning process. The findings suggest that the University provides a quality academic environment that effectively supports student learning, intellectual development, and academic achievement. The responses to item Code - PSQ-03 (Mean Score - 4.58, i.e. 91.43%; Agreed by 88.21% respondents) indicate strong parental confidence in the competence and commitment of faculty members. The result reflects the dedication, expertise, and student-

centric approach of faculty in facilitating effective learning experiences. Although item Code - PSQ-04 (Mean Score - 4.45, i.e. 88.95%; Agreed by 81.57% respondents) received the comparatively lowest score among all survey parameters, the findings remain highly positive. Parents generally appreciate the tutor-mentoring system and acknowledge its role in supporting students' academic and personal development. However, the comparatively lower rating suggests scope for further strengthening mentoring interactions and communication mechanisms. A particularly encouraging outcome is observed in item Code - PSQ-05 (Mean Score - 4.76, i.e. 95.01%; Agreed by 92.68% respondents), which emerged as the highest-rated parameter in the survey. The findings indicate exceptional satisfaction with the overall environment and ambiance of the University. This reflects the institution's success in creating a safe, welcoming, and conducive atmosphere for learning and holistic development. The responses to item Code - PSQ-06 (Mean Score - 4.52, i.e. 90.35%; Agreed by 83.70% respondents) demonstrate a positive perception of the University's infrastructure facilities. Parents acknowledge the availability and quality of physical resources that support academic, administrative, and student activities. Likewise, item Code - PSQ-07 (Mean Score - 4.58, i.e. 91.47%; Agreed by 91.87% respondents) reflects a high level of satisfaction with learning resources such as laboratories, library facilities, internet connectivity, and other academic support systems. The result highlights the University's commitment to providing a resource-rich learning environment. The findings of item Code - PSQ-08 (Mean Score - 4.69, i.e. 93.78%; Agreed by 92.04% respondents) reveal that parents are highly satisfied with the healthcare facilities available to students. The high rating reflects confidence in the University's ability to provide timely and effective healthcare support, thereby ensuring student well-being and safety. Similarly, item Code - PSQ-09 (Mean Score - 4.68, i.e. 93.55%; Agreed by 88.63% respondents) indicates strong parental satisfaction with sports, games, and other extracurricular facilities. The findings suggest that the University actively promotes holistic development by encouraging participation in co-curricular and extracurricular activities alongside academic pursuits.

The responses to item Code - PSQ-10 (Mean Score - 4.62, i.e. 92.27%; Agreed by 89.19% respondents) demonstrate a positive perception of support services such as hostel facilities, transport arrangements, canteen services, and other student support mechanisms. This reflects the institution's commitment to ensuring a comfortable and supportive campus experience.

A highly positive perception is reflected in item Code - PSQ-11 (Mean Score - 4.69, i.e. 93.79%; Agreed by 91.78% respondents), indicating strong parental satisfaction with training and placement activities. The findings suggest that the University's career development

initiatives and placement support mechanisms effectively prepare students for professional opportunities. The responses to item Code - PSQ-12 (Mean Score - 4.52, i.e. 90.31%; Agreed by 87.95% respondents) indicate that parents are satisfied with the timely publication of examination results. The result reflects the efficiency and reliability of the University's academic administration and evaluation processes. Similarly, item Code - PSQ-13 (Mean Score - 4.6, i.e. 91.93%; Agreed by 92.04% respondents) demonstrates a strong level of satisfaction with the grievance redressal system. Parents perceive that concerns and issues are addressed promptly and fairly, reflecting an effective mechanism for stakeholder engagement and problem resolution. The findings of item Code - PSQ-14 (Mean Score - 4.61, i.e. 92.01%; Agreed by 93.78% respondents) reveal exceptionally positive perceptions regarding the attitude and behavior of University employees. The highest agreement percentage among all parameters reflects the professionalism, responsiveness, and stakeholder-friendly approach of the staff members. Finally, item Code - PSQ-15 (Mean Score - 4.69, i.e. 93.70%; Agreed by 90.12% respondents) indicates a strong sense of parental pride and respect for the Deemed University. The high score reflects overall confidence in the institution's academic quality, reputation, student support systems, and contribution to students' personal and professional development.

Overall Analysis

The Parent Satisfaction Survey 2025–26 reveals exceptionally positive perceptions regarding various academic, administrative, infrastructural, and student support services provided by the University. The mean scores range from 4.45 to 4.76, corresponding to satisfaction levels between 88.95% and 95.01%, indicating a very high degree of parental satisfaction. The highest-rated areas include environment and ambiance (PSQ-05), admission procedure (PSQ-01), health care facilities (PSQ-08), training and placement (PSQ-11), parental pride and respect for the University (PSQ-15), and sports and extracurricular facilities (PSQ-09). These findings demonstrate the University's success in creating a comprehensive ecosystem that supports academic excellence, student welfare, career development, and holistic growth. Although the tutor-mentoring system (PSQ-04) received the comparatively lowest rating, the score remains highly positive and highlights an opportunity for further strengthening mentoring support and stakeholder engagement. Overall, the survey findings affirm that parents have strong confidence in the University's ability to provide quality education, effective student support services, and a conducive learning environment that contributes significantly to student success and well-being.

Parents Survey 2025-26

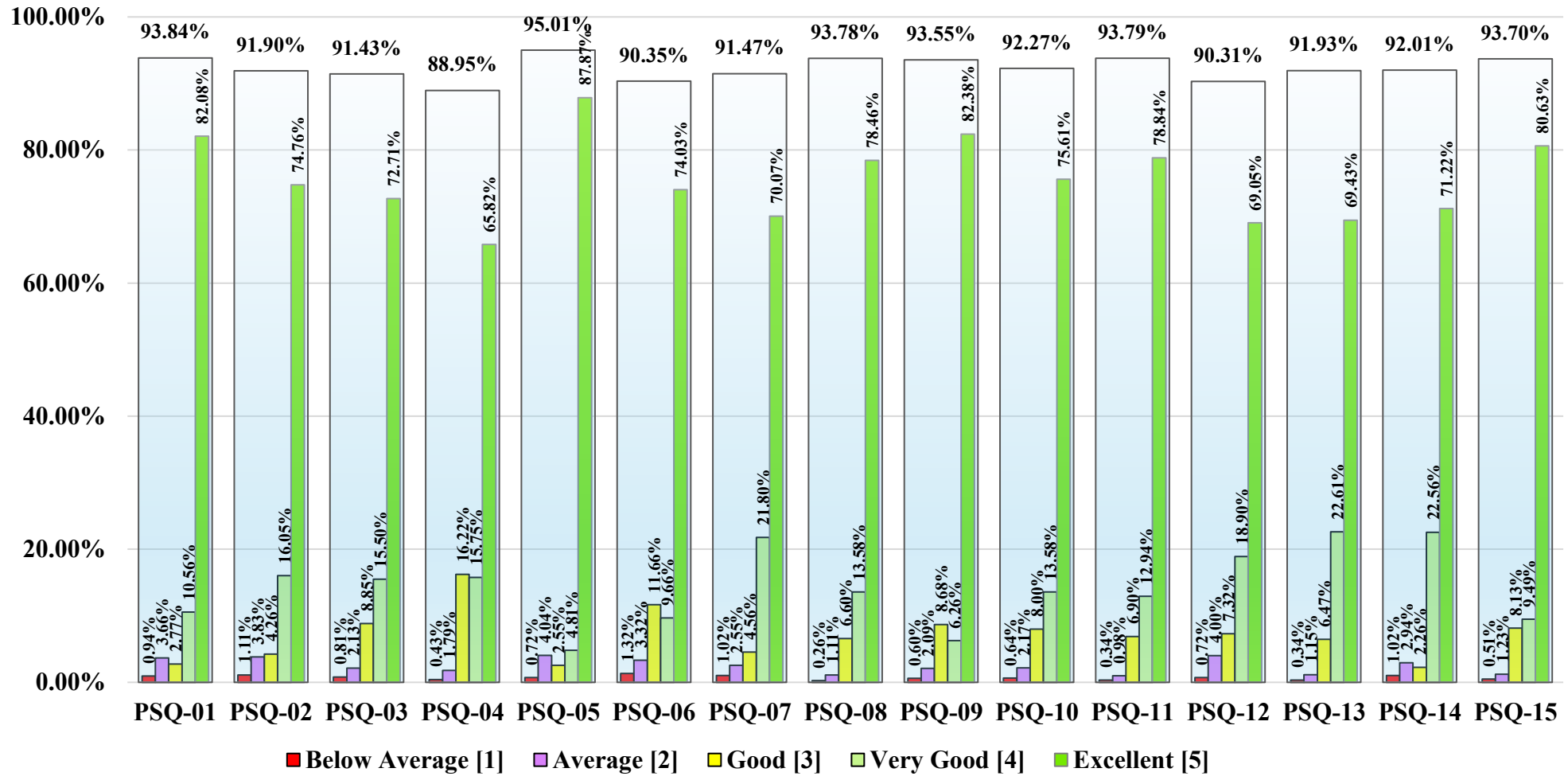


Figure – 4p: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Parents survey – 2026

5. EMPLOYER SURVEY

Representatives of employers in 2026 were surveyed using a 12-item Employer Survey - 2026 Questionnaire. Table 5 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 - 2026 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 - 2026 questionnaire was distributed and final sample comprised 125 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 Employers Survey - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ESQ-01	<i>Technical Knowledge/Skills</i>	4.38	87.68%	76.80%
2	ESQ-02	<i>Communication Skills</i>	4.46	89.28%	85.60%
3	ESQ-03	<i>Personal interest & Involvement</i>	4.50	90.08%	78.40%
4	ESQ-04	<i>Innovativeness & Creativity</i>	4.50	89.92%	80.00%
5	ESQ-05	<i>Responsible & Reliable</i>	4.47	89.44%	82.40%
6	ESQ-06	<i>Effective team member / leader</i>	4.59	91.84%	88.80%
7	ESQ-07	<i>Effectively address work place problems</i>	4.70	93.92%	92.80%
8	ESQ-08	<i>Overall contribution to meet organizational goal</i>	4.65	92.96%	88.80%
9	ESQ-09	<i>Course curriculum</i>	4.55	91.04%	83.20%
10	ESQ-10	<i>Training of the students</i>	4.59	91.84%	91.20%
11	ESQ-11	<i>Attitude of University Employees?</i>	4.66	93.12%	91.20%
12	ESQ-12	<i>Hospitality and logistics support?</i>	4.51	90.24%	80.80%

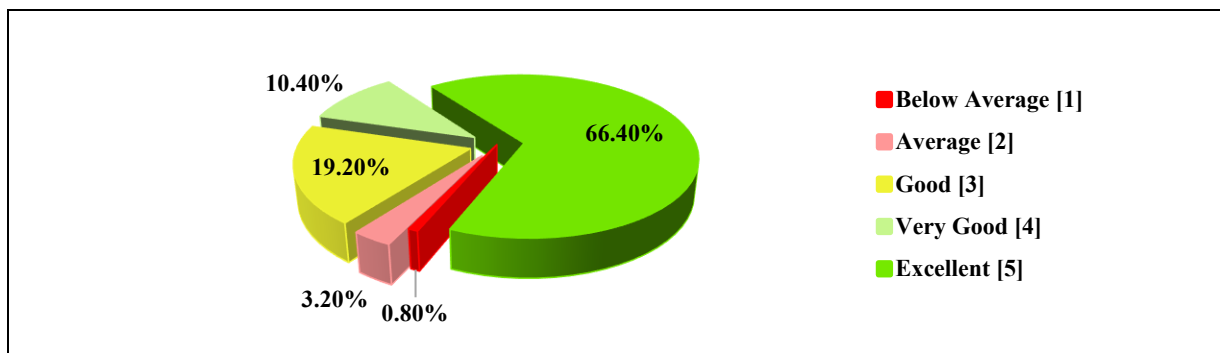


Figure 5a: ESQ-01: Technical Knowledge/Skills

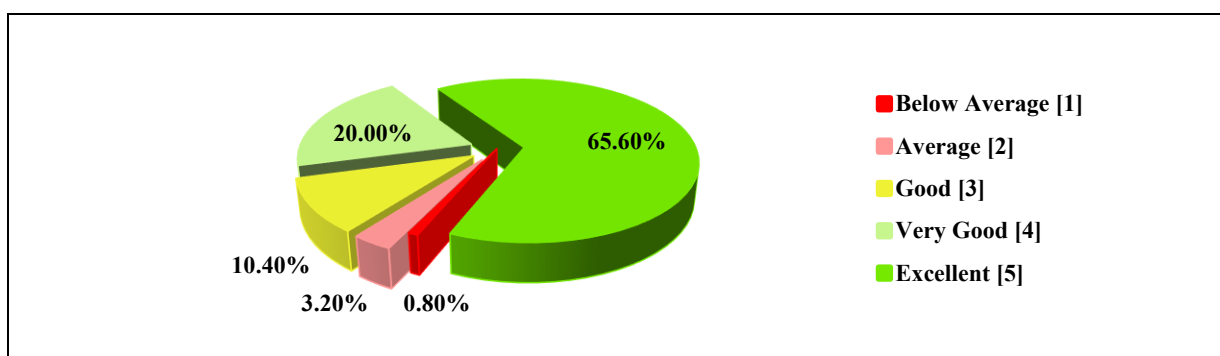


Figure 5b: ESQ-02 Communication Skills

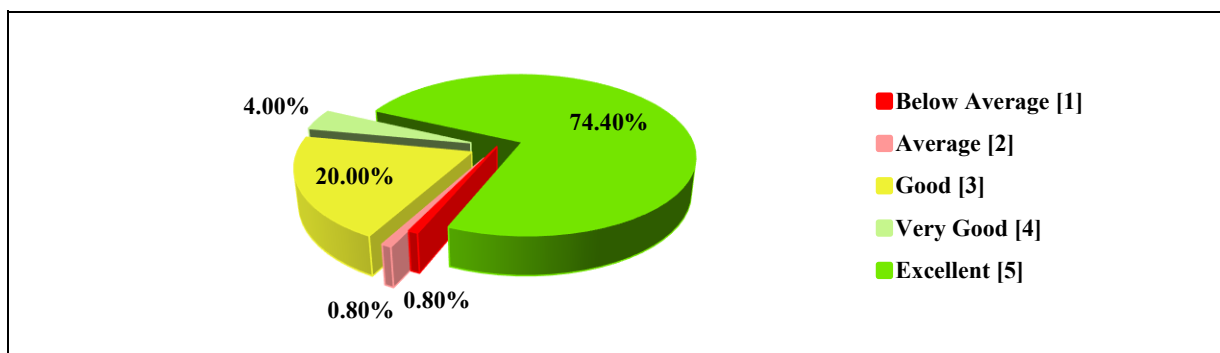


Figure 5c: ESQ-03 Personal interest & Involvement

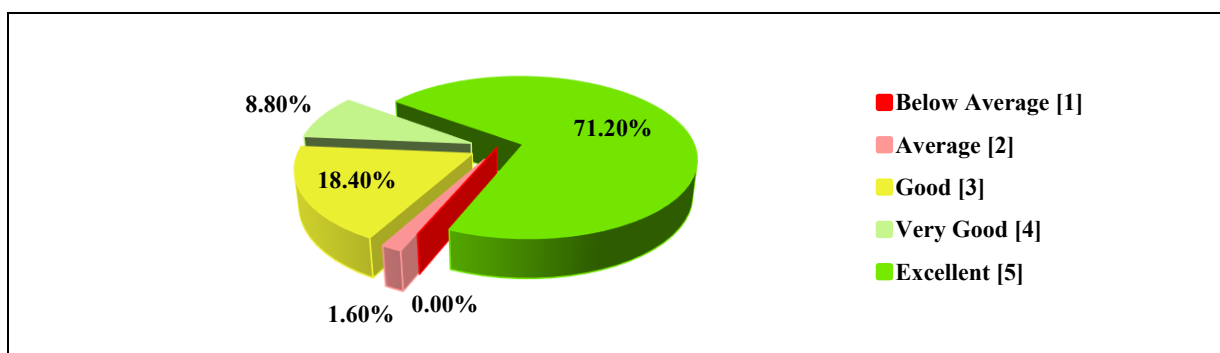


Figure 5d: ESQ-04 Innovativeness & Creativity

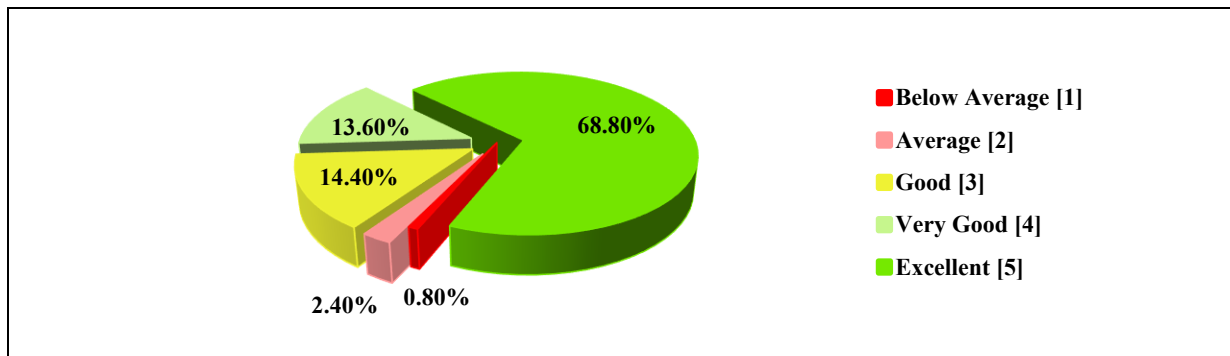


Figure 5e: ESQ-05: Responsible & Reliable

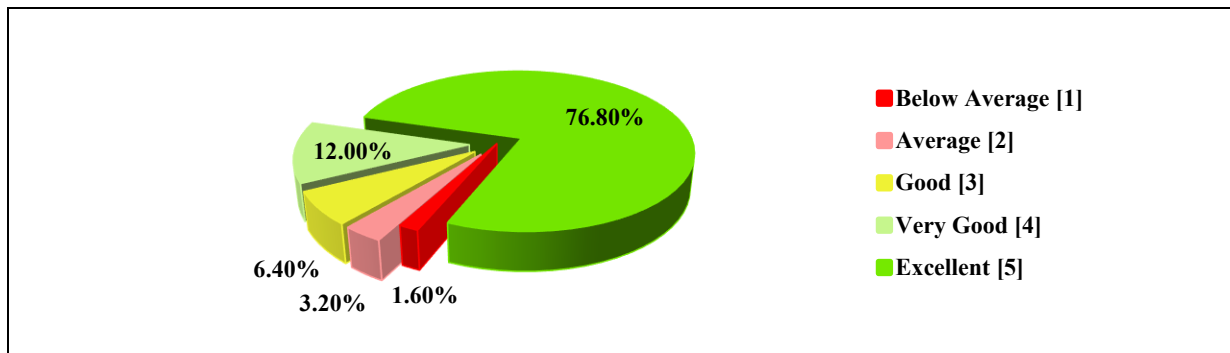


Figure 5f: ESQ-06 Effective team member / leader

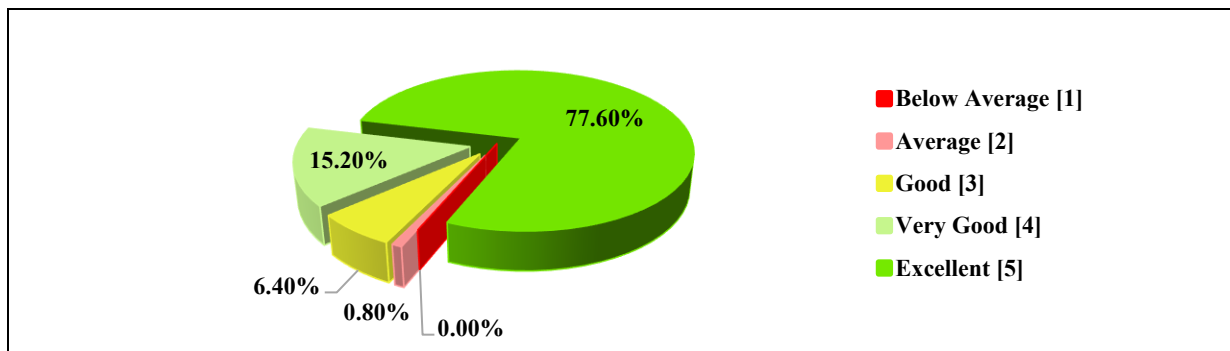


Figure 5g: ESQ-07 Effectively address work place problems

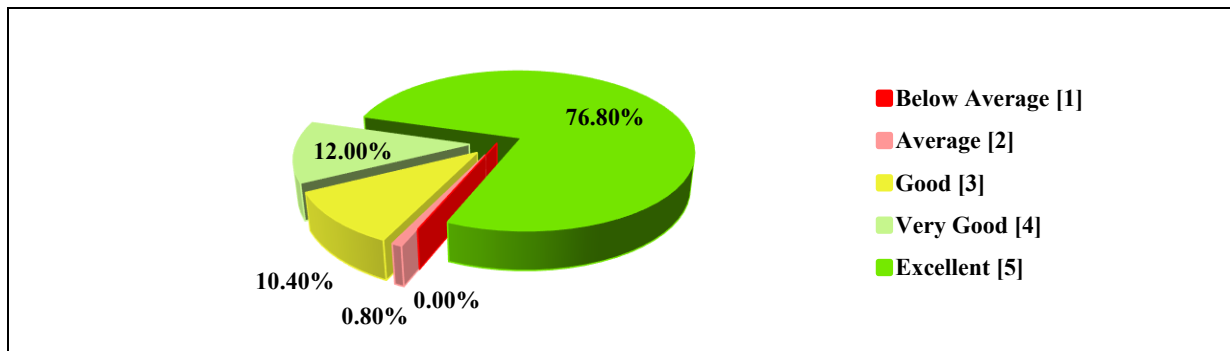


Figure 5h: ESQ-08 Overall contribution to meet organizational goal

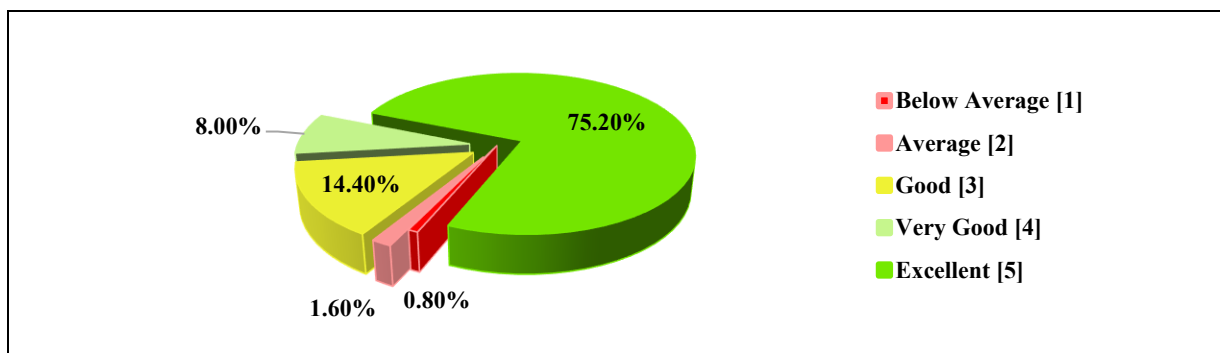


Figure 5i: ESQ-09: Course curriculum

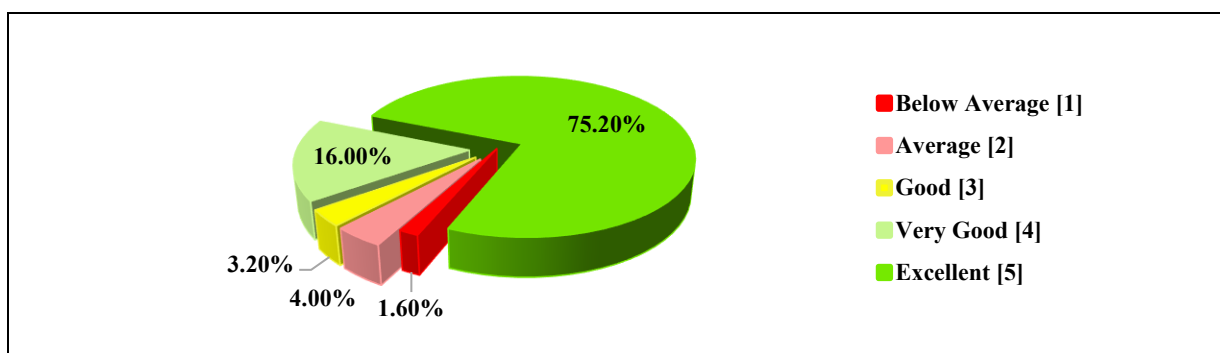


Figure 5j: ESQ-10 Training of the students

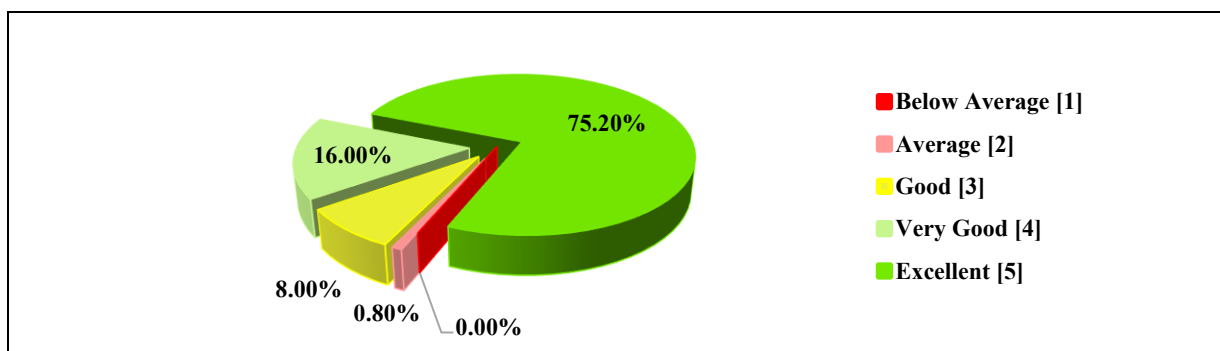


Figure 5k: ESQ-11 Attitude of University Employees

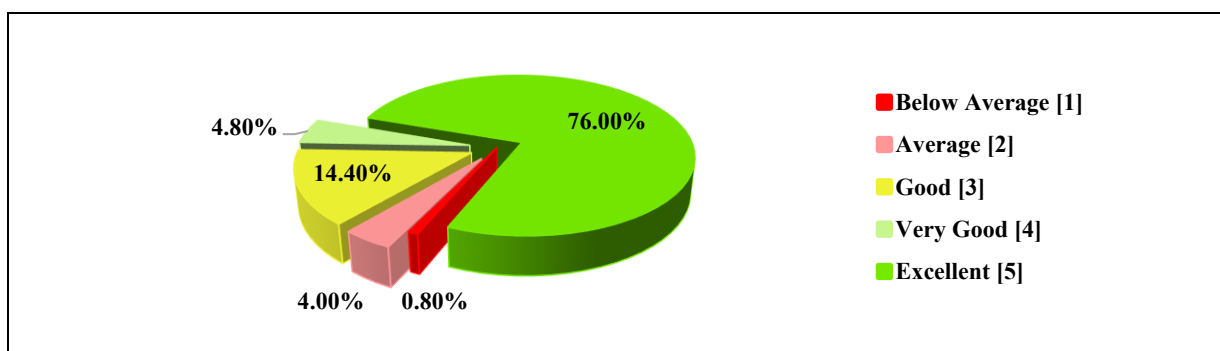


Figure 5l: ESQ-12 Hospitality and logistics support

The findings of item Code - ESQ-01 (Mean Score - 4.38, i.e. 87.68%; Agreed by 76.80% respondents) indicate that employers are highly satisfied with the technical knowledge and skills demonstrated by graduates. The positive rating reflects the University's efforts in equipping students with the fundamental and applied competencies required for effective performance in professional environments. Similarly, item Code - ESQ-02 (Mean Score - 4.46, i.e. 89.28%; Agreed by 85.60% respondents) reveals that employers perceive graduates to possess strong communication skills. The findings suggest that students are able to communicate effectively, collaborate professionally, and contribute meaningfully within workplace settings. The responses to item Code - ESQ-03 (Mean Score - 4.5, i.e. 90.08%; Agreed by 78.40% respondents) indicate that employers are satisfied with the personal interest, commitment, and involvement displayed by graduates in carrying out their professional responsibilities. This reflects the University's emphasis on developing dedication, initiative, and a positive work ethic among students. Likewise, item Code - ESQ-04 (Mean Score - 4.49, i.e. 89.92%; Agreed by 80.00% respondents) demonstrates positive employer perceptions regarding the innovativeness and creativity of graduates. The findings suggest that students possess the ability to think independently, generate new ideas, and contribute innovative approaches to solving workplace challenges. The assessment of item Code - ESQ-05 (Mean Score - 4.47, i.e. 89.44%; Agreed by 82.40% respondents) indicates that employers consider graduates to be responsible and reliable in executing their assigned duties. The result reflects the development of accountability, professionalism, and ethical conduct during their academic journey. The findings of item Code - ESQ-06 (Mean Score - 4.59, i.e. 91.84%; Agreed by 88.80% respondents) reveal that employers perceive graduates as effective team members and capable leaders. The high rating highlights the University's success in fostering teamwork, collaboration, leadership qualities, and interpersonal skills that are essential in contemporary workplaces. A particularly encouraging outcome is observed in item Code - ESQ-07 (Mean Score - 4.69, i.e. 93.92%; Agreed by 92.80% respondents), which emerged as the highest-rated parameter in the survey. The findings indicate that graduates are highly capable of effectively addressing workplace problems and challenges. This reflects strong analytical ability, adaptability, practical knowledge, and problem-solving competence developed through the University's academic and training processes. Similarly, item Code - ESQ-08 (Mean Score - 4.64, i.e. 92.96%; Agreed by 88.80% respondents) demonstrates that employers highly appreciate the overall contribution of graduates toward achieving organizational goals. The result highlights the value added by graduates through their professional performance, commitment, and workplace effectiveness.

The responses to item Code - ESQ-09 (Mean Score - 4.55, i.e. 91.04%; Agreed by 83.20% respondents) indicate positive employer perceptions regarding the course curriculum. The findings suggest that the curriculum remains relevant and effective in preparing students with the knowledge, skills, and competencies required by industry and professional organizations. Likewise, item Code - ESQ-10 (Mean Score - 4.59, i.e. 91.84%; Agreed by 91.20% respondents) reflects strong satisfaction with the training provided to students. Employers acknowledge that the University's training initiatives significantly contribute to graduates' professional preparedness, employability, and workplace readiness. The findings of item Code - ESQ-11 (Mean Score - 4.65, i.e. 93.12%; Agreed by 91.20% respondents) reveal highly positive perceptions regarding the attitude and responsiveness of University employees. The high rating reflects professionalism, cooperation, and effective institutional support provided during employer engagement and recruitment activities. Finally, item Code - ESQ-12 (Mean Score - 4.51, i.e. 90.24%; Agreed by 80.80% respondents) indicates that employers are satisfied with the hospitality and logistics support provided by the University. The result reflects the institution's commitment to maintaining strong industry relationships and ensuring smooth coordination during recruitment and placement activities.

Overall Analysis

The Employer Satisfaction Survey 2025–26 reveals highly positive perceptions regarding the quality, employability, and professional competencies of graduates produced by the University. The mean scores range from 4.38 to 4.69, corresponding to satisfaction levels between 87.68% and 93.92%, indicating a high degree of employer satisfaction. The highest-rated areas include graduates' ability to address workplace problems (ESQ-07), overall contribution towards organizational goals (ESQ-08), attitude of University employees (ESQ-11), effectiveness as team members and leaders (ESQ-06), and training provided to students (ESQ-10). These findings demonstrate the University's success in preparing graduates who are technically competent, professionally responsible, collaborative, and capable of meeting industry expectations. While comparatively lower agreement levels were observed for technical knowledge and skills (ESQ-01), personal interest and involvement (ESQ-03), and innovativeness and creativity (ESQ-04), the ratings remain highly positive and indicate opportunities for further strengthening industry-oriented learning, innovation-driven activities, and experiential training. Overall, the survey findings affirm that the University is effectively producing competent, reliable, and industry-ready graduates who contribute meaningfully to organizational success while maintaining high standards of professionalism, teamwork, and workplace performance.

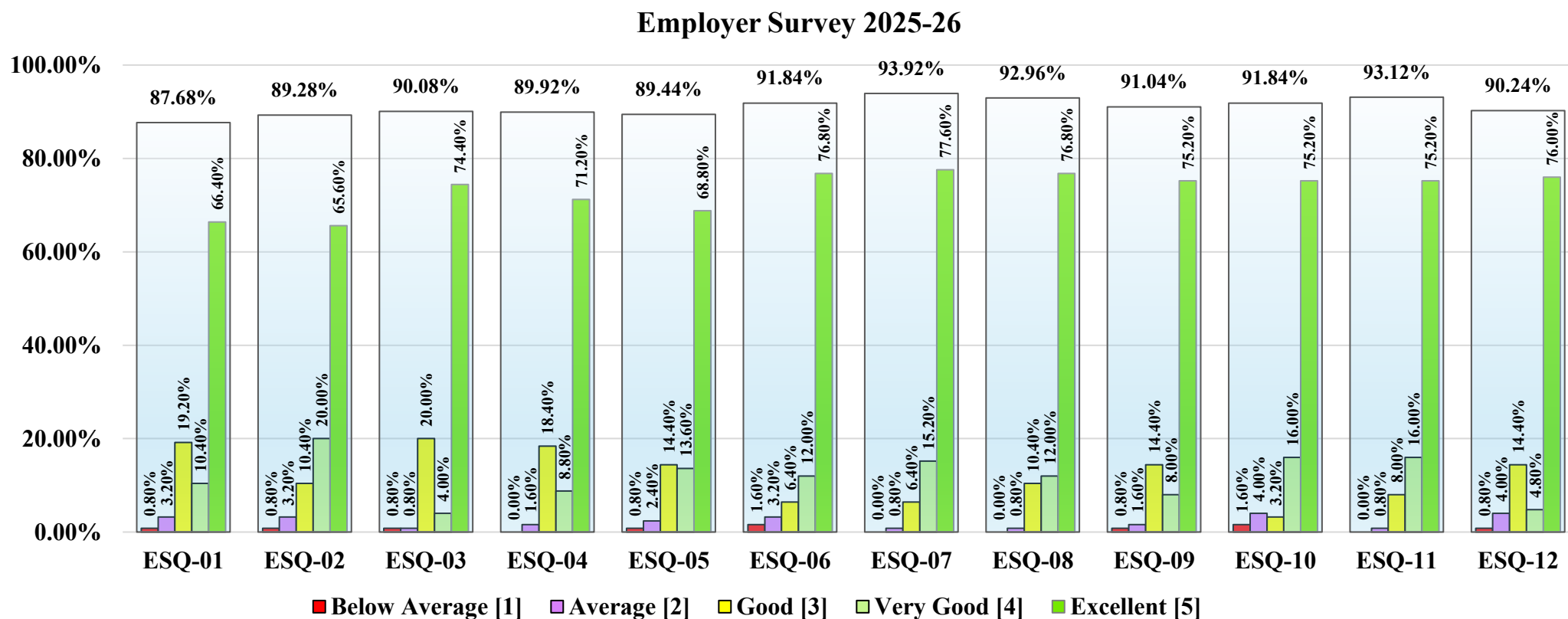


Figure – 5m: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Employers survey – 2026

6. STUDENTS SURVEY (FACILITIES)

Students Studying in 2026 were surveyed using a 14-item Students Survey (Facilities) - 2026 Questionnaire. Table 6 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) - 2026 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) - 2026 questionnaire was distributed and final sample comprised 18653 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 Students Survey (Facilities) - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	SSQ_F-01	<i>The lighting, ventilation and acoustics and audio-visual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.</i>	4.66	93.20%	93.72%
2	SSQ_F-02	<i>The students have access to research and development facilities of the school and/or university.</i>	4.59	91.80%	86.90%
3	SSQ_F-03	<i>University provides excellent career development and placement facilities</i>	4.5	90.00%	82.94%
4	SSQ_F-04	<i>The sanitation standard in the campus is excellent</i>	4.76	95.20%	93.89%
5	SSQ_F-05	<i>Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.</i>	4.38	87.60%	80.06%
6	SSQ_F-06	<i>Students have access to digital library from anywhere.</i>	4.7	94.00%	90.29%
7	SSQ_F-07	<i>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</i>	4.53	90.60%	87.59%
8	SSQ_F-08	<i>The hostel staff are student-friendly</i>	4.72	94.40%	90.70%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
9	SSQ_F-09	<i>Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor games, and outdoor games meet the requirements of amateurs and professionals.</i>	4.59	91.80%	86.37%
10	SSQ_F-10	<i>Student-administered societies are functional and the atmosphere is usually inviting</i>	4.63	92.60%	86.08%
11	SSQ_F-11	<i>The availability of a computer/laptop/software for use at any time is never an issue</i>	4.52	90.40%	85.58%
12	SSQ_F-12	<i>Internet connectivity is everywhere in the University campus.</i>	4.63	92.60%	90.09%
13	SSQ_F-13	<i>Medical facilities are of good quality and can be availed by students.</i>	4.6	92.00%	92.25%

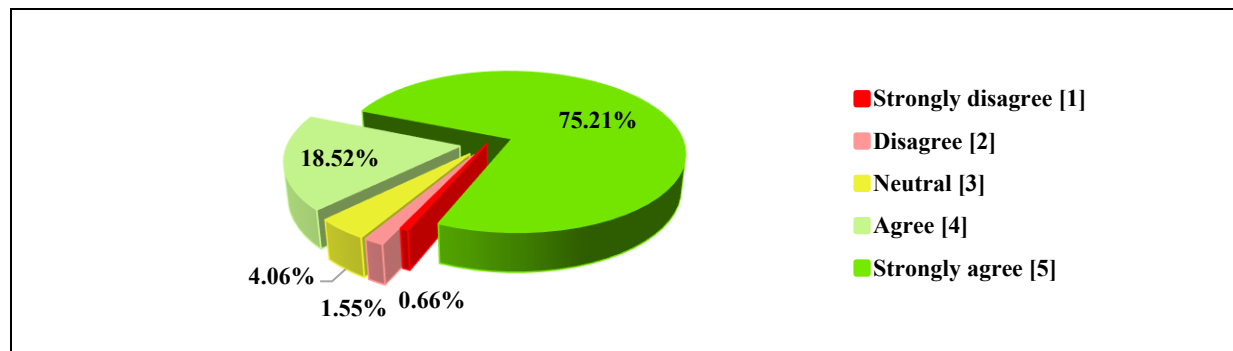


Figure 6a: SSQ_F -01: The lighting, ventilation and acoustics and audio-visual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.

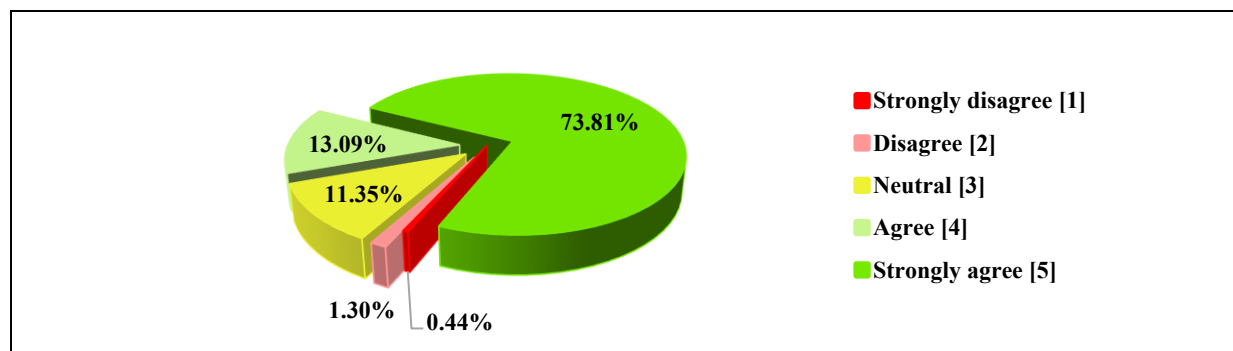


Figure 6b: SSQ_F -02 The students have access to research and development facilities of the school and/or university.

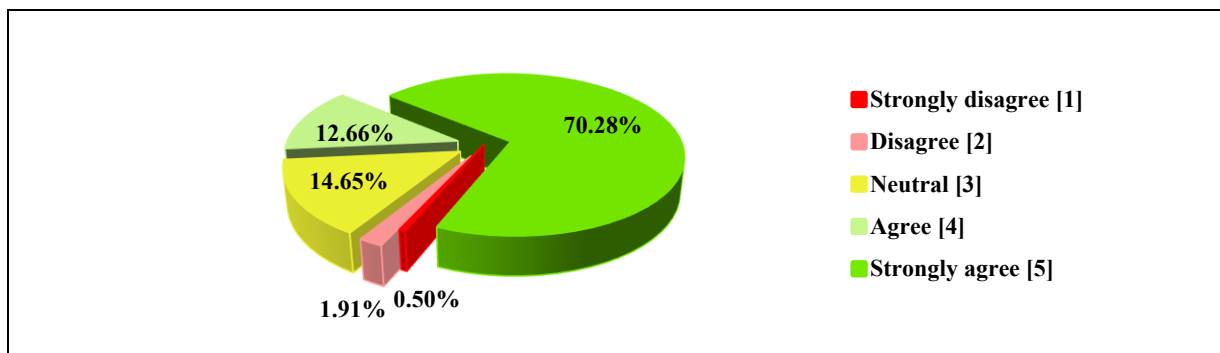


Figure 6c: SSQ_F -03: University provides excellent career development and placement facilities

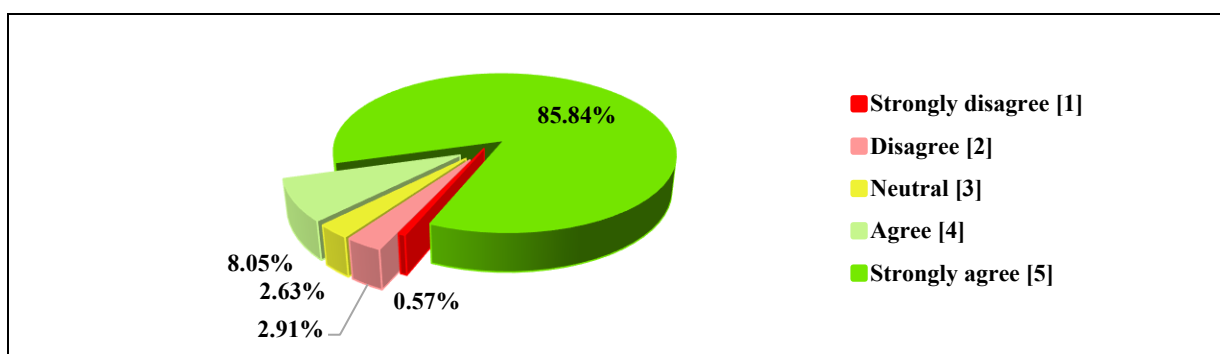


Figure 6d: SSQ_F -04 The sanitation standard in the campus is excellent

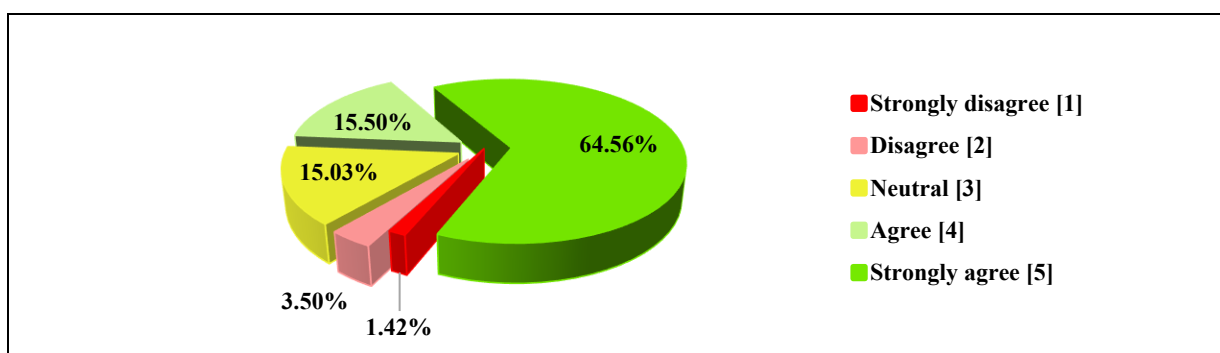


Figure 6e: SSQ_F -05 Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.

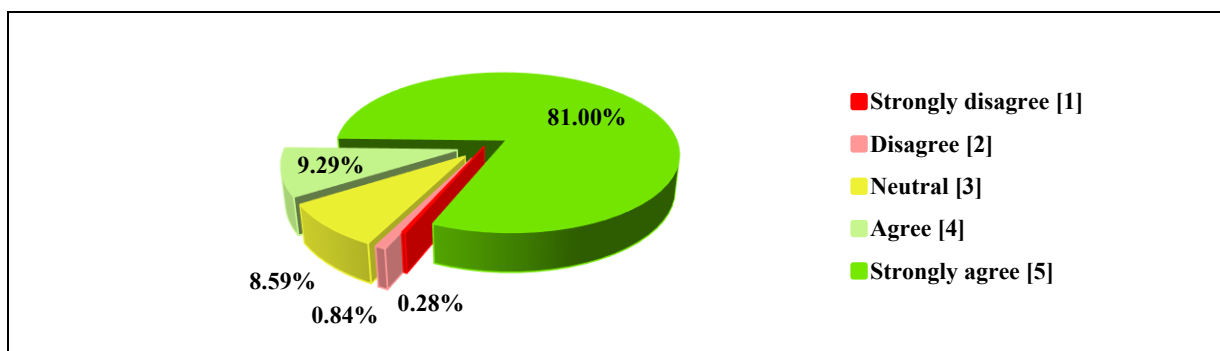


Figure 6f: SSQ_F -06 Students have access to digital library from anywhere.

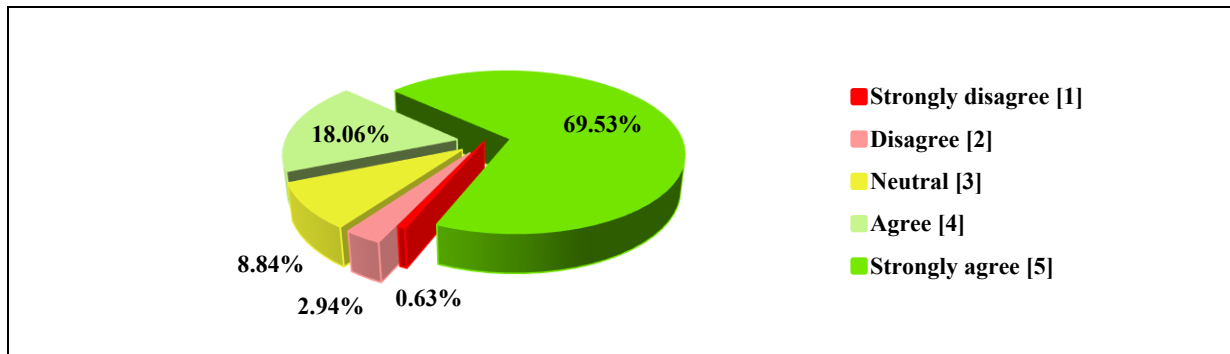


Figure 6g: SSQ_F -07: The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained

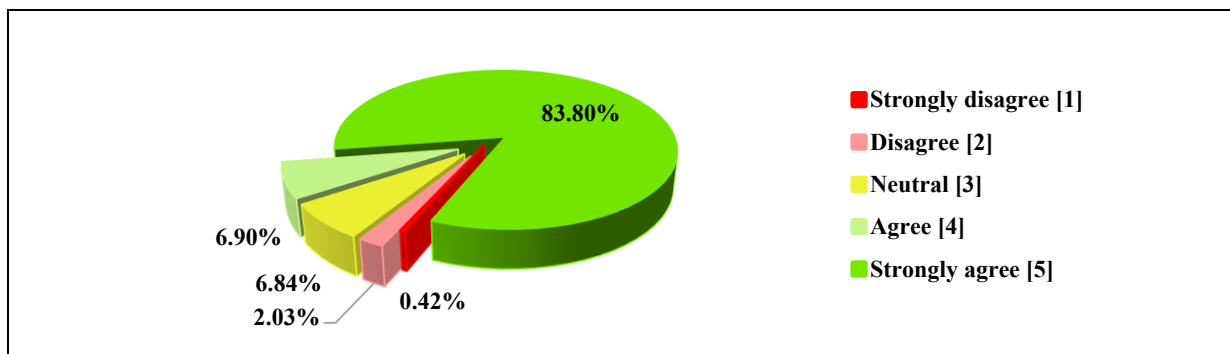


Figure 6h: SSQ_F – 08 The hostel staff are student-friendly

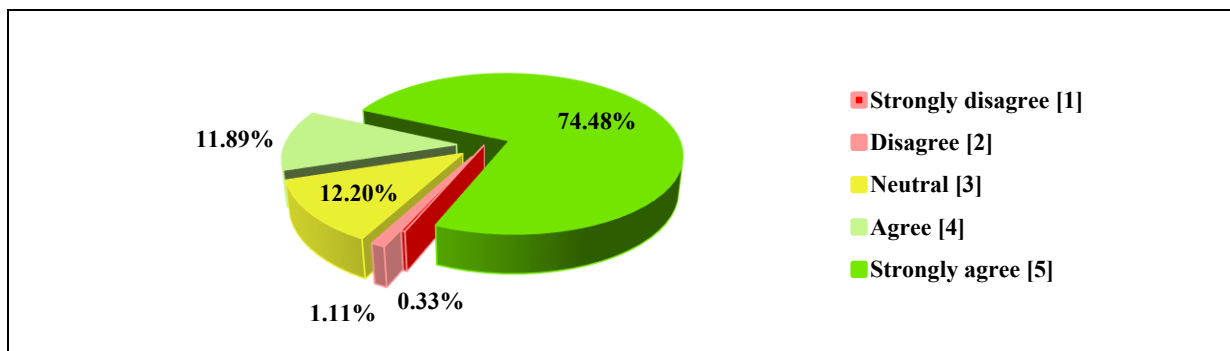


Figure 6i: SSQ_F - 09 Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor games, and outdoor games meet the requirements of amateurs and professionals.

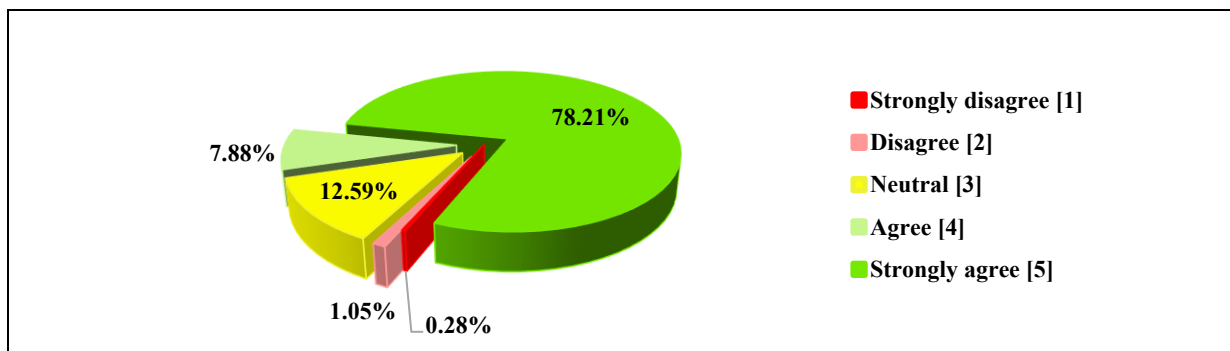


Figure 6j: SSQ_F -10 Student-administered societies are functional and the atmosphere is usually inviting

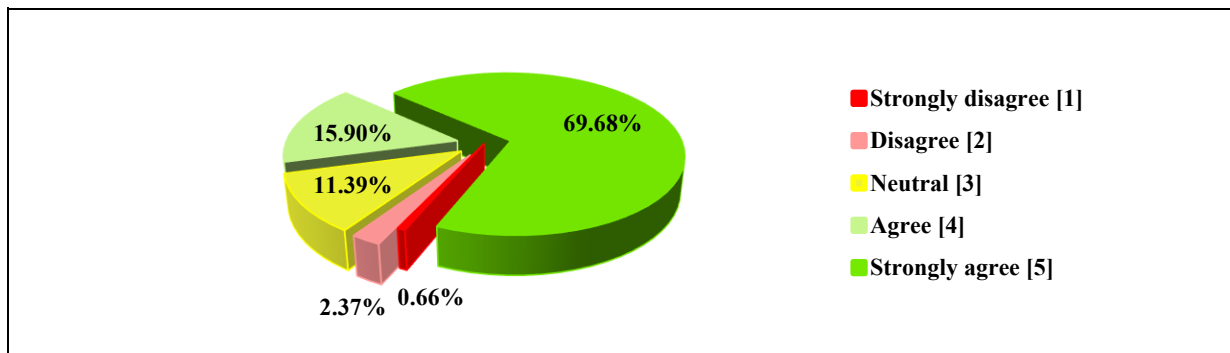


Figure 6k: SSQ_F -11: The availability of a computer/laptop/software for use at any time is never an issue

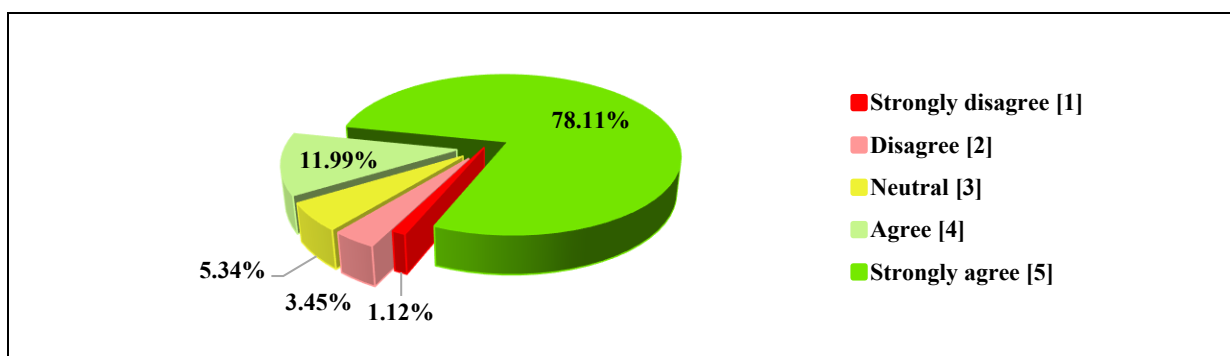


Figure 6l: SSQ_F -12 Internet connectivity is everywhere in the University campus

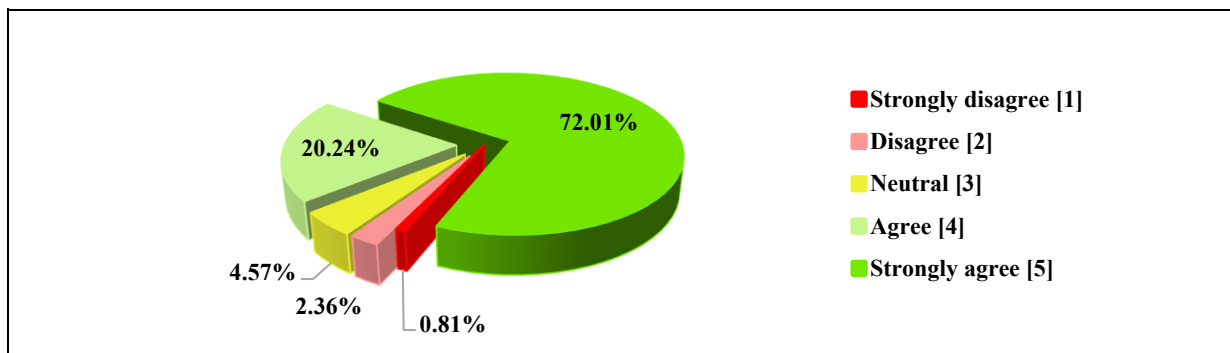


Figure 6m: SSQ_F -13 Medical facilities are of good quality and can be availed by students.

The findings of item Code - SSQ_F-01 (Mean Score - 4.66, i.e. 93.20%; Agreed by 93.72% respondents) indicate that students are highly satisfied with the lighting, ventilation, acoustics, and audio-visual facilities available in classrooms, demonstration rooms, and laboratories. The high rating reflects the University's commitment to providing a conducive and inviting learning environment that enhances academic engagement and learning effectiveness. Similarly, item Code - SSQ_F-02 (Mean Score - 4.59, i.e. 91.80%; Agreed by 86.90% respondents) reveals that students perceive good accessibility to research and development facilities within their

schools and the University. The findings suggest that the institution actively promotes a research-oriented culture by providing students with opportunities and resources to engage in innovation and scholarly activities. The responses to item Code - SSQ_F-03 (Mean Score - 4.50, i.e. 90.00%; Agreed by 82.94% respondents) indicate a positive perception of the University's career development and placement facilities. Students acknowledge the support provided through training programmes, career guidance initiatives, and placement assistance that contribute to their professional preparedness. A particularly encouraging outcome is observed in item Code - SSQ_F-04 (Mean Score - 4.76, i.e. 95.20%; Agreed by 93.89% respondents), which emerged as the highest-rated parameter in this category. The findings indicate exceptional satisfaction with the sanitation standards maintained across the campus. This reflects the University's continuous efforts to ensure cleanliness, hygiene, and a healthy environment for students. Although item Code - SSQ_F-05 (Mean Score - 4.38, i.e. 87.60%; Agreed by 80.06% respondents) received the comparatively lowest score among the surveyed facility parameters, the findings remain highly positive. Students generally appreciate the learner-friendly ambience of the library and the availability of print and digital resources. However, the comparatively lower rating suggests scope for further enhancement of library resources, study spaces, and user facilities to better support learning and research needs.

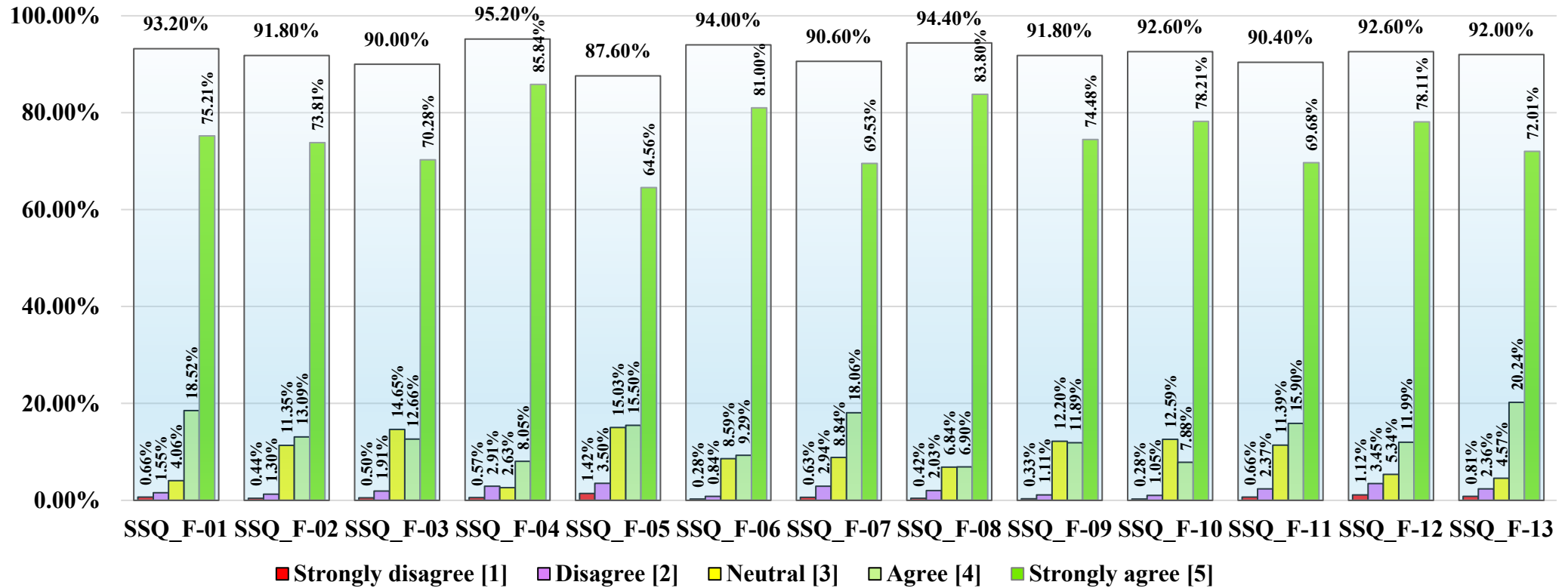
The findings of item Code - SSQ_F-06 (Mean Score - 4.70, i.e. 94.00%; Agreed by 90.29% respondents) demonstrate a very high level of satisfaction regarding access to the digital library from any location. The result highlights the University's successful implementation of technology-enabled learning resources that facilitate uninterrupted access to academic content. Similarly, item Code - SSQ_F-07 (Mean Score - 4.53, i.e. 90.60%; Agreed by 87.59% respondents) indicates that students are satisfied with hostel accommodation facilities, including space availability, amenities, and the learning environment within hostel reading rooms. The findings reflect the institution's efforts to provide comfortable residential facilities that support both personal well-being and academic activities. The responses to item Code - SSQ_F-08 (Mean Score - 4.72, i.e. 94.40%; Agreed by 90.70% respondents) reveal exceptionally positive perceptions regarding the friendliness and supportiveness of hostel staff. The high rating reflects a student-centric approach in hostel administration and contributes significantly to a positive residential experience. Likewise, item Code - SSQ_F-09 (Mean Score - 4.59, i.e. 91.80%; Agreed by 86.37% respondents) demonstrates strong satisfaction with sports and recreational facilities, including gymnasiums, swimming pools, indoor games, outdoor games, equipment, and trainers. The findings indicate that the University effectively

supports physical fitness, recreation, and holistic student development. The assessment of item Code - SSQ_F-10 (Mean Score - 4.63, i.e. 92.60%; Agreed by 86.08% respondents) indicates that students view student-administered societies as active, functional, and welcoming. The result reflects the University's vibrant campus culture and its encouragement of student participation, leadership, and extracurricular engagement. The findings of item Code - SSQ_F-11 (Mean Score - 4.52, i.e. 90.40%; Agreed by 85.58% respondents) suggest that students generally experience convenient access to computers, laptops, and software resources whenever required. This demonstrates the institution's commitment to supporting technology-enabled teaching, learning, and research activities. Similarly, item Code - SSQ_F-12 (Mean Score - 4.63, i.e. 92.60%; Agreed by 90.09% respondents) reflects high levels of satisfaction with internet connectivity across the University campus. The result highlights the effectiveness of the University's digital infrastructure in supporting academic, research, and communication needs. Finally, item Code - SSQ_F-13 (Mean Score - 4.60, i.e. 92.00%; Agreed by 92.25% respondents) indicates that students perceive the medical facilities available on campus to be of high quality and readily accessible. The high rating reflects confidence in the University's healthcare services and its commitment to student safety, health, and well-being.

Overall Analysis

The Student Satisfaction Survey on Facilities 2025–26 reveals highly positive student perceptions regarding the quality, accessibility, and effectiveness of academic, residential, recreational, digital, and healthcare facilities provided by the University. The mean scores range from 4.38 to 4.76, corresponding to satisfaction levels between 87.60% and 95.20%, indicating a very high level of student satisfaction. The highest-rated areas include campus sanitation (SSQ_F-04), hostel staff support (SSQ_F-08), digital library access (SSQ_F-06), classroom and laboratory learning environment (SSQ_F-01), and internet connectivity (SSQ_F-12). These findings demonstrate the University's commitment to providing a safe, clean, technology-enabled, and student-friendly campus environment. Although library facilities (SSQ_F-05) received the comparatively lowest rating, the score remains highly positive and suggests opportunities for further enhancement of learning resources and study facilities. Overall, the survey findings affirm that the University has successfully created a comprehensive infrastructure ecosystem that supports academic excellence, student well-being, research, innovation, and holistic development.

Students Survey (Facilities) 2025-26



**Figure – 6n: Item wise Frequency Distribution (%) and mean Score (%) Statistics of
Students Survey – 2026 on Facilities**

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

Students Studying in 2026 were surveyed using a 21-item Students Survey (Curriculum Design, Teaching & Learning) - 2026 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 (Curriculum Design, Teaching & Learning) - 2026 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) - 2026 questionnaire was distributed and final sample comprised 321157 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 (Curriculum Design, Teaching & Learning) - 2026

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	CD&TL-01	<i>The expected course outcomes and/or program outcomes are well defined.</i>	4.35	87.00 %	76.12%
2	CD&TL-02	<i>The course content provides sufficient objectives, knowledge and skill.</i>	4.59	91.80 %	88.46%
3	CD&TL-03	<i>The course is relevant, up-to-date and of industry standard</i>	4.38	87.60 %	75.76%
4	CD&TL-04	<i>The course is well structured and the units/sections in the syllabus are properly sequenced.</i>	4.59	91.80 %	93.40%
5	CD&TL-05	<i>The course materials such as textbooks, readings materials, e-resources provided to the students are relevant</i>	4.62	92.40 %	86.30%
6	CD&TL-06	<i>The offering of the electives in terms of their relevance to the specialized streams.</i>	4.57	91.40 %	90.80%
7	CD&TL-07	<i>How do you rate the domain used for designing/performing the experiments in the laboratory.</i>	4.50	90.00 %	82.31%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
8	CD&TL-08	<i>How far you believe you have achieved Course Outcome 1.</i>	4.64	92.80 %	87.53%
9	CD&TL-09	<i>How far you believe you have achieved Course Outcome 2.</i>	4.58	91.60 %	90.39%
10	CD&TL-10	<i>How far you believe you have achieved Course Outcome 3.</i>	4.53	90.60 %	89.01%
11	CD&TL-11	<i>How far you believe you have achieved Course Outcome 4.</i>	4.53	90.60 %	82.03%
12	CD&TL-12	<i>How far you believe you have achieved Course Outcome 5.</i>	4.68	93.60 %	93.53%
13	CD&TL-13	<i>How far you believe you have achieved Course Outcome 6.</i>	4.57	91.40 %	85.59%
14	CD&TL-14	<i>Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?</i>	4.54	90.80 %	86.70%
15	CD&TL-15	<i>Punctuality & regularity in taking Classes & completes the entire syllabus in time</i>	4.59	91.80 %	88.86%
16	CD&TL-16	<i>Communication skills and delivery of structured lectures</i>	4.68	93.60 %	89.89%
17	CD&TL-17	<i>Skill of linking subject to life experience, latest developments and creating interest in the subject</i>	4.61	92.20 %	84.83%
18	CD&TL-18	<i>Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc.</i>	4.58	91.60 %	92.86%
19	CD&TL-19	<i>Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)</i>	4.34	86.80 %	78.29%
20	CD&TL-20	<i>Effective control mechanism to conduct the class and doubt clearing through student interaction</i>	4.55	91.00 %	85.16%
21	CD&TL-21	<i>Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.</i>	4.62	92.40 %	87.51%

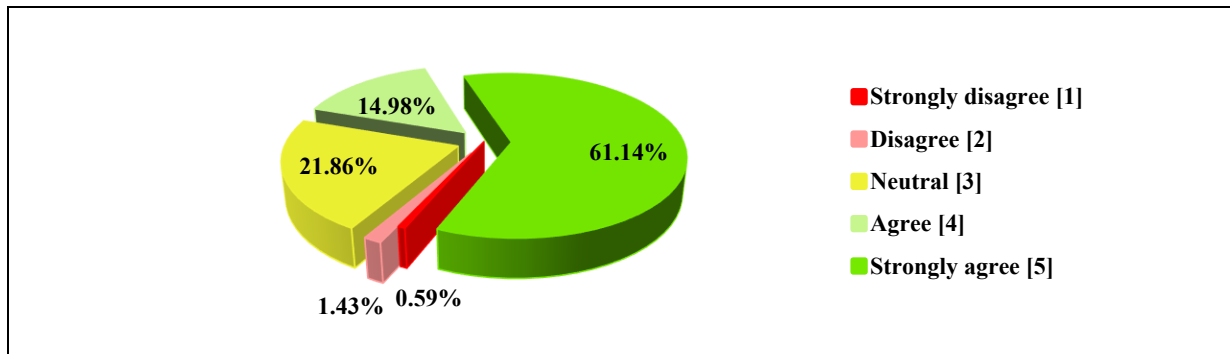


Figure 7a: CD&TL -01: The expected course outcomes and/or program outcomes are well defined

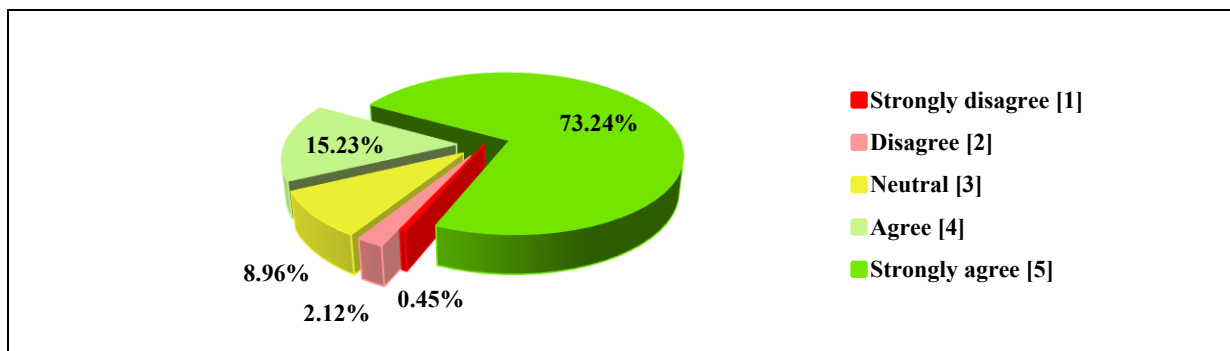


Figure 7b: CD&TL-02 The course content provides sufficient objectives, knowledge and skill.

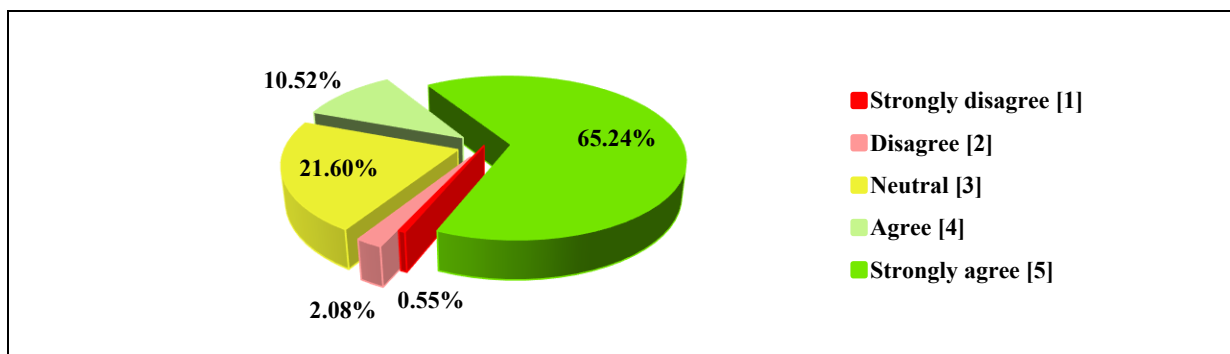


Figure 7c: CD&TL-03: The course is relevant, up-to-date and of industry standard

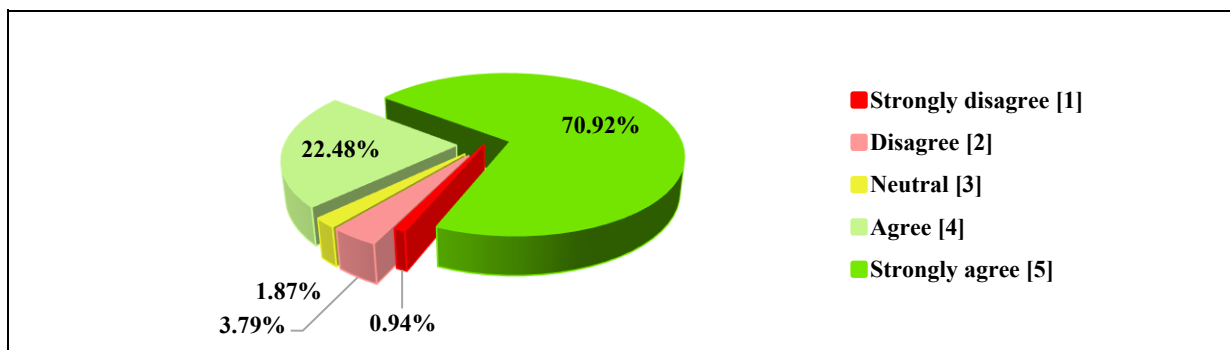


Figure 7d: CD&TL-04 The course is well structured and the units/sections in the syllabus are properly sequenced.

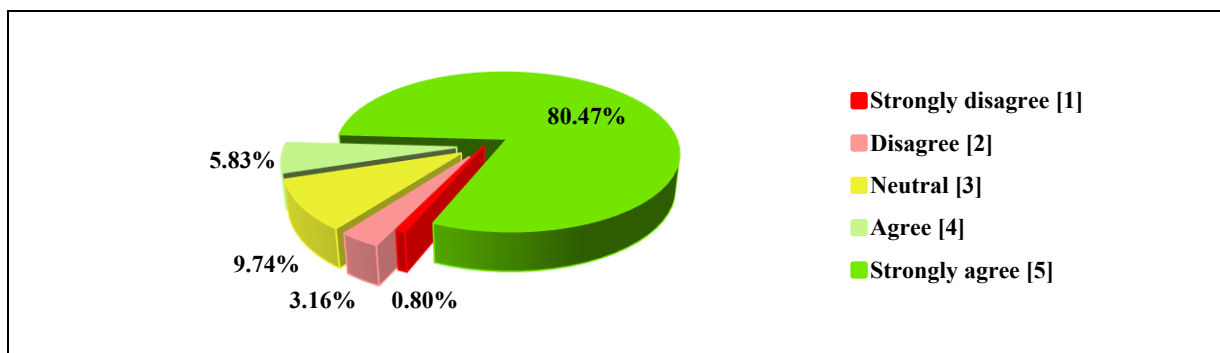


Figure 7e: CD&TL -05 The course materials such as textbooks, readings materials, e-resources provided to the students are relevant

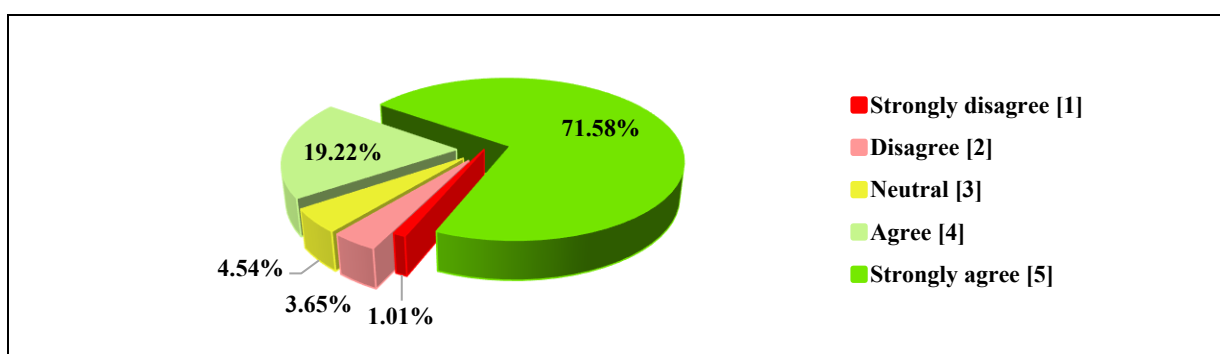


Figure 7f: CD&TL -06 The offering of the electives in terms of their relevance to the specialized streams.

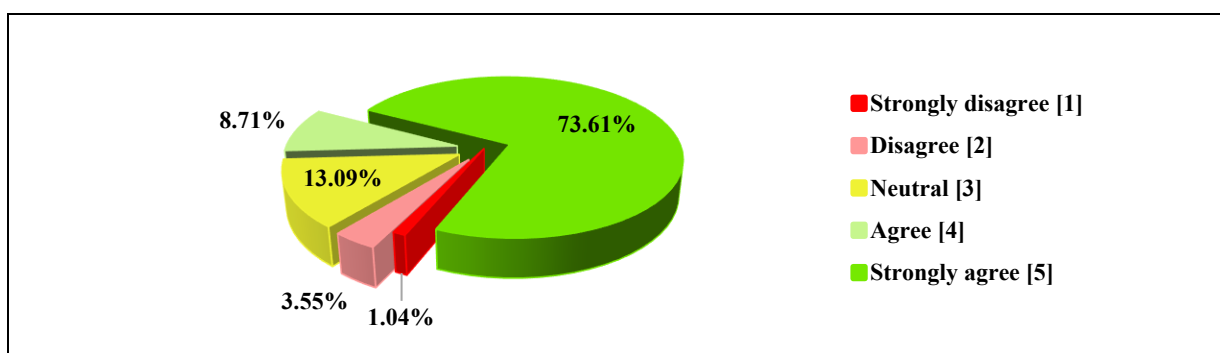


Figure 7g: CD&TL-07: How do you rate the domain used for designing/performing the experiments in the laboratory.

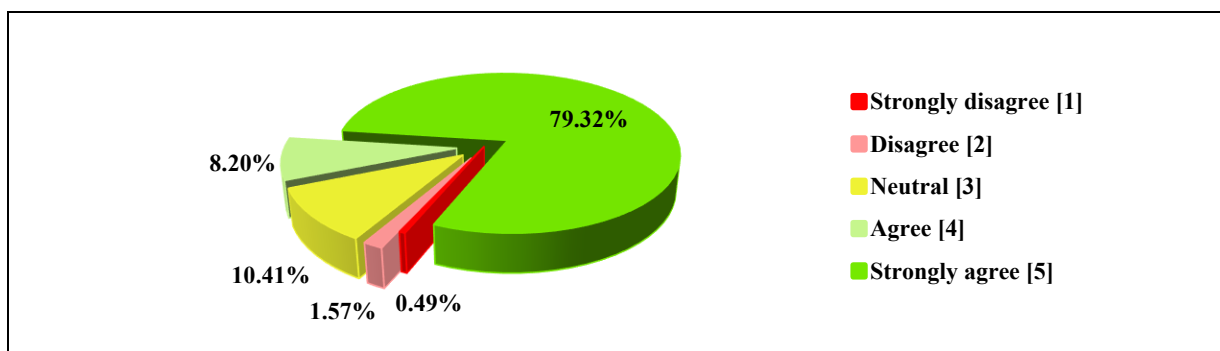


Figure 7h: CD&TL- 08 How far you believe you have achieved Course Outcome 1.

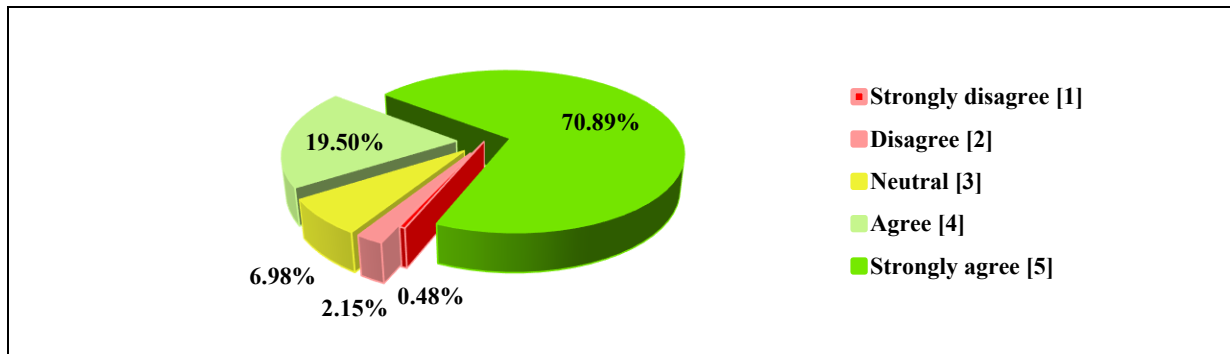


Figure 7i: CD&TL- 09 How far you believe you have achieved Course Outcome 2.

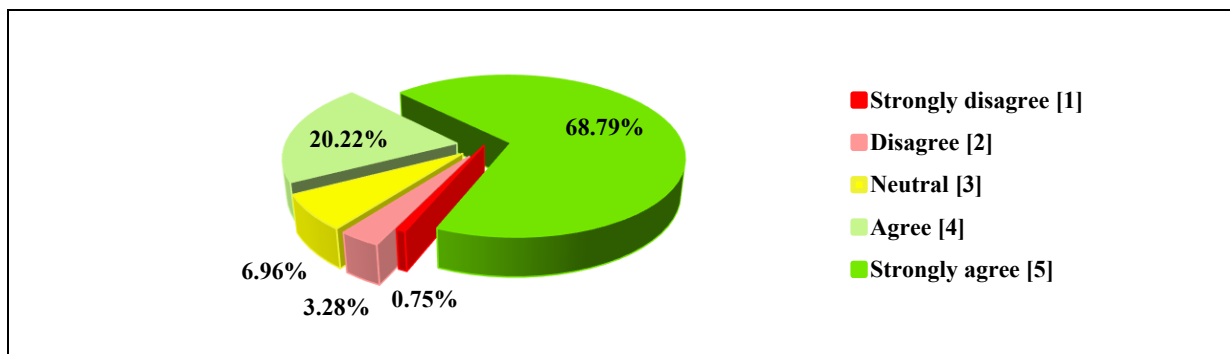


Figure 7j: CD&TL-10 How far you believe you have achieved Course Outcome 3.

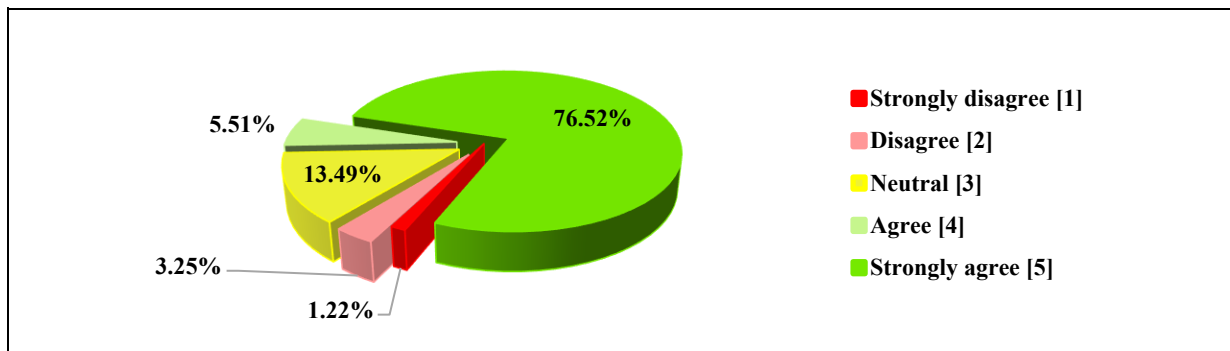


Figure 7k: CD&TL-11: How far you believe you have achieved Course Outcome 4.

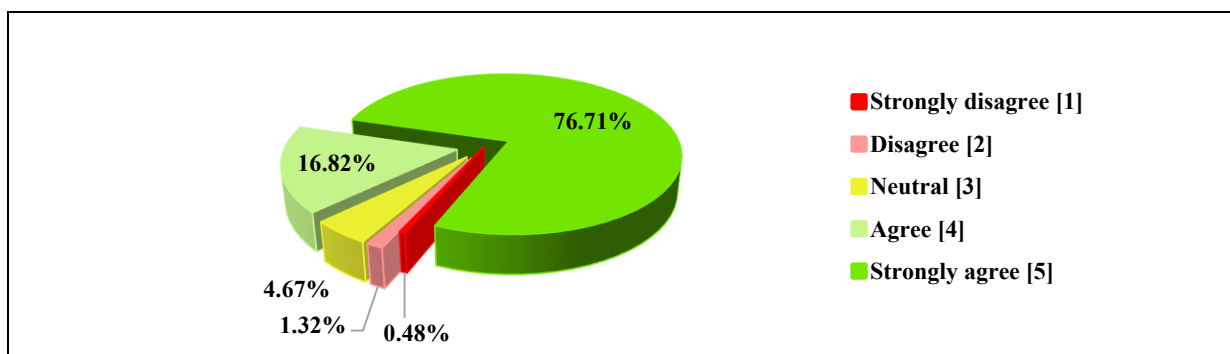


Figure 7l: CD&TL- 12 How far you believe you have achieved Course Outcome 5.

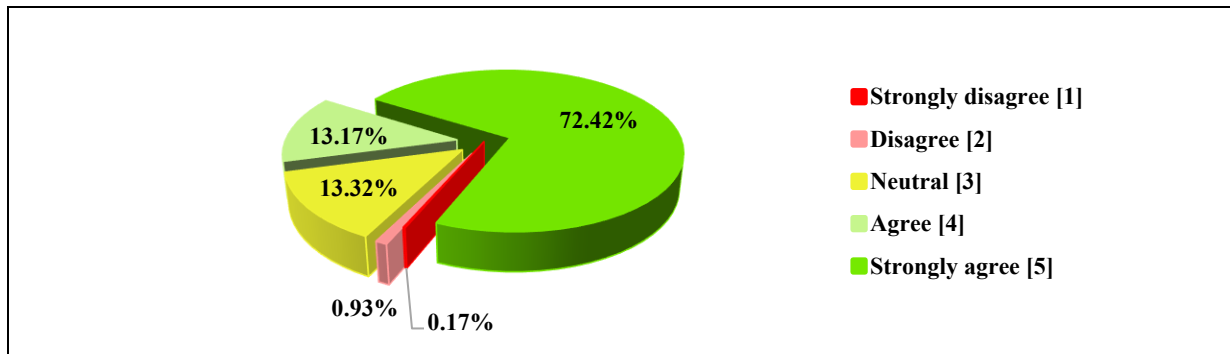


Figure 7m: CD&TL- 13 How far you believe you have achieved Course Outcome 6.

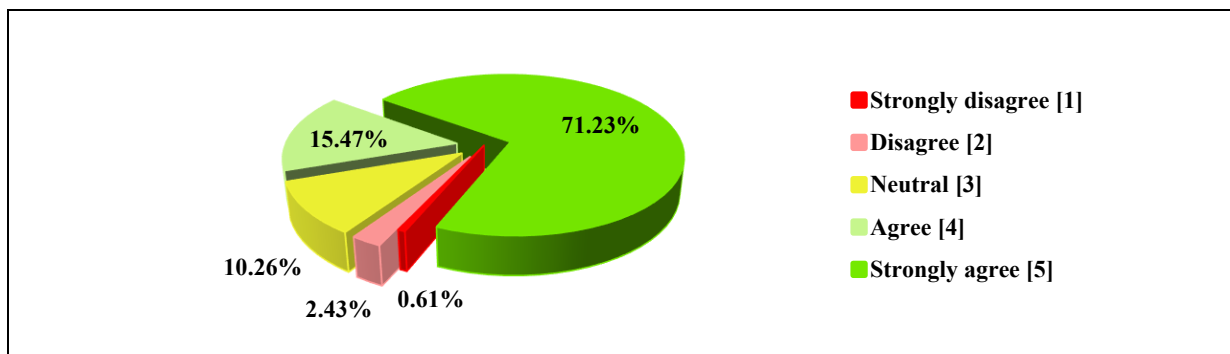


Figure 7n: CD&TL-14 Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?

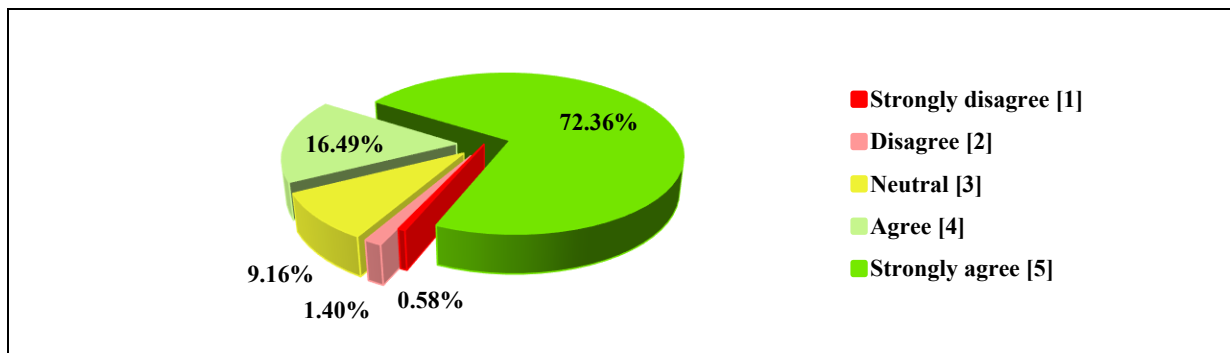


Figure 7o: CD&TL-15: Punctuality & regularity in taking Classes & completes the entire syllabus in time

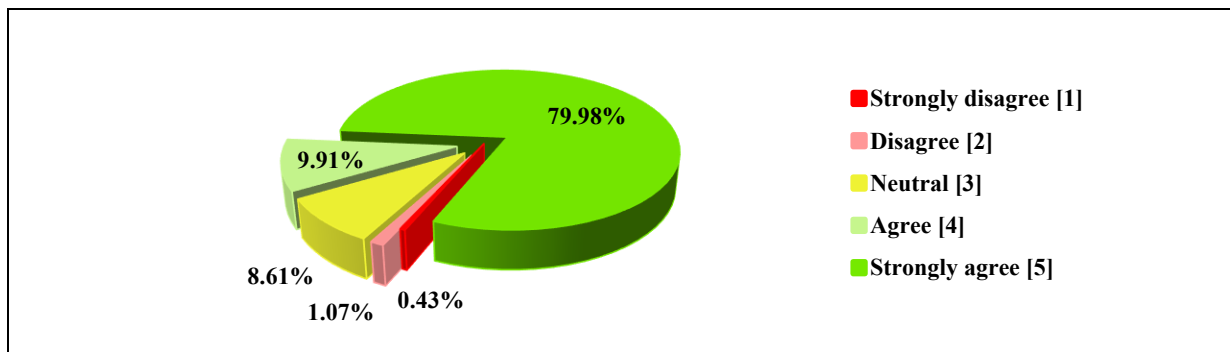


Figure 7p: CD&TL- 16 Communication skills and delivery of structured lectures

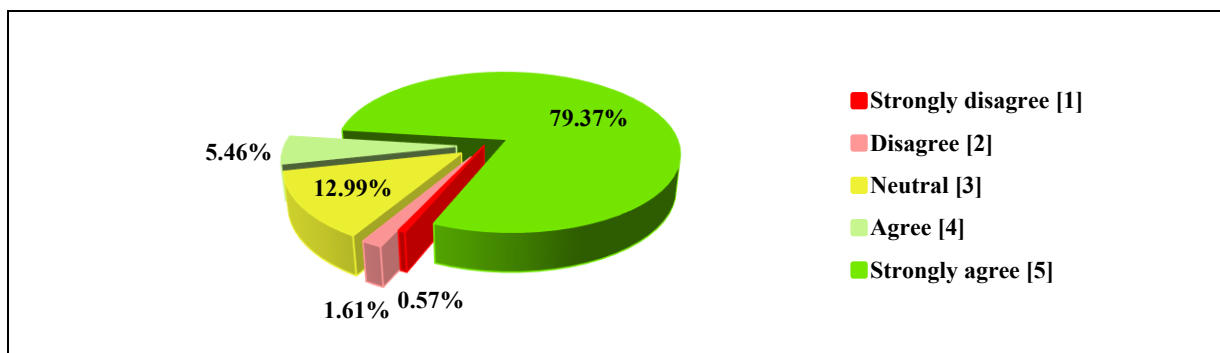


Figure 7q: CD&TL- 17 Skill of linking subject to life experience, latest developments and creating interest in the subject

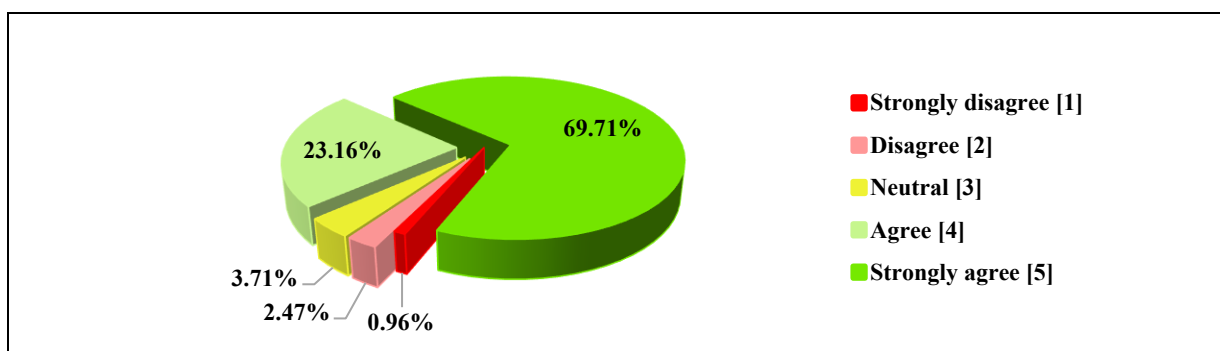


Figure 7r: CD&TL-18 Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc

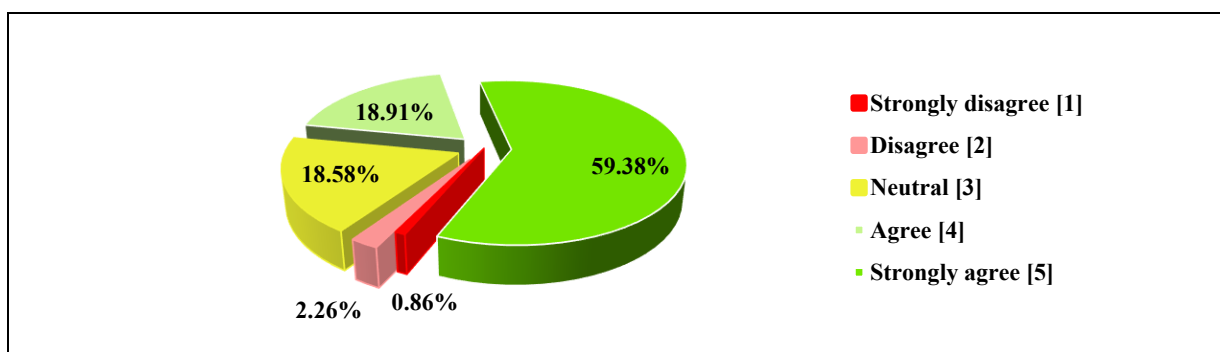


Figure 7s: CD&TL-19: Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)

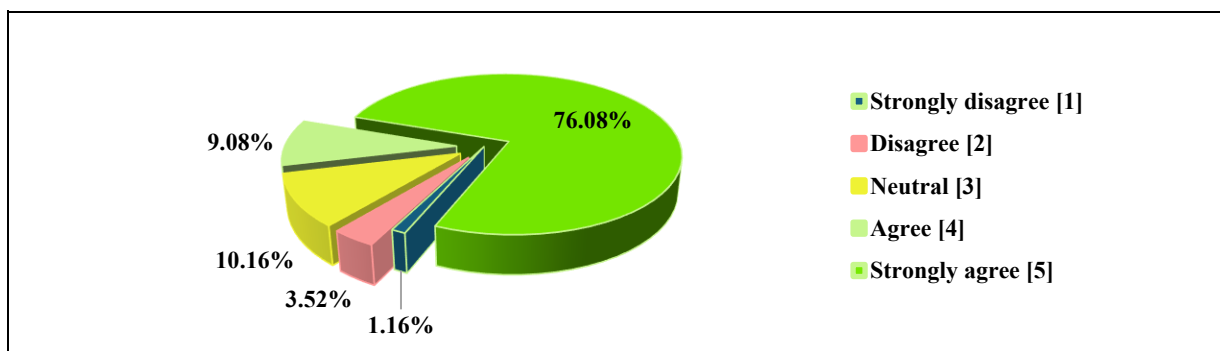


Figure 7t: CD&TL-20 Effective control mechanism to conduct the class and doubt clearing through student interaction

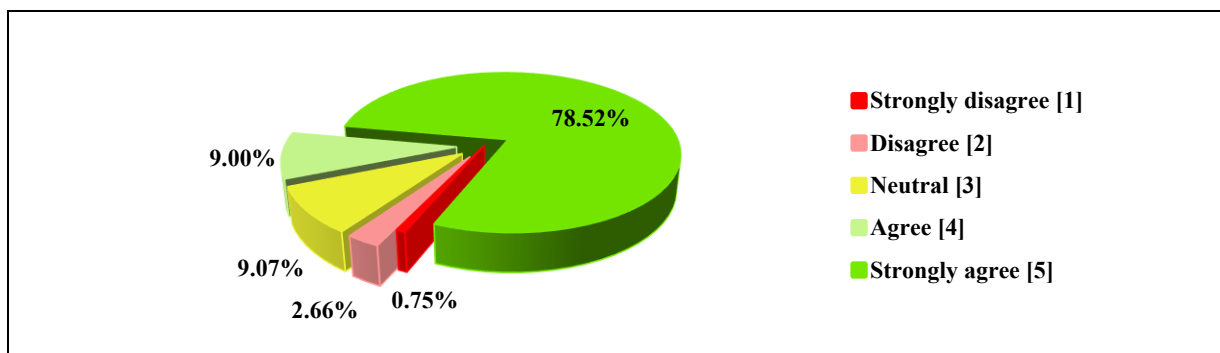


Figure 7u: CD&TL-20 Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.

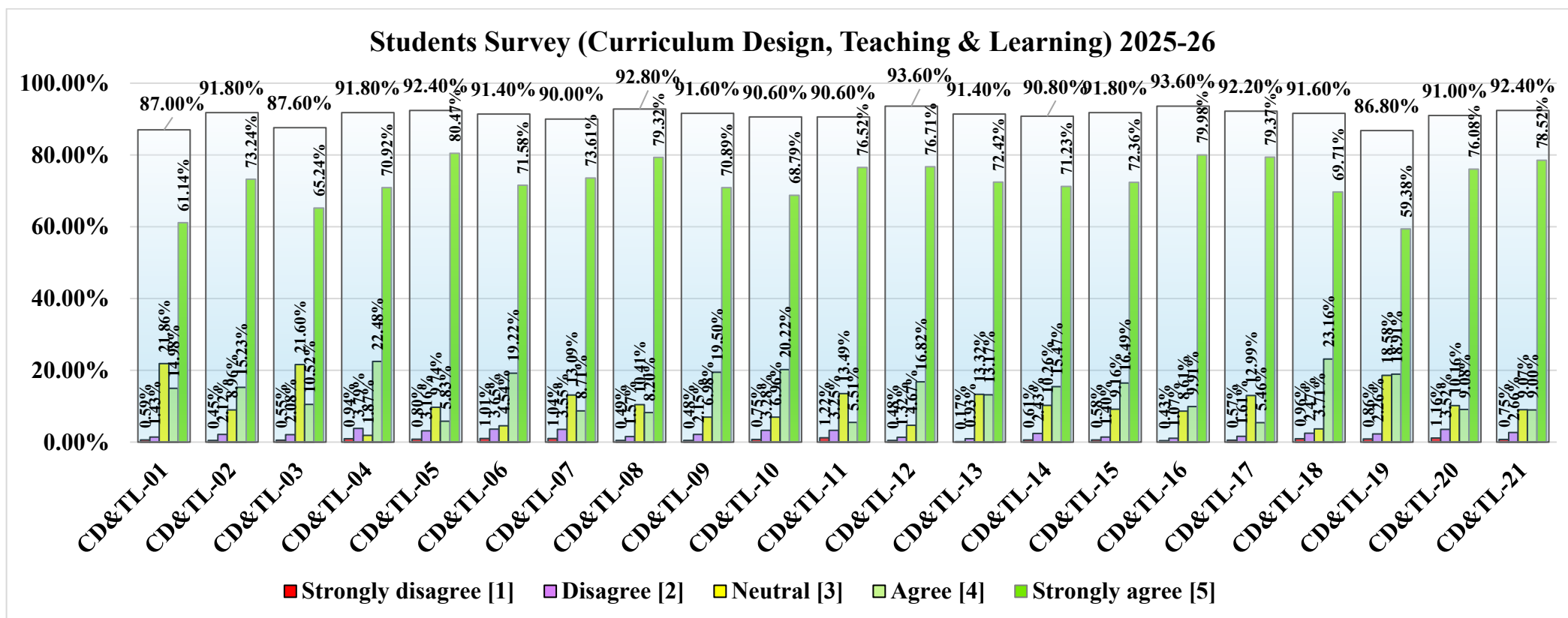
The findings of item Code - CD&TL-01 (Mean Score - 4.35, i.e. 87.00%; Agreed by 76.12% respondents) indicate that students generally perceive the course outcomes and programme outcomes to be clearly defined. While the score remains highly positive, the comparatively lower agreement level suggests opportunities for strengthening awareness and communication of expected learning outcomes. Similarly, item Code - CD&TL-02 (Mean Score - 4.59, i.e. 91.80%; Agreed by 88.46% respondents) reveals that students are highly satisfied with the extent to which course content provides the necessary objectives, knowledge, and skills. The findings reflect the effectiveness of curriculum design in supporting academic and professional development. The responses to item Code - CD&TL-03 (Mean Score - 4.38, i.e. 87.60%; Agreed by 75.76% respondents) indicate that students perceive the curriculum as relevant, updated, and aligned with industry requirements. However, the comparatively lower agreement percentage suggests scope for further strengthening industry integration and awareness of curriculum relevance. The findings of item Code - CD&TL-04 (Mean Score - 4.59, i.e. 91.80%; Agreed by 93.40% respondents) demonstrate strong student satisfaction with the structure and sequencing of courses. The high agreement level indicates that the syllabus is well-organized and facilitates systematic progression of learning. Likewise, item Code - CD&TL-05 (Mean Score - 4.62, i.e. 92.40%; Agreed by 86.30% respondents) reflects positive perceptions regarding the relevance and usefulness of textbooks, reading materials, and e-resources provided to students. This highlights the University's efforts to ensure the availability of quality learning resources. The responses to item Code - CD&TL-06 (Mean Score - 4.57, i.e. 91.40%; Agreed by 90.80% respondents) indicate that students are highly satisfied with the electives offered and their relevance to specialized streams of study. The findings suggest that the curriculum effectively supports academic flexibility and specialization. Similarly, item Code - CD&TL-07 (Mean Score - 4.50, i.e. 90.00%; Agreed by 82.31% respondents) demonstrates positive student perceptions regarding the domains selected for designing and performing

laboratory experiments. The result reflects the relevance of practical learning experiences in achieving course objectives. The findings of item Code - CD&TL-08 (Mean Score - 4.64, i.e. 92.80%; Agreed by 87.53% respondents) indicate that students believe they have successfully achieved Course Outcome 1. The high score reflects effective teaching-learning practices and successful attainment of intended learning outcomes. Likewise, item Code - CD&TL-09 (Mean Score - 4.58, i.e. 91.60%; Agreed by 90.39% respondents) demonstrates strong student confidence regarding the achievement of Course Outcome 2, indicating effective knowledge transfer and learning support mechanisms. The responses to item Code - CD&TL-10 (Mean Score - 4.53, i.e. 90.60%; Agreed by 89.01% respondents) suggest that students perceive substantial achievement of Course Outcome 3, reflecting successful development of the intended competencies and skills. Similarly, item Code - CD&TL-11 (Mean Score - 4.53, i.e. 90.60%; Agreed by 82.03% respondents) indicates positive perceptions regarding the achievement of Course Outcome 4. The findings demonstrate that students generally believe they have attained the expected learning outcomes associated with the course. A particularly encouraging outcome is observed in item Code - CD&TL-12 (Mean Score - 4.68, i.e. 93.60%; Agreed by 93.53% respondents), which emerged as one of the highest-rated parameters in the survey. The findings indicate that students perceive a very high level of achievement of Course Outcome 5, reflecting the effectiveness of curriculum delivery and learning assessment processes. The responses to item Code - CD&TL-13 (Mean Score - 4.57, i.e. 91.40%; Agreed by 85.59% respondents) indicate strong confidence among students regarding the achievement of Course Outcome 6. This reflects successful attainment of the intended learning objectives associated with the course. Similarly, item Code - CD&TL-14 (Mean Score - 4.54, i.e. 90.80%; Agreed by 86.70% respondents) demonstrates that course objectives and learning outcomes were clearly communicated at the beginning of the course. The findings highlight effective academic planning and communication practices. The findings of item Code - CD&TL-15 (Mean Score - 4.59, i.e. 91.80%; Agreed by 88.86% respondents) reveal strong satisfaction with faculty punctuality, regularity, and timely completion of the syllabus. This reflects the commitment of faculty members toward effective course delivery and academic discipline. A highly positive perception is reflected in item Code - CD&TL-16 (Mean Score - 4.68, i.e. 93.60%; Agreed by 89.89% respondents), indicating excellent communication skills and structured lecture delivery by faculty members. The result highlights the effectiveness of classroom instruction and faculty engagement. The responses to item Code - CD&TL-17 (Mean Score - 4.61, i.e. 92.20%; Agreed by 84.83% respondents) demonstrate strong appreciation for faculty members' ability to relate course content to real-life experiences, emerging developments, and contemporary issues. This contributes significantly to student

interest and engagement in the subject. Similarly, item Code - CD&TL-18 (Mean Score - 4.58, i.e. 91.60%; Agreed by 92.86% respondents) reflects a high level of satisfaction with the systematic organization of assignments, class tests, quizzes, seminars, case studies, group discussions, and problem-solving activities. The result indicates effective academic planning and continuous assessment practices. Although item Code - CD&TL-19 (Mean Score - 4.34, i.e. 86.80%; Agreed by 78.29% respondents) received one of the comparatively lower ratings, the findings remain highly positive. Students acknowledge the use of innovative teaching methods and educational technologies. However, the relatively lower agreement percentage suggests opportunities for greater integration of modern pedagogical tools and technology-enabled learning approaches. The responses to item Code - CD&TL-20 (Mean Score - 4.55, i.e. 91.00%; Agreed by 85.16% respondents) indicate strong satisfaction with classroom management practices and faculty efforts in addressing student doubts through interaction and engagement. This reflects a supportive and student-centered learning environment. Finally, item Code - CD&TL-21 (Mean Score - 4.62, i.e. 92.40%; Agreed by 87.51% respondents) demonstrates that students highly appreciate faculty guidance in overcoming physical, emotional, and learning challenges while motivating them to achieve future goals. The findings reflect the University's commitment to holistic student development and mentoring support.

Overall Analysis

The Student Satisfaction Survey on Curriculum Design and Teaching-Learning 2025–26 reveals highly positive student perceptions regarding curriculum quality, course delivery, learning outcomes, faculty effectiveness, and teaching-learning practices. The mean scores range from 4.34 to 4.68, corresponding to satisfaction levels between 86.80% and 93.60%, indicating a consistently high level of student satisfaction. The highest-rated areas include achievement of Course Outcome 5 (CD&TL-12), communication skills and structured lecture delivery (CD&TL-16), relevance of learning resources (CD&TL-05), faculty mentoring and guidance (CD&TL-21), and achievement of Course Outcome 1 (CD&TL-08). These findings demonstrate the effectiveness of the University's curriculum design, outcome-based education framework, and student-centered teaching-learning ecosystem. While comparatively lower agreement levels were observed for clarity of programme outcomes (CD&TL-01), curriculum relevance to industry standards (CD&TL-03), and use of innovative teaching methods (CD&TL-19), the ratings remain highly positive and suggest opportunities for further strengthening stakeholder awareness, industry integration, and technology-enabled pedagogical practices. Overall, the survey findings affirm that the University has successfully established a robust academic environment that promotes effective learning, outcome attainment, faculty engagement, continuous assessment, and holistic student development.



**Figure – 6v: Item wise Frequency Distribution (%) and mean Score (%) Statistics of
Students Survey – 2026 on Curriculum Design, Teaching & Learning**

8. ANALYSIS OF FEEDBACK

The stakeholder feedback collected during the academic year 2025–26 provides valuable insights into the effectiveness of the University's academic processes, infrastructure, student support services, and overall institutional performance. Feedback was obtained from key stakeholder groups including alumni, graduating students, parents, employers, and current students through structured questionnaires designed to assess various dimensions of educational quality, professional preparedness, campus facilities, and stakeholder satisfaction. The overall findings reveal an exceptionally high level of satisfaction across all stakeholder categories, reflecting the University's commitment to academic excellence, continuous quality improvement, and holistic student development.

The Alumni Survey indicates that graduates perceive themselves as highly competent in technical knowledge, problem-solving, project management, leadership, professional ethics, global adaptability, and lifelong learning. Alumni expressed particularly strong confidence in their ability to integrate knowledge for solving complex problems, manage projects effectively, and contribute towards sustainable development. The high willingness of alumni to recommend the University further reflects their trust and confidence in the quality of education and professional preparation received during their studies. The Graduate Exit Survey demonstrates that graduating students possess strong confidence in their academic knowledge, research capabilities, teamwork, leadership skills, communication abilities, ethical values, and professional readiness. The findings suggest that the University has been successful in fostering analytical thinking, innovation, project management skills, and lifelong learning attitudes. Students particularly appreciated opportunities for collaborative learning, research exposure, leadership development, and practical application of knowledge through projects and experiential learning activities. Feedback from parents reflects a highly positive perception of the University's academic environment, infrastructure, student support services, healthcare facilities, training and placement initiatives, and overall institutional reputation. Parents expressed strong confidence in the competence and commitment of faculty members, the quality of teaching-learning processes, and the University's ability to provide a safe, supportive, and conducive environment for students' academic and personal growth. The high level of parental pride and satisfaction demonstrates the University's success in meeting stakeholder expectations. Employer feedback highlights strong satisfaction with graduates' technical competence, professional skills, problem-solving abilities, teamwork, leadership qualities, ethical conduct, and workplace readiness. Employers acknowledged the effectiveness of the

University's academic programmes in producing industry-ready professionals capable of contributing meaningfully to organizational growth and development. The findings further indicate that graduates possess the knowledge, adaptability, and professional attributes required to perform effectively in dynamic and competitive work environments. The Student Satisfaction Survey on Facilities reveals highly positive perceptions regarding academic infrastructure, laboratories, classrooms, libraries, digital resources, hostel facilities, healthcare services, sports amenities, campus sanitation, and overall student support systems. Students expressed high levels of satisfaction with the quality and accessibility of institutional facilities, indicating that the University has established a comprehensive and student-friendly learning environment that supports academic excellence and holistic development. Similarly, the Student Satisfaction Survey on Curriculum Design, Teaching and Learning reflects strong student confidence in curriculum relevance, outcome attainment, faculty effectiveness, learning resources, classroom management, mentoring support, and continuous assessment practices. Students appreciated the structured delivery of courses, effective communication by faculty members, and the integration of learning outcomes with academic activities. The findings validate the effectiveness of the University's outcome-based education framework and student-centred teaching-learning ecosystem. Across all stakeholder groups, the mean scores consistently remained above 4.4 on a five-point scale, corresponding to satisfaction levels generally exceeding 88%, indicating a remarkably high degree of stakeholder satisfaction. The feedback confirms that the University has successfully created an ecosystem that promotes academic excellence, professional competence, research orientation, ethical values, leadership development, innovation, student welfare, and career readiness. While a few parameters related to sustainability awareness, broader societal implications of professional practice, mentoring effectiveness, and innovative pedagogical approaches received comparatively lower ratings, the scores remain highly positive and provide useful directions for future quality enhancement initiatives. Overall, the feedback analysis clearly demonstrates that the University is effectively fulfilling its mission of providing high-quality education, fostering holistic student development, maintaining strong stakeholder relationships, and preparing graduates for successful careers, higher studies, entrepreneurship, and responsible citizenship. The consistently positive feedback received from all stakeholder groups serves as a strong validation of the University's academic processes, institutional support mechanisms, infrastructure facilities, and commitment to continuous improvement and excellence.

9. ACTION TAKEN REPORT (ATR) BASED ON FEEDBACK 2024-25 REPORT

In response to the recommendations received, the University has initiated the following measures:

Sl. No.	Feedback / Suggestion Received	Action Taken
1	Reform and strengthen the student counselling system by establishing a structured counselling cell and training faculty mentors to address students' academic, emotional, and mental well-being.	The University strengthened its student counselling and mentoring framework through regular mentor-mentee interactions, professional counselling support, and awareness programmes on mental health and well-being. Faculty mentors were encouraged to proactively identify and address students' academic and personal concerns, while counselling services were made more accessible through institutional support mechanisms.
2	Conduct financial literacy programmes for all stakeholders to improve awareness of financial planning and management.	Various awareness sessions, expert talks, workshops, and orientation programmes on financial literacy, financial planning, investment awareness, digital banking, and personal financial management were organized for students and other stakeholders. Relevant aspects of financial management were also integrated into academic and co-curricular activities wherever appropriate.
3	Develop additional student support mechanisms based on continuous feedback to enhance overall academic and personal development.	The University continued to strengthen student support systems through regular feedback collection and review. Academic support initiatives, mentoring activities, career guidance programmes, skill development workshops, grievance redressal mechanisms, wellness initiatives, and student engagement activities were enhanced to address emerging student needs and promote holistic development.

Summary

Based on stakeholder feedback received during the academic year 2024–25, the University undertook several measures to strengthen student counselling and mentoring, promote financial literacy, and enhance student support services. These initiatives contributed to improving student well-being, academic performance, career preparedness, and overall campus experience while reinforcing the University's commitment to continuous quality improvement.

10. ACTION TO BE TAKEN FOR THE NEXT ACADEMIC YEAR

1. Integrate SDGs, ethics, multidisciplinary learning and societal impact into curriculum delivery and assessment.
2. Enhance industry collaboration, internships, live projects, innovation and research-based learning across all programmes.
3. Strengthen graduate attributes through value-added courses on communication, leadership, entrepreneurship, AI/digital skills and lifelong learning.
4. Upgrade ICT-enabled learning resources, laboratories, library services and student support mechanisms based on stakeholder expectations.
5. Establish a systematic feedback review and curriculum improvement mechanism through IQAC and Boards of Studies to ensure continuous quality enhancement and alignment with NEP 2020, NBA and NAAC.

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]

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

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]

Sl. No	Questionnaire	Choice Scores				
		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]

Sl. No	Questionnaire	Choice Scores				
		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. Congratulations on completing your program of study 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]

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

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

C. Suggestions: _____

---Thank You---

Questionnaire Set - VI

(Students Survey on Curriculum Design, Teaching & Learning)

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 Curriculum Design, Teaching & Learning 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 expected course outcomes and/or program outcomes are well defined.	☐	☐	☐	☐	☐
2	The course content provides sufficient objectives, knowledge and skill.	☐	☐	☐	☐	☐
3	The course is relevant, up-to-date and of industry standard	☐	☐	☐	☐	☐
4	The course is well structured and the units/sections in the syllabus are properly sequenced.	☐	☐	☐	☐	☐
5	The course materials such as textbooks, readings materials, e-resources provided to the students are relevant	☐	☐	☐	☐	☐
6	The offering of the electives in terms of their relevance to the specialized streams.	☐	☐	☐	☐	☐
7	How do you rate the domain used for designing/performing the experiments in the laboratory.	☐	☐	☐	☐	☐

		Choice Scores				
Sl. No	Questionnaire	1	2	3	4	5
8	<i>How far you believe you have achieved Course Outcome 1.</i>	☐	☐	☐	☐	☐
9	<i>How far you believe you have achieved Course Outcome 2.</i>	☐	☐	☐	☐	☐
10	<i>How far you believe you have achieved Course Outcome 3.</i>	☐	☐	☐	☐	☐
11	<i>How far you believe you have achieved Course Outcome 4.</i>	☐	☐	☐	☐	☐
12	<i>How far you believe you have achieved Course Outcome 5.</i>	☐	☐	☐	☐	☐
13	<i>How far you believe you have achieved Course Outcome 6.</i>	☐	☐	☐	☐	☐
14	<i>Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?</i>	☐	☐	☐	☐	☐
15	<i>Punctuality & regularity in taking Classes & completes the entire syllabus in time</i>	☐	☐	☐	☐	☐
16	<i>Communication skills and delivery of structured lectures</i>	☐	☐	☐	☐	☐
17	<i>Skill of linking subject to life experience, latest developments and creating interest in the subject</i>	☐	☐	☐	☐	☐
18	<i>Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc.</i>	☐	☐	☐	☐	☐
19	<i>Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)</i>	☐	☐	☐	☐	☐
20	<i>Effective control mechanism to conduct the class and doubt clearing through student interaction</i>	☐	☐	☐	☐	☐
21	<i>Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.</i>	☐	☐	☐	☐	☐

C. Suggestions: _____

---Thank You---



KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY

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