FEEDBACK

FROM STAKEHOLDERS

2024-2025

INTERNAL QUALITY ASSURANCE CELL

IQAC

KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY (KIIT)

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

CONTENTS

1. FEEDBACK PROCESS

1.1 Feedback Collection

To get an overall idea on curriculum and other relevant aspects, the university has established feedback system through the close ended structured questionnaire via Google forms. Feedback is collected from stake holders which include students, alumni, employers and parents. Feedback is collected from the students on curriculum, teaching and learning twice in a year, it focuses on the course objectives, general observations, skill development, innovations and methodology, commitment and command & help and motivation. Students feedback on institutional facilities is collected once in a year which targets the overall facilities and ambience of the University. Feedback from recruiters, alumni and parents are taken once in year on curriculum development and overall improvement of teaching learning process. The feedback is collected through a questionnaire in a scale of 5. The feedback analysis committee of the University designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues.

1.2 Feedback Analysis:

The data collected by the IQAC was sorted and consolidated for drafting the analysis report. The data entered in the selected format was then converted into chart form and decoded for the proper comprehension of the matter. The analysis is done year wise as well as parameter wise. The aspects pointed out by all the stakeholders are considered with special care and attention. The Feedback analysis committee discussed and evaluated the suggestions received from different spheres regarding the curriculum. The suggestions were consolidated to communicate to the respective University authorities for necessary action. Proper suggestions were formulated to be communicated to ensure the proper redressal of the grievances. The quantitative analysis is done on the basis of the score while the qualitative analysis is done on major opinions and suggestions given by different stakeholders.

Table 1: Response on a scale of 5

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

2. ALUMNI SURVEY

Alumni Students in 2025 were surveyed using a 29-item Alumni Survey - 2025 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 - 2025 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 - 2025 questionnaire was distributed and final sample comprised 12295 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 - 2025

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ASQ-01	*How proficient are you in mathematics and basic sciences?*	4.51	90.20%	81.78%
2	ASQ-02	*How advanced are your engineering and technical concepts and knowledge?*	4.63	92.60%	89.02%
3	ASQ-03	*How well are you able to integrate your concepts and knowledge for solving complex problems or design systems/products?*	4.59	91.80%	88.77%
4	ASQ-04	*How well can you design and perform experiments leading to new study and innovations?*	4.36	87.20%	79.36%
5	ASQ-05	*How proficient are you in analyzing facts and figures and drawing relevant conclusions in your profession?*	4.52	90.40%	85.22%
6	ASQ-06	*How proficient are you in using modern engineering and IT tools and resources?*	4.61	92.20%	87.28%
7	ASQ-07	*How well can you perceive the limitations and impact of engineering solutions or*	4.64	92.80%	88.00%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
		professional practice in the context of societal, legal, health, safety, economical and environmental contexts?			
8	ASQ-08	*How well can you predict the upcoming changes and challenges in your profession based on current scenarios nationally and globally?*	4.56	91.20%	87.18%
9	ASQ-09	*How strongly do you feel the need for sustainable development in different contexts?*	4.51	90.20%	87.11%
10	ASQ-10	*How well can you apply and realize the need and importance of engineering professionalism, responsibility and ethical standards?*	4.61	92.20%	90.91%
11	ASQ-11	*How comfortable are you working in international/Global Environment?*	4.71	94.20%	90.88%
12	ASQ-12	*How well can you communicate your ideas, findings and inferences to a range of audiences orally and through written form?*	4.54	90.80%	83.70%
13	ASQ-13	*How strongly well do you perform as a member of diverse teams?*	4.59	91.80%	93.43%
14	ASQ-14	*How capable are you in building teams and leading them?*	4.55	91.00%	84.34%
15	ASQ-15	*How well can you manage projects? (Setting goals, building teams, team management, planning, project execution, etc.)*	4.71	94.20%	93.58%
16	ASQ-16	*How strongly do you believe in the need and importance of higher studies, self and life-long learning?*	4.54	90.80%	85.38%
17	ASQ-17	*How far do you think your study in KIIT-DU has prepared you for attaining the Program Educational Objectives (corresponding to your program)*	4.62	92.40%	87.12%
18	ASQ-18	*How far do you agree to recommend our institution to others.*	4.55	91.00%	85.35%

The Alumni Survey (ASQ-01 to ASQ-18) shows a consistently strong outcome across all measured competencies, with mean scores ranging from 4.36 to 4.71 out of 5 (i.e., 87.20% to

94.20%). What this really means is: alumni generally feel confident about what they learned, how they apply it professionally, and how KIIT-DU prepared them for real-world expectations.

At the core competency level, alumni report high confidence in fundamentals and technical capability. Mathematics and basic sciences (ASQ-01) is strong at 4.51 (90.20%), with 81.78% agreement-solid, but with slightly more variation in confidence than some other areas. Technical depth is even stronger: engineering/technical knowledge (ASQ-02) scores 4.63 (92.60%) with 89.02% agreement, and the ability to integrate knowledge for complex problem solving and design (ASQ-03) remains high at 4.59 (91.80%) with 88.77% agreement. This combination suggests alumni perceive both "foundation" and "application" as well-developed.

The only relatively lower-scoring area is the capability to design and perform experiments leading to new study and innovation (ASQ-04), which still remains positive but is the lowest among all items at 4.36 (87.20%), with 79.36% agreement. This is important: it doesn't indicate weakness, but it points to a potential improvement zone-strengthening hands-on experimental design, research exposure, lab-to-innovation pathways, and confidence in independent inquiry.

On analytical and tool-based readiness, the results stay consistently high. Alumni rate their ability to analyze data and draw conclusions (ASQ-05) at 4.52 (90.40%) with 85.22% agreement, and their proficiency in modern engineering/IT tools (ASQ-06) at 4.61 (92.20%) with 87.28% agreement. Together, these scores reflect strong workplace-relevant preparation-being able to handle information, interpret it, and use contemporary tools to execute.

A particularly encouraging signal appears in professional responsibility and societal relevance. Alumni report strong ability to understand the limitations and impact of engineering solutions in societal/legal/health/safety/economic/environmental contexts (ASQ-07) with 4.64 (92.80%), and they also express a strong sense of the need for sustainable development (ASQ-09) at 4.51 (90.20%). Ethical and professional standards are equally strong: ASQ-10 stands at 4.61 (92.20%) with 90.91% agreement. This cluster suggests alumni don't just feel skilled-they also feel trained to apply skills responsibly.

The survey also shows high confidence in global readiness and teamwork. Alumni report excellent comfort working in a global/international environment (ASQ-11), one of the highest-rated items at 4.71 (94.20%) with 90.88% agreement. Team performance is even more emphatic: ASQ-13 (member of diverse teams) records 4.59 (91.80%) with an exceptionally high 93.43% agreement-indicating broad consensus that alumni feel effective in diverse,

collaborative settings. ASQ-08 (future changes & challenges prediction) scores 4.56 (91.20%), with 87.18% of respondents agreeing.

What this suggests is that alumni don't just feel trained for today's job requirements-they also feel reasonably confident about reading trends, anticipating disruptions, and adapting as the profession evolves nationally and globally.

In the leadership and management domain, alumni responses are notably strong. Team leadership (ASQ-14) is rated 4.55 (91.00%) with 84.34% agreement, while project management (ASQ-15) is among the top outcomes at 4.71 (94.20%) with 93.58% agreement. The pattern is telling: alumni strongly agree on their project-handling capability (planning, execution, coordination), while leadership shows slightly wider spread-often expected, because leadership opportunities vary more by role and experience after graduation.

Communication and lifelong learning-two make-or-break outcomes for career growth-are also rated well. Communication (ASQ-12) sits at 4.54 (90.80%) with 83.70% agreement, suggesting good overall confidence with some variability (likely tied to different workplace demands and individual exposure). Belief in higher studies and lifelong learning (ASQ-16) is strong at 4.54 (90.80%) with 85.38% agreement, reflecting a healthy mindset towards continued development and adaptability.

Finally, the institutional outcomes are very reassuring. Alumni feel KIIT-DU has prepared them for Program Educational Objectives (ASQ-17) at 4.62 (92.40%) with 87.12% agreement, and the "net confidence" indicator-willingness to recommend the institution (ASQ-18)-stands at 4.55 (91.00%) with 85.35% agreement. In plain terms: alumni satisfaction is not just academic; it translates into endorsement and perceived readiness.

Overall narrative takeaway: Alumni outcomes are strongly positive across academic foundations with average score of 4.58, i.e. 91.50%, professional readiness, ethics, global exposure, teamwork, and project management. The most actionable improvement cue is ASQ-04 (experiments/innovation)-still positive, but comparatively lower-making it a natural target for strengthening research-linked learning, hands-on experimentation, and innovation ecosystems.

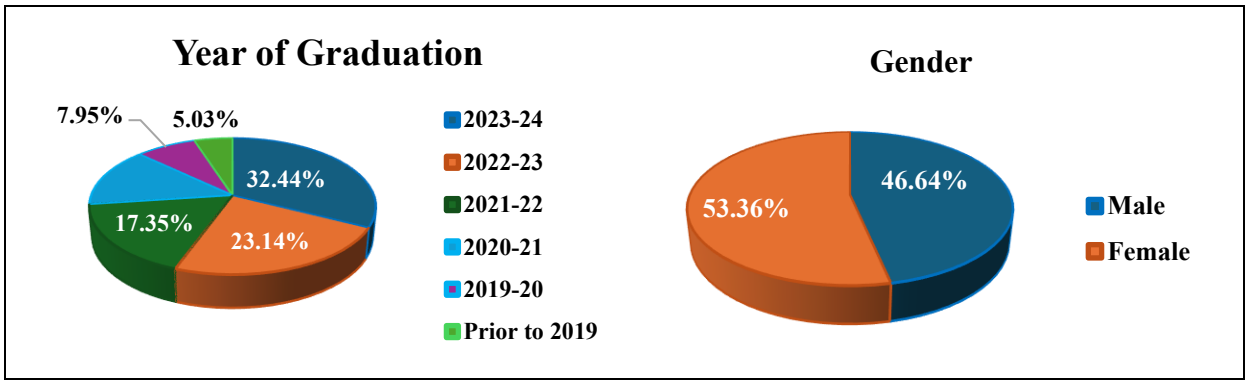

Figure 2a: Graduation year wise and Gender wise Distribution of Alumni students in Alumni Survey 2025

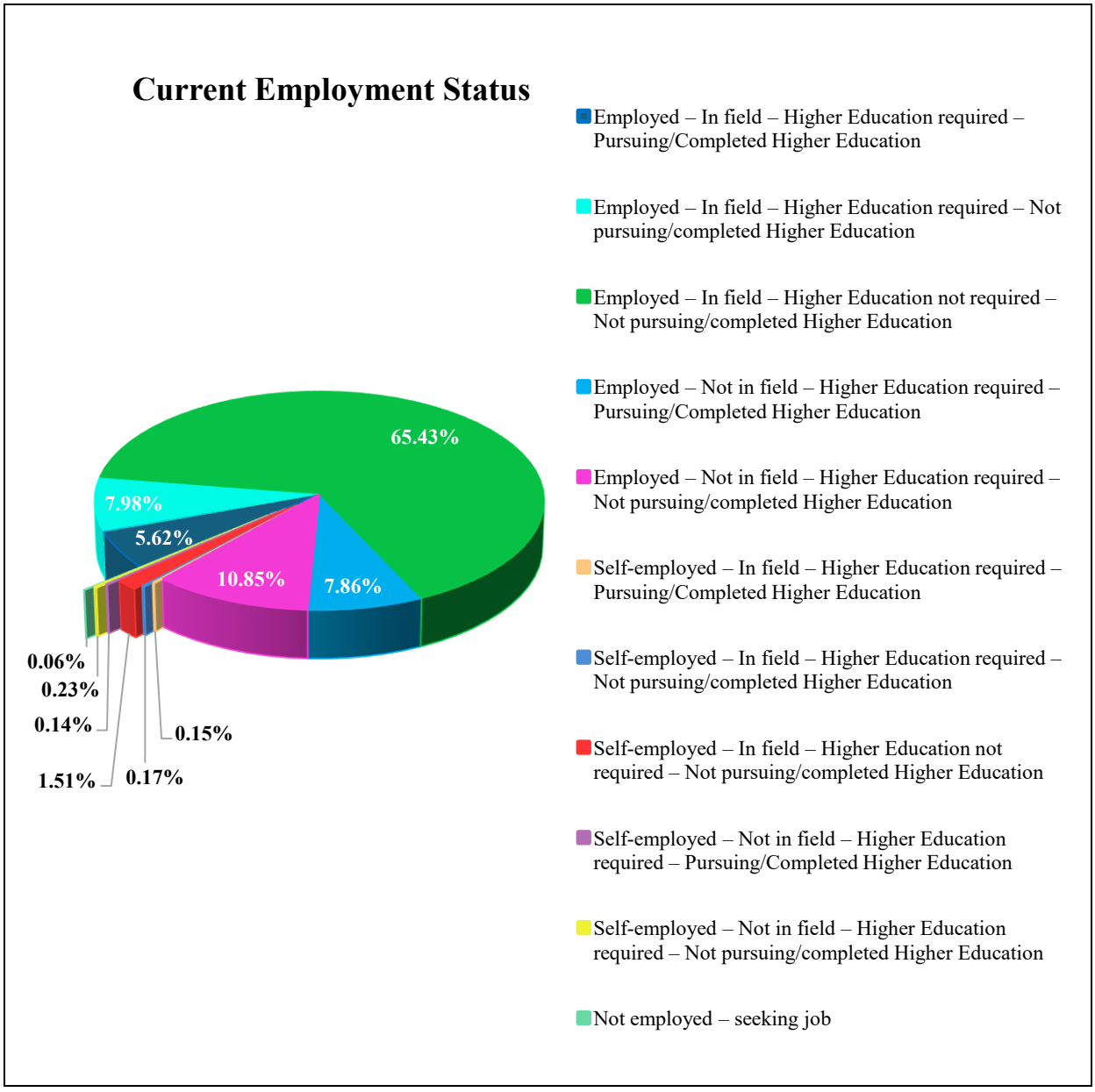

Figure 2b: Employment Distribution of Alumni students during Alumni Survey-2025

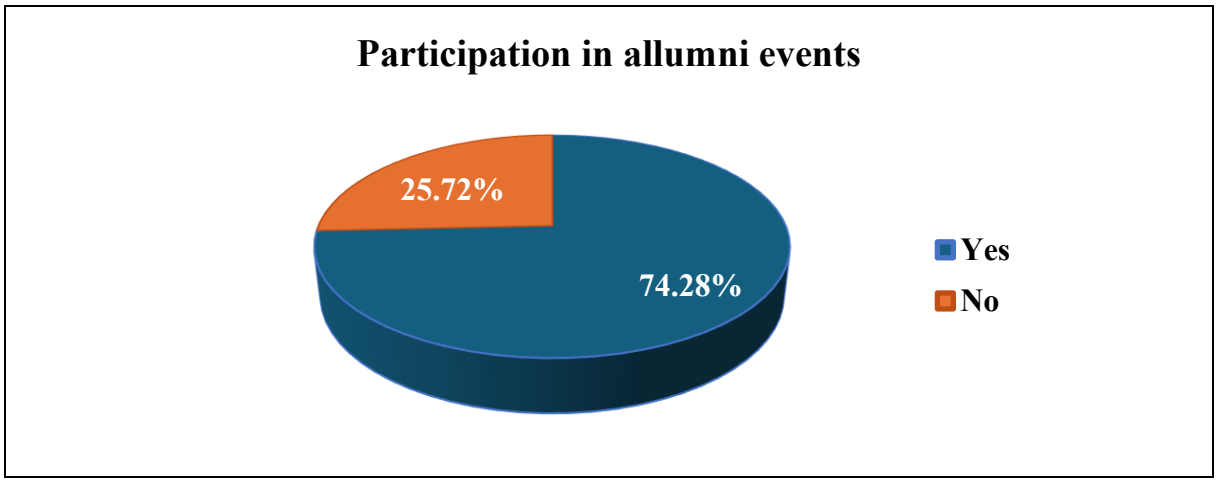

Figure 2c: Participation of Alumni in events organized by the University

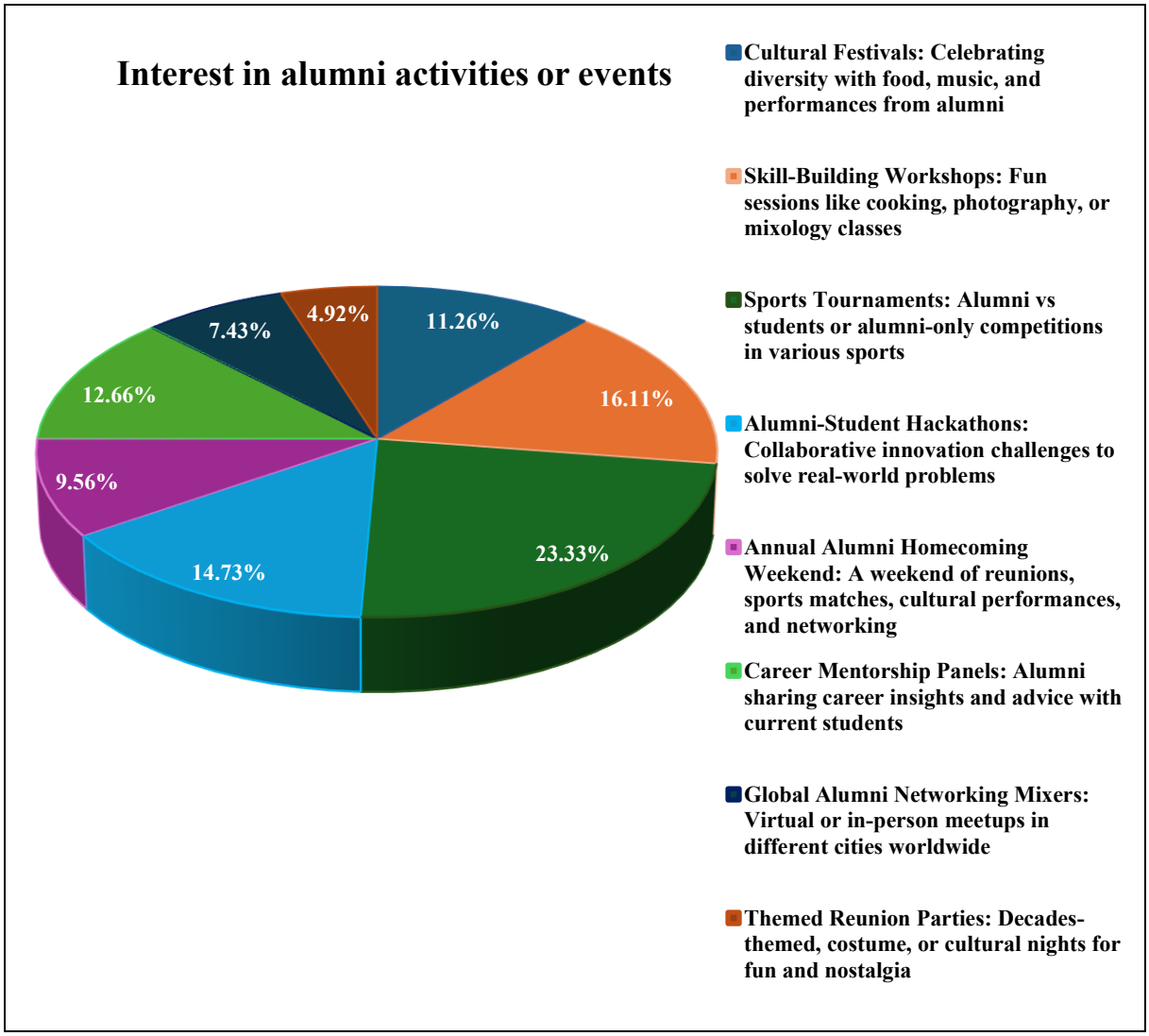

Figure 2d: Frequency Distribution of Responses on Preferred Alumni Activities and Events for Future Participation

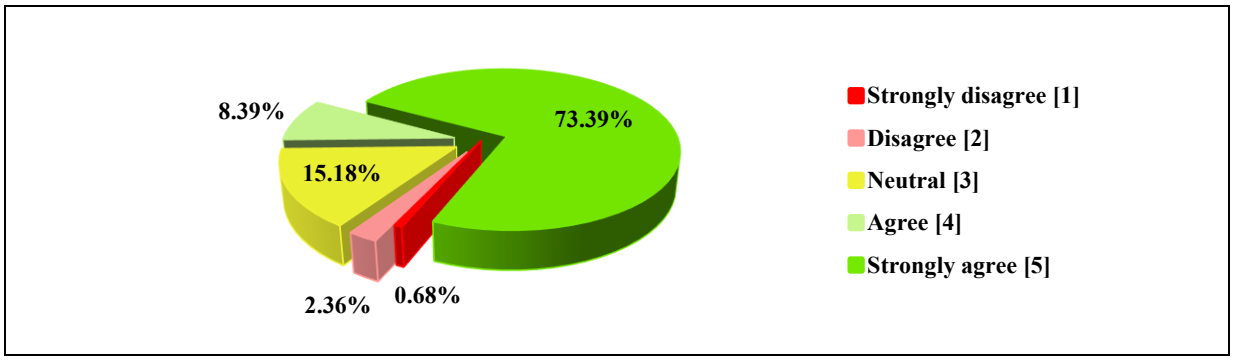

Figure 2e: Frequency Distribution of Responses on Proficiency in Mathematics and Basic Sciences (ASQ-01)

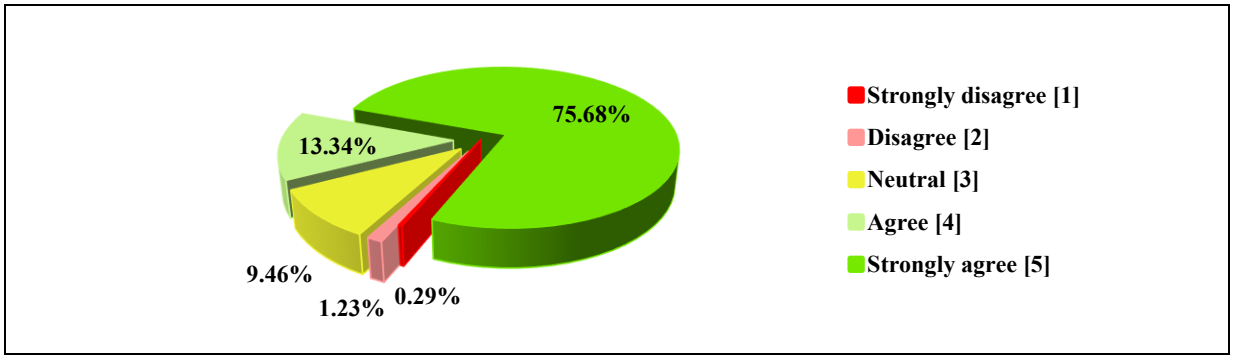

Figure 2f: Frequency Distribution of Responses on Engineering and Technical Concepts Knowledge (ASQ-02)

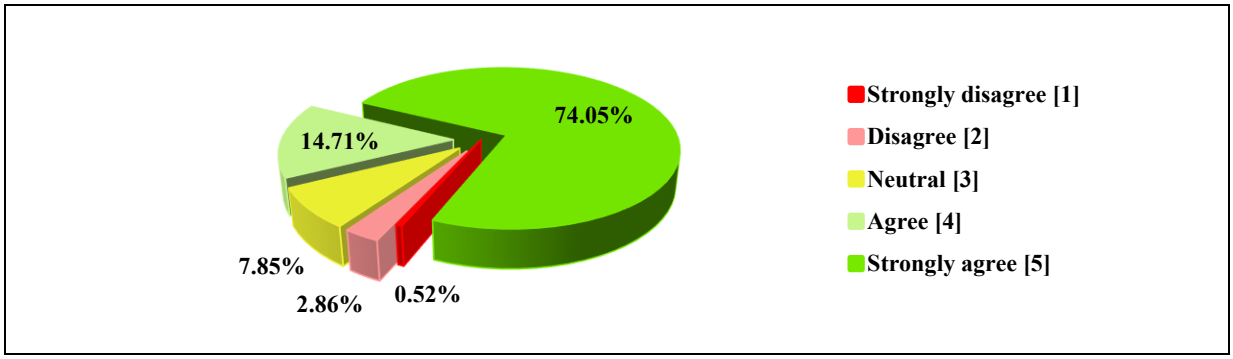

Figure 2g: Frequency Distribution of Responses on Ability to Integrate Knowledge for Complex Problem Solving and Design (ASQ-03)

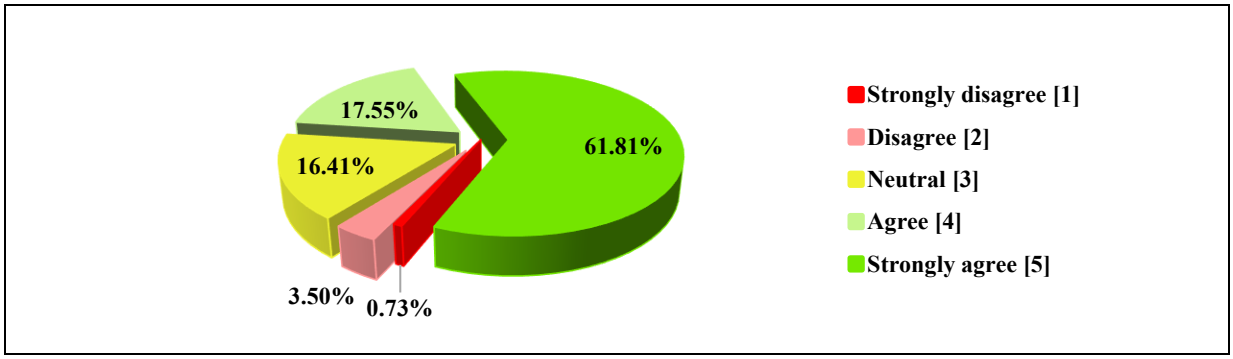

Figure 2h: Frequency Distribution of Responses on Ability to Design and Perform Experiments for Innovation (ASQ-04)

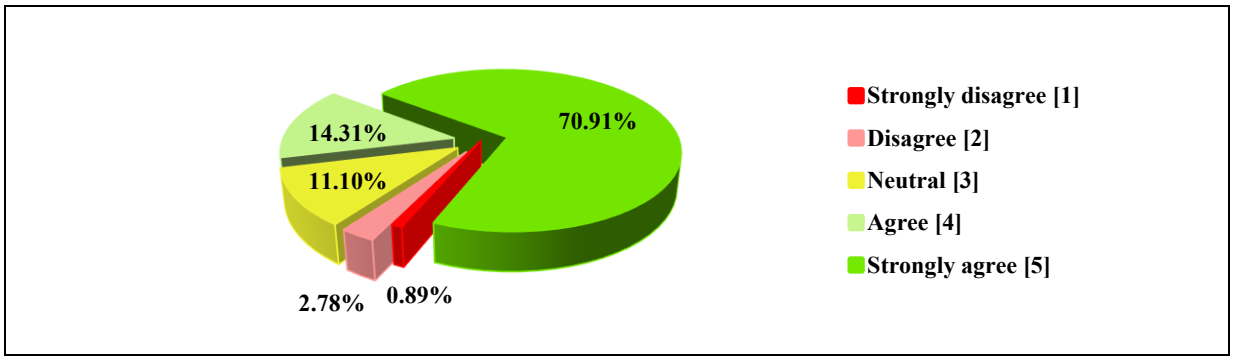

Figure 2i: Frequency Distribution of Responses on Ability to Analyze Data and Draw Professional Conclusions (ASQ-05)

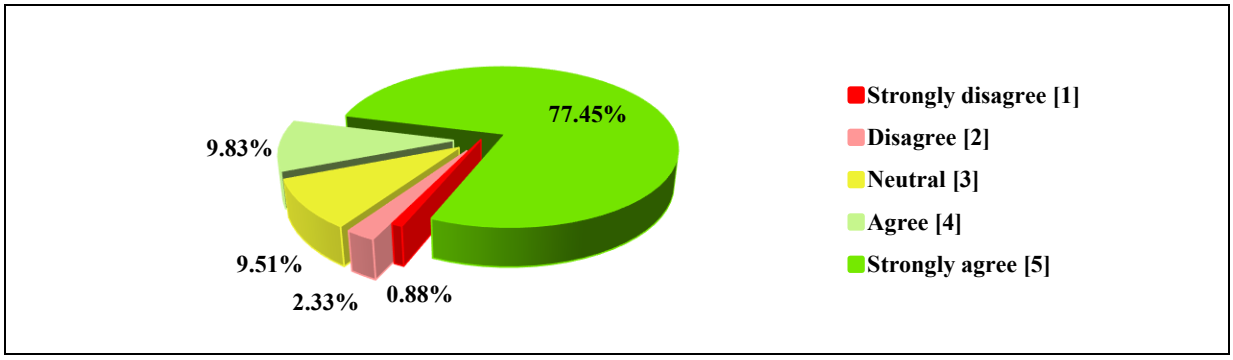

Figure 2j: Frequency Distribution of Responses on Proficiency in Using Modern Engineering and IT Tools (ASQ-06)

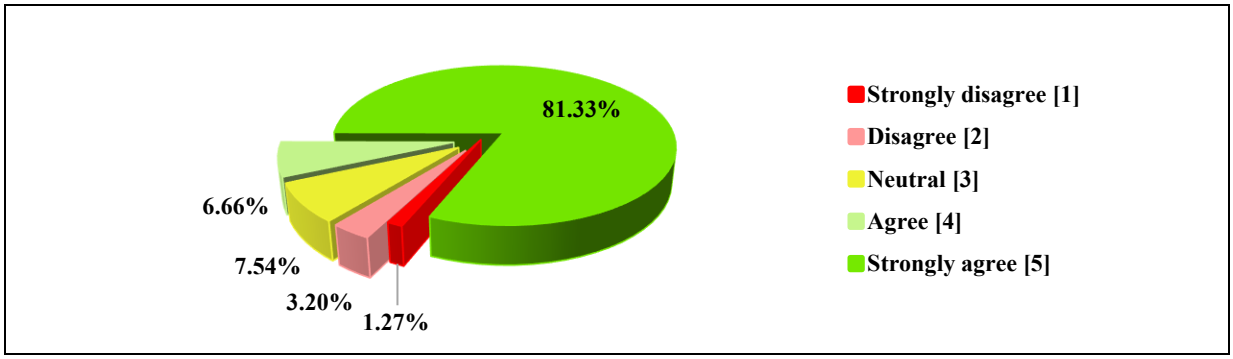

Figure 2k: Frequency Distribution of Responses on Awareness of Limitations and Societal/Environmental Impact of Engineering Solutions (ASQ-07)

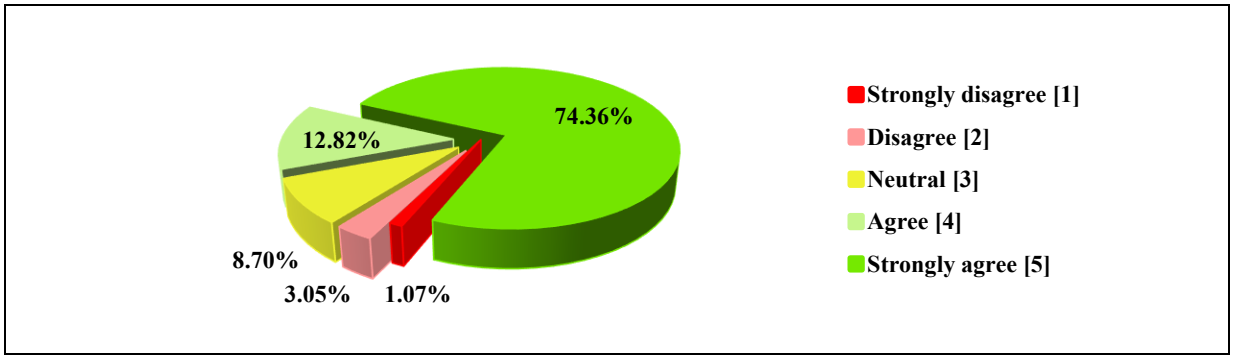

Figure 2l: Frequency Distribution of Responses on Ability to Anticipate Future Changes and Challenges in the Profession (ASQ-08)

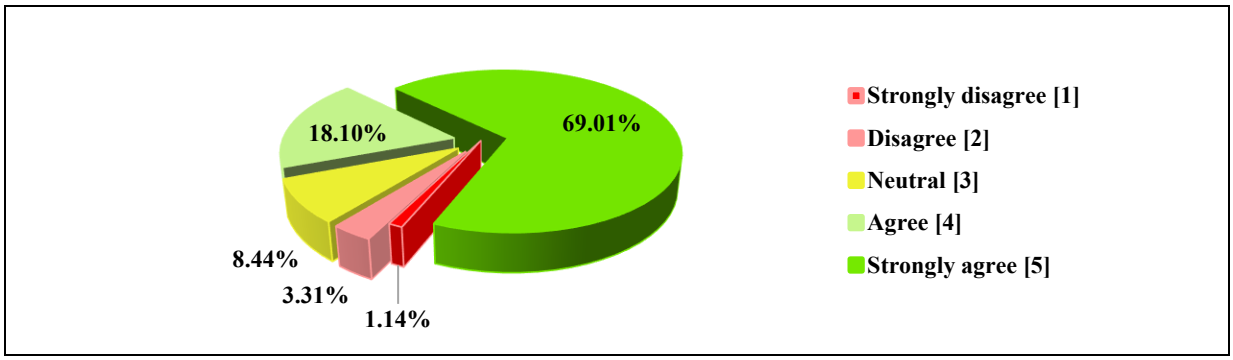

Figure 2m: Frequency Distribution of Responses on Perceived Need for Sustainable Development (ASQ-09)

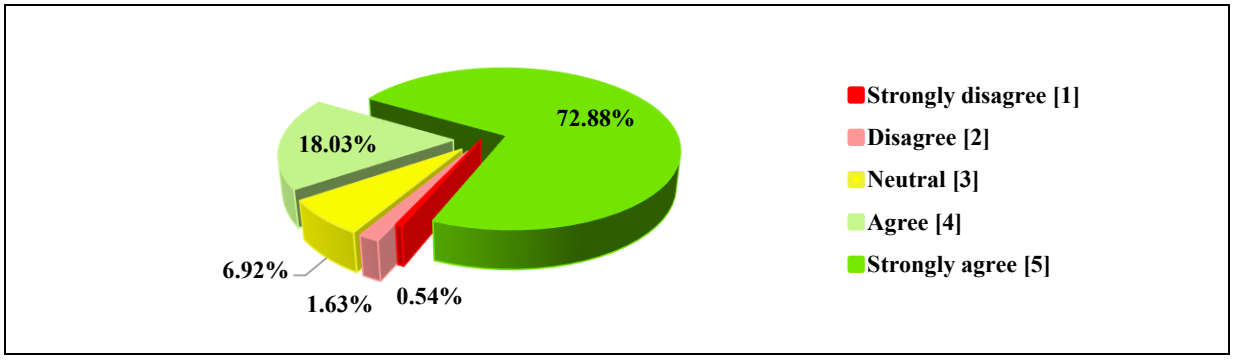

Figure 2n: Frequency Distribution of Responses on Engineering Professionalism, Responsibility, and Ethical Standards (ASQ-10)

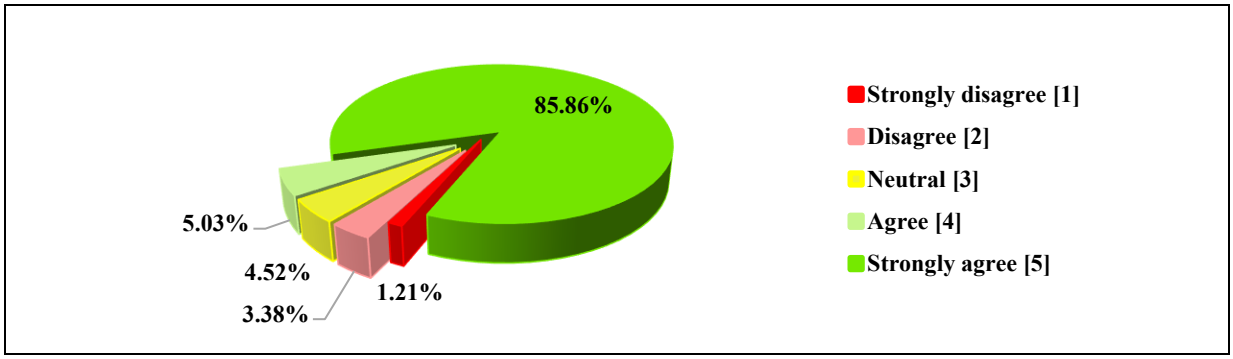

Figure 2o: Frequency Distribution of Responses on Comfort Working in a Global/International Environment (ASQ-11)

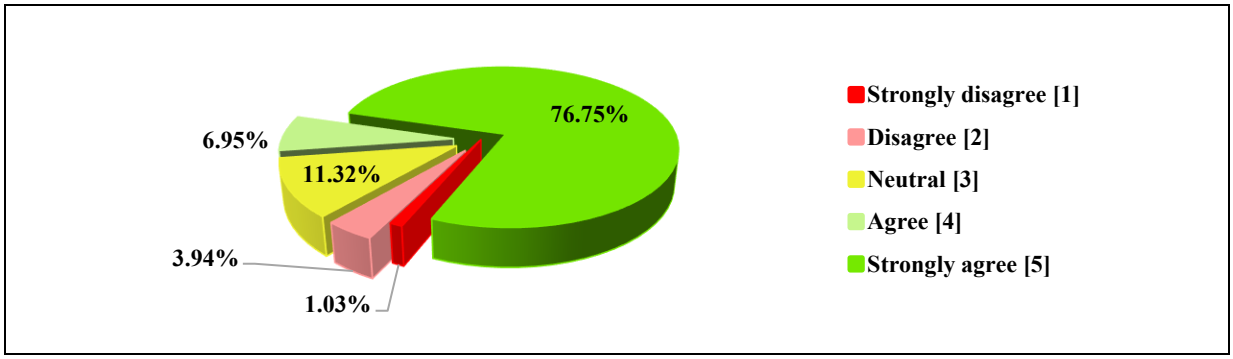

Figure 2p: Frequency Distribution of Responses on Communication Skills (Oral and Written) Across Audiences (ASQ-12)

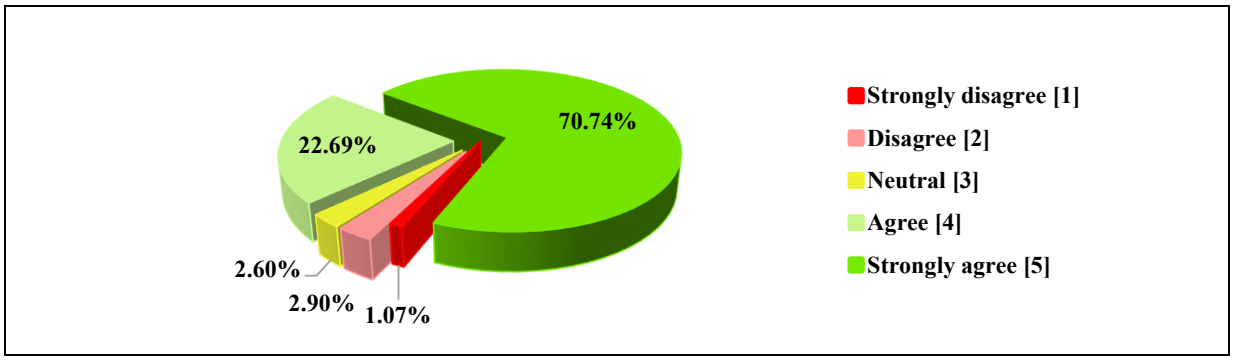

Figure 2q: Frequency Distribution of Responses on Effectiveness as a Member of Diverse Teams (ASQ-13)

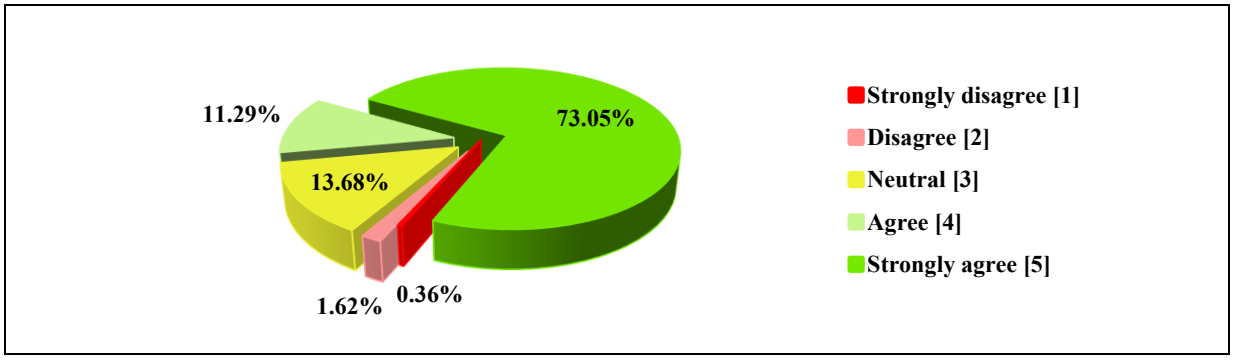

Figure 2r: Frequency Distribution of Responses on Team Building and Leadership Capability (ASQ-14)

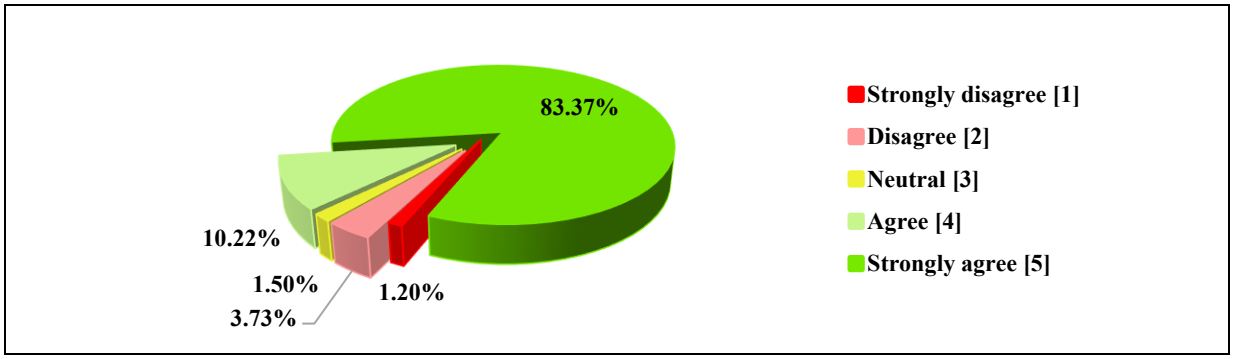

Figure 2s: Frequency Distribution of Responses on Project Management Competence (Goals, Planning, Execution, Team Management) (ASQ-15)

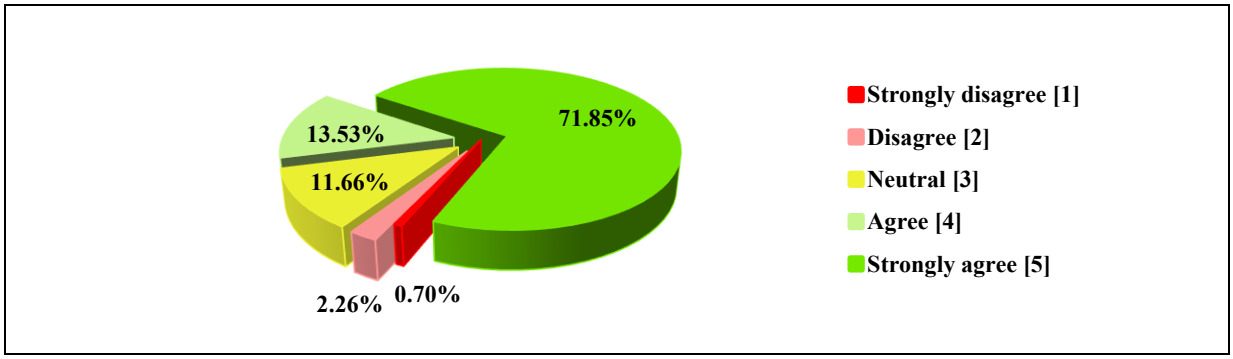

Figure 2t: Frequency Distribution of Responses on Belief in Higher Studies and Lifelong Learning (ASQ-16)

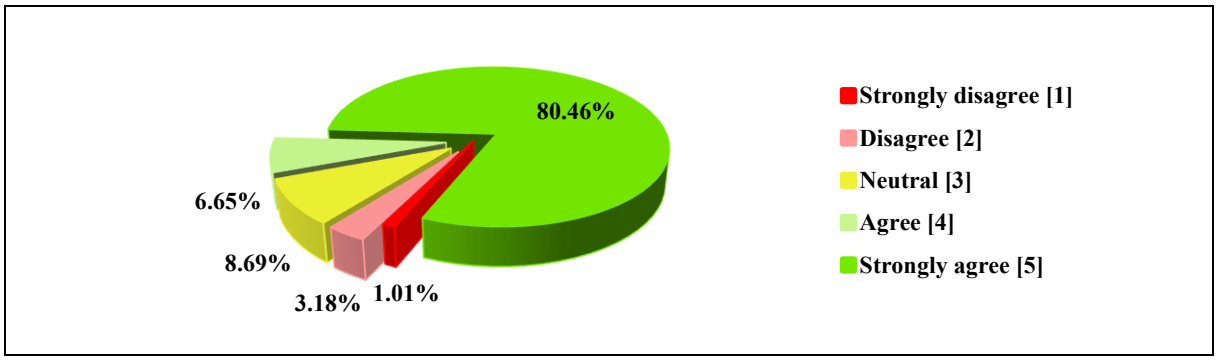

Figure 2u: Frequency Distribution of Responses on KIIT-DU Preparation for Attaining Program Educational Objectives (PEOs) (ASQ-17)

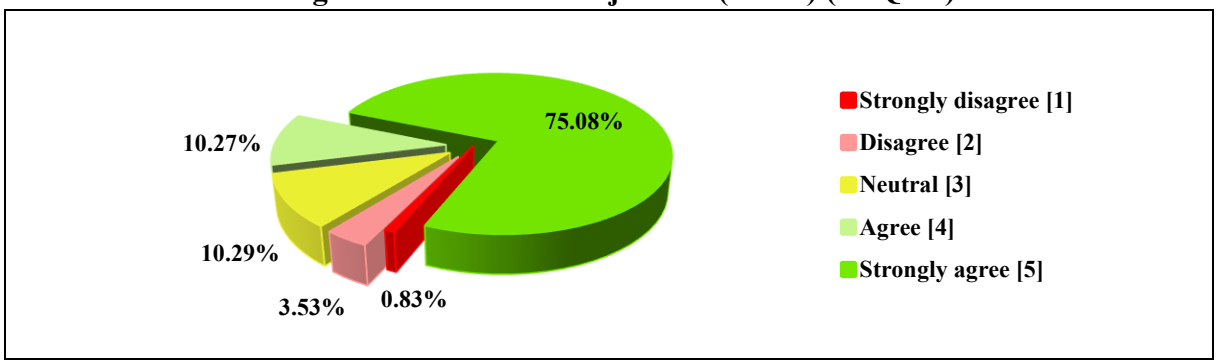

Figure 2v: Frequency Distribution of Responses on Willingness to Recommend the Institution to Others (ASQ-18)

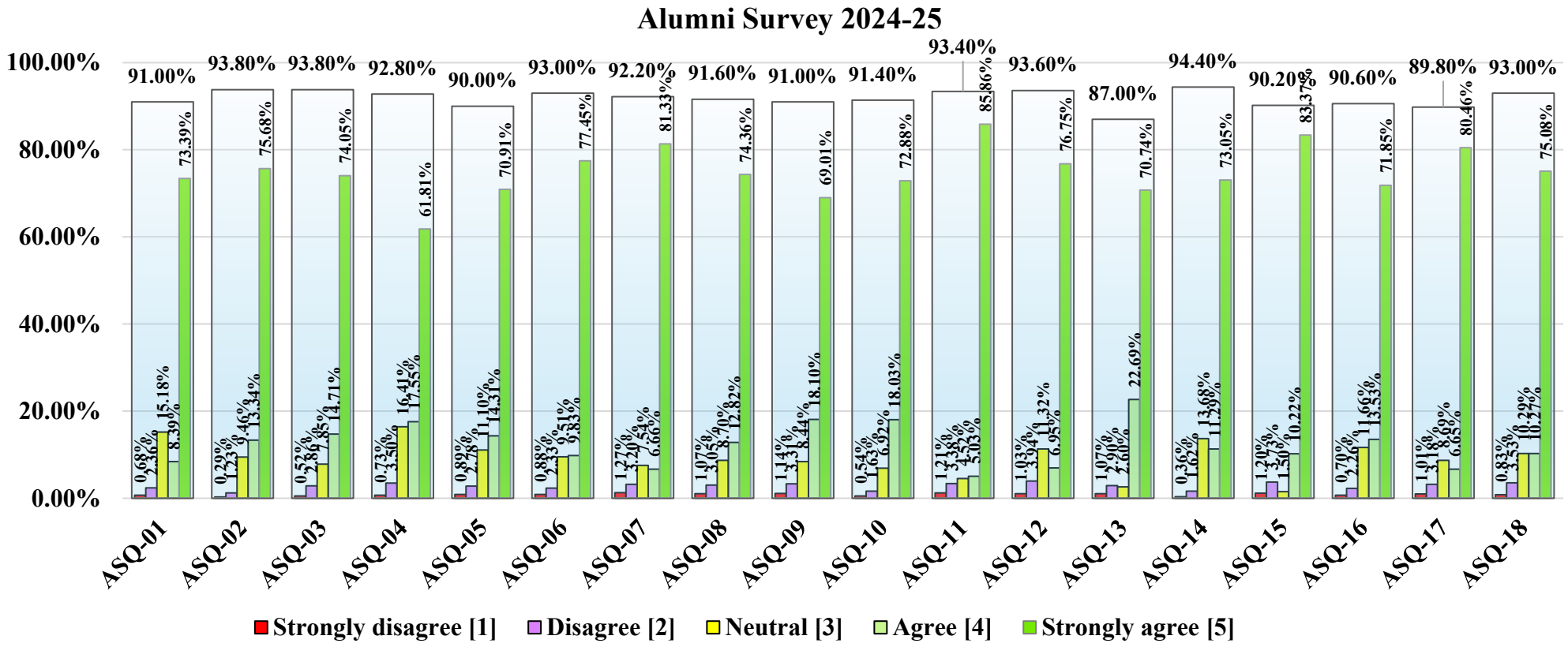

Figure – 2w: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Alumni survey - 2025

3 GRADUATE EXIT SURVEY

Students graduating in 2025 were surveyed using a 20-item Graduate Exit Survey - 2025 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 - 2025 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 - 2025 questionnaire was distributed and the final sample comprised 6773 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 - 2025

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

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
7	GSQ-07	*How well are you familiar with research methodology, and modern engineering tools for performing complex experiments, project work and research activities?*	4.6	92.00%	85.96%
8	GSQ-08	*How well have you been involved as a member in group /team activities in sessional courses, labs and projects?*	4.53	90.60%	85.87%
9	GSQ-09	*How do you rate your ability as a team leader?*	4.56	91.20%	85.44%
10	GSQ-10	*How confident do you feel in executing tasks as an individual?*	4.65	93.00%	88.17%
11	GSQ-11	*How well can you understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development?*	4.5	90.00%	86.71%
12	GSQ-12	*How committed are you to professional ethics and responsibilities and norms of the engineering practice?*	4.54	90.80%	86.11%
13	GSQ-13	*How well are you able to make presentations, communicate your ideas in seminars, technical discussions and group activities?*	4.63	92.60%	87.83%
14	GSQ-14	*How well can you make documentations and reports pertaining to technical data, findings, analysis and inferences?*	4.36	87.20%	74.65%
15	GSQ-15	*How well do you consider are your project and associated financial management skills?*	4.56	91.20%	88.67%
16	GSQ-16	*How strongly do you feel that you will need to engage in higher studies, self-learning as well as lifelong learning?*	4.6	92.00%	88.82%

Overall, the findings indicate consistently positive student perceptions across the measured graduate attributes. The item-wise mean scores lie between 4.36 and 4.73, with score percentages ranging from 87.20% to 94.60%, showing a broadly uniform experience rather than performance concentrated in only a few areas. A prominent strength is students' confidence in applying engineering knowledge beyond the classroom to real-world contexts. The highest rated item is GSQ-06 (Mean Score - 4.73, i.e. 94.60%; Agreed by 90.44% respondents), which reflects graduates' ability to judge engineering solutions with respect to feasibility, limitations, and wider social, cultural, legal, health, economic, and multidisciplinary considerations. This points to strong context-based reasoning and responsible decision-making-an important

graduate attribute. Students also reported strong readiness for independent professional functioning. GSQ-10 (Mean Score - 4.65, i.e. 93.00%; Agreed by 88.17% respondents) indicates high confidence in executing tasks as an individual. Likewise, GSQ-05 (Mean Score - 4.64, i.e. 92.80%; Agreed by 86.61% respondents) highlights confidence in designing products, prototypes, and systems against given specifications. Together, these results suggest that the program provides sufficient practical exposure through assignments, laboratories, and project-based learning to build applied competence and self-reliance. Academic grounding and communication skills are also rated strongly. Graduates reported high confidence in core-course understanding (GSQ-02: Mean Score - 4.63, i.e. 92.60%; Agreed by 86.63% respondents) and in presentations and communication in seminars and technical discussions (GSQ-13: Mean Score - 4.63, i.e. 92.60%; Agreed by 87.83% respondents). Experimental competence-performing experiments and interpreting data-also remains high (GSQ-03: Mean Score - 4.57, i.e. 91.40%; Agreed by 87.80% respondents). These patterns indicate that students recognize both conceptual clarity and the ability to articulate technical ideas, which supports employability as well as preparedness for higher studies. In addition to conceptual clarity and experimental competence, graduates reported strong confidence in their complex problem-solving ability. GSQ-04 (Mean Score - 4.46, i.e. 89.20%; Agreed by 84.62% respondents) reflects that students perceive themselves as capable of perceiving, analyzing, and solving complex problems in their domain. This indicates that the learning experience supports not only routine application of knowledge but also higher-order analytical thinking required for real-world engineering and professional challenges.

Graduates also expressed a favorable perception of their exposure to research orientation and modern engineering tools, which is increasingly important for innovation, project work, and advanced experimentation. GSQ-07 (Mean Score - 4.60, i.e. 92.00%; Agreed by 85.96% respondents) indicates that learners feel adequately familiar with research methodology and contemporary tools used for complex experiments, projects, and research activities. This suggests a supportive ecosystem for modern tool usage, applied investigation, and evidence-driven work-competencies that contribute directly to employability as well as readiness for higher studies and research-driven roles. Beyond technical competence, graduates perceived strong development in collaboration and leadership capabilities. GSQ-08 (Mean Score - 4.53, i.e. 90.60%; Agreed by 85.87% respondents) reflects positive engagement with teamwork and group activities during the program, while GSQ-09 (Mean Score - 4.56, i.e. 91.20%; Agreed by 85.44% respondents) indicates confidence in leading teams and contributing effectively in

group settings. This suggests that co-curricular and project-based experiences are building the interpersonal and coordination skills required in professional environments. Ethical and sustainability-oriented thinking also appears well internalized among graduates. GSQ-11 (Mean Score - 4.50, i.e. 90.00%; Agreed by 86.71% respondents) highlights students' awareness of societal and environmental impacts of engineering solutions in relation to sustainable development, and GSQ-12 (Mean Score - 4.54, i.e. 90.80%; Agreed by 86.11% respondents) reflects a strong perception of professional ethics and responsibility. Together, these scores indicate that students perceive themselves as being prepared not only to perform technically, but also to act responsibly in professional practice.

Similarly, graduates reported confidence in project-related planning and resource considerations. GSQ-15 (Mean Score - 4.56, i.e. 91.20%; Agreed by 88.67% respondents) indicates positive perception of project and financial management capability-skills that are essential for real-world execution and industry readiness. Complementing this, learners also show strong orientation towards continued growth and lifelong learning. GSQ-16 (Mean Score - 4.60, i.e. 92.00%; Agreed by 88.82% respondents) reflects graduates' perceived readiness for higher studies, self-learning, and continuous professional development, which aligns with evolving industry expectations. While the overall outcomes are highly favourable, two items show comparatively lower agreement levels, suggesting scope to improve uniformity of experience across cohorts. GSQ-01 (Mean Score - 4.42, i.e. 88.40%; Agreed by 74.72% respondents) indicates that while foundational proficiency in mathematics and basic sciences is rated positively, a notable minority may not fully share this confidence. The clearest improvement opportunity emerges in technical documentation skills. GSQ-14 (Mean Score - 4.36, i.e. 87.20%; Agreed by 74.65% respondents) is the lowest-rated item, indicating variability in students' confidence related to writing technical reports and documentation. This suggests the need for strengthened, structured practice through standardized report formats, rubric-based evaluation, iterative feedback, and writing support embedded within laboratory and project components.

Taken together, the Graduate Exit Survey 2025 indicates strong attainment of graduate attributes with mean score 4.56, i.e. 91.23%, with particular strengths in contextual engineering judgment, independent task execution, design capability, communication, experimentation, and research/tool readiness, while also identifying focused areas-especially foundational consolidation and technical documentation-where targeted interventions can further enhance consistency and overall quality.

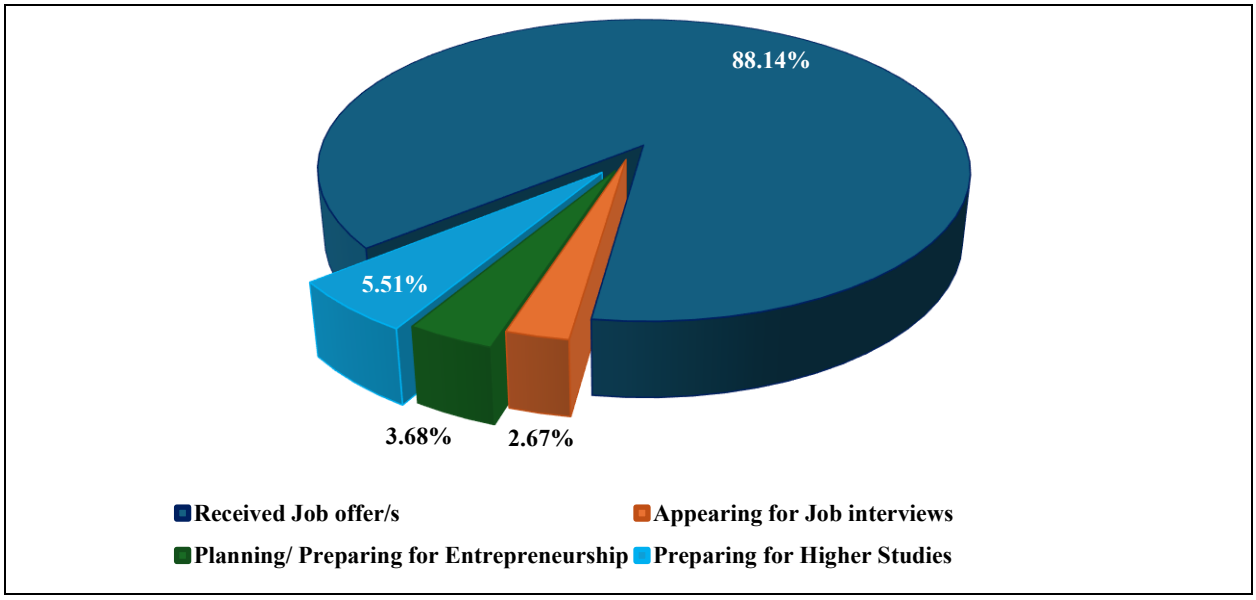

Figure 3a: Present Career/Academic Status of 2025 graduating students

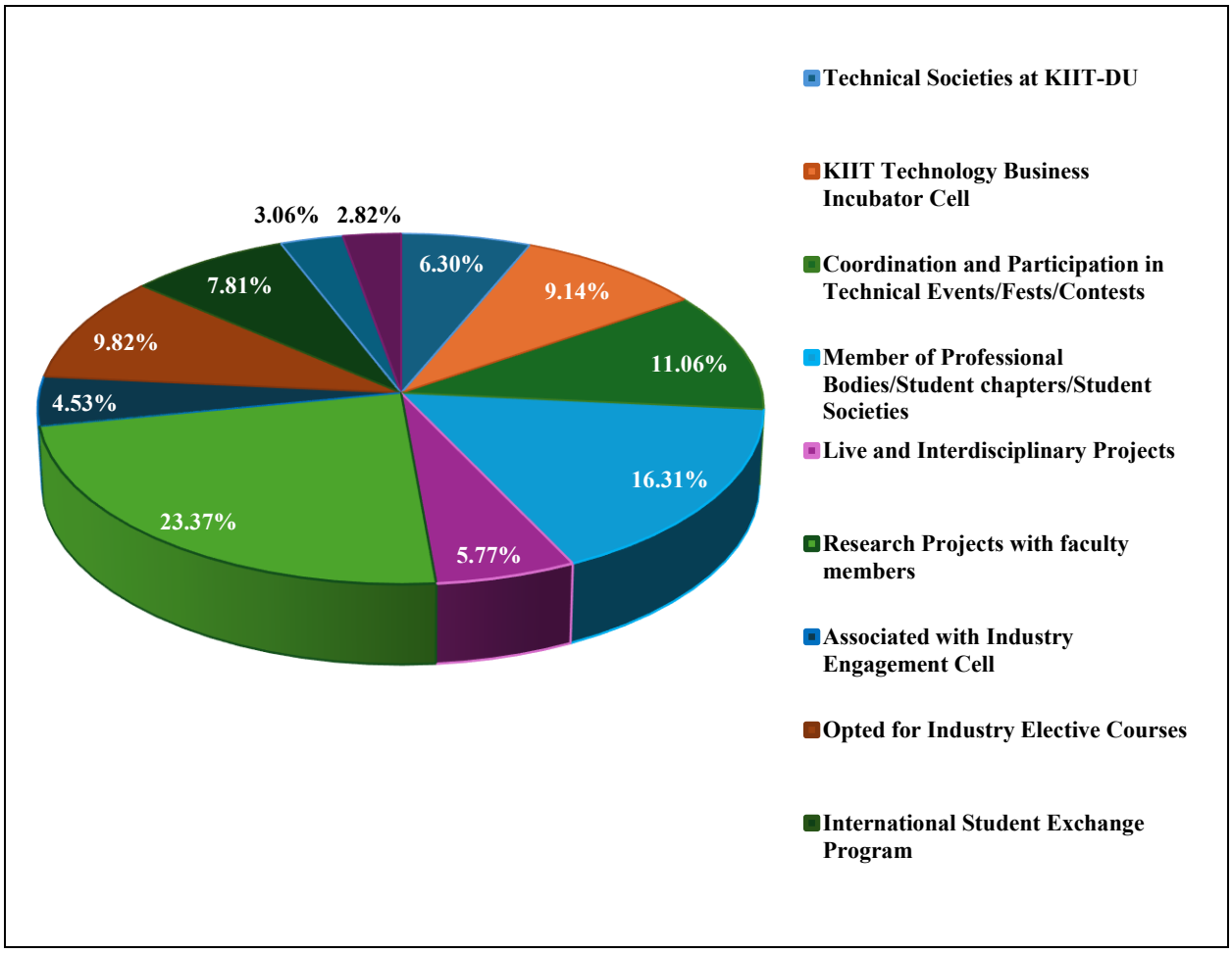

Figure 3b: Distribution of 2025 graduating students involvement during study

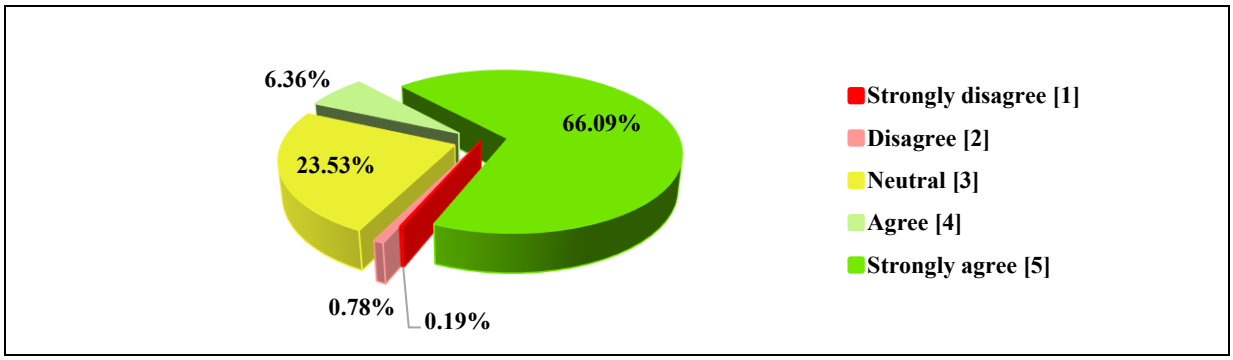

Figure 3c: GSQ-01: Competency in Mathematics, Basic Sciences, and Engineering Sciences

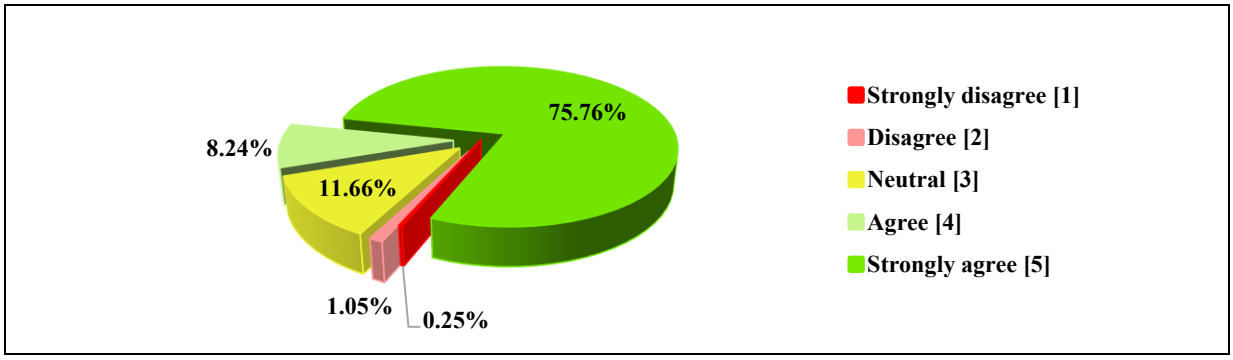

Figure 3d: GSQ-02 Confidence in Core Course Concepts of Their Program

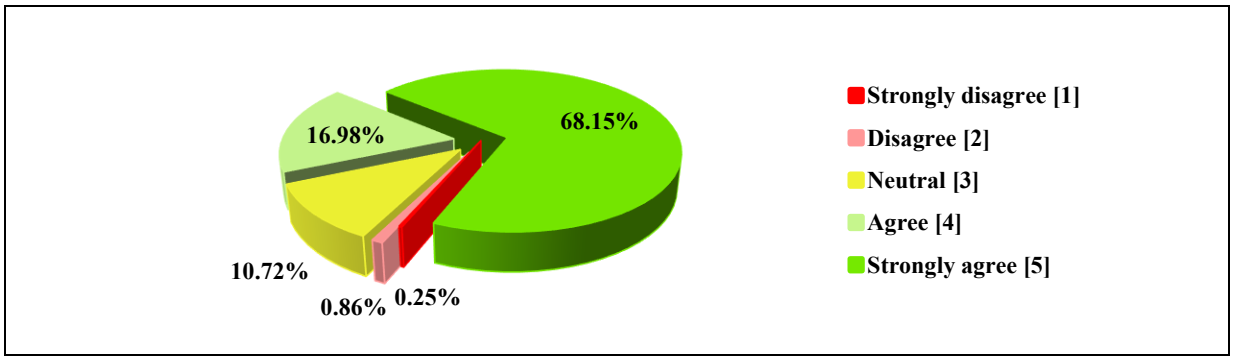

Figure 3e: GSQ-03 Competence in Experimentation, Data Recording, Analysis, and Interpretation

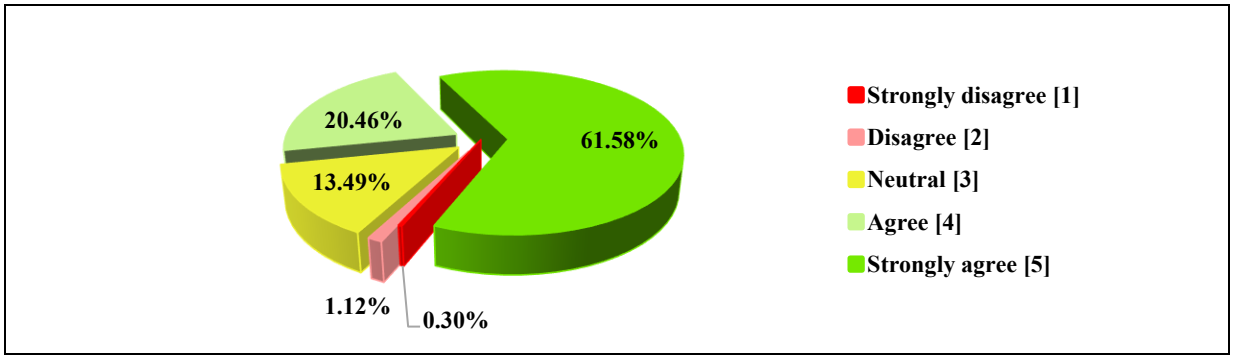

Figure 3f: GSQ-04 Complex Problem-Solving Skills in the Domain of Study

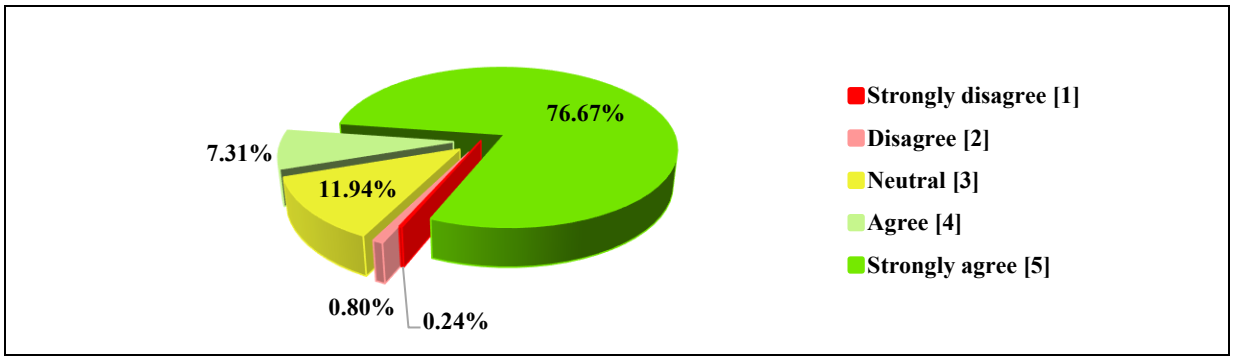

Figure 3g: GSQ-05 Ability to Design Products, Prototypes, and Systems as per Given Specifications

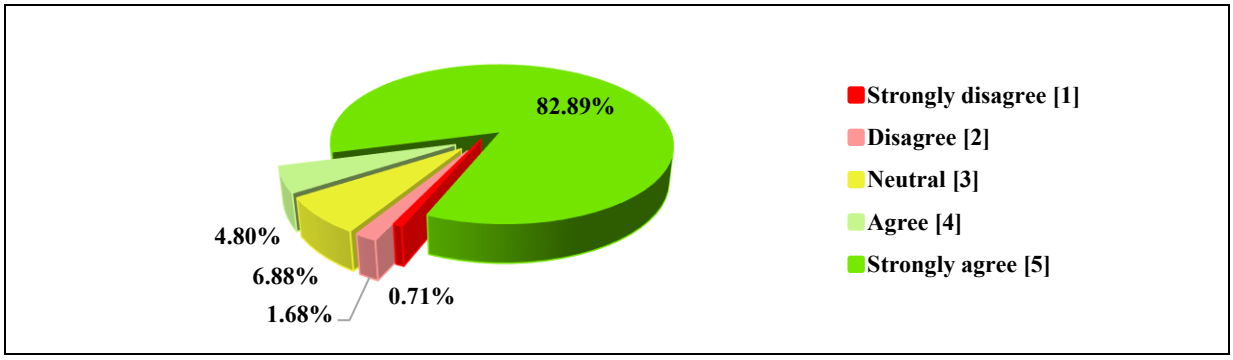

Figure 3h: GSQ-06 Ability to Evaluate Engineering Solutions Across Social, Cultural, Economic, Legal, and Multidisciplinary Contexts

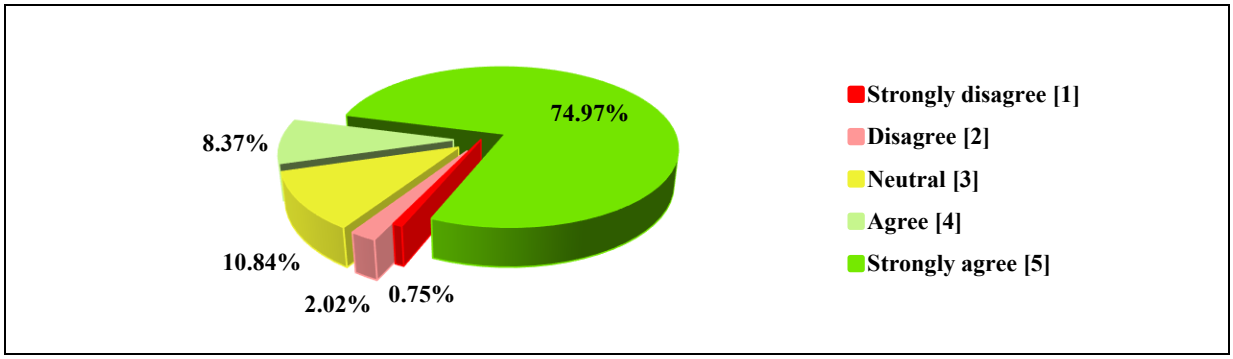

Figure 3i: GSQ-07 Awareness and Use of Research Methodology and Modern Engineering Tools in Project/Research Work

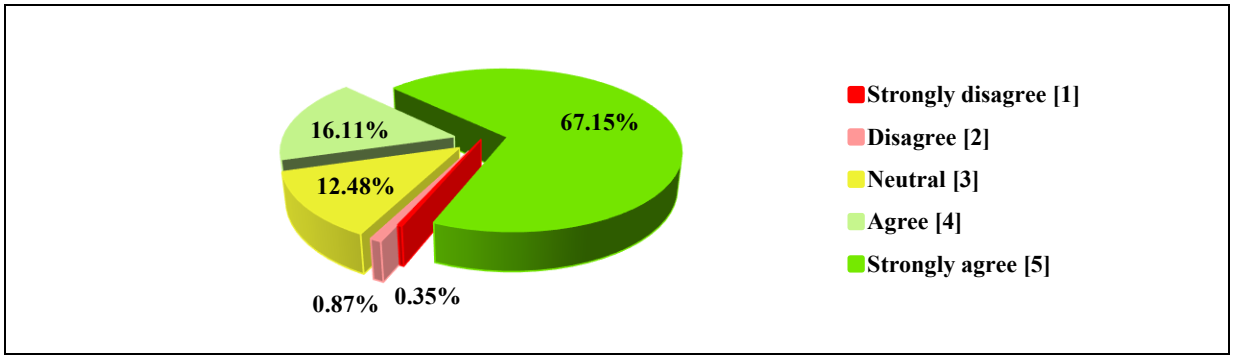

Figure 3j: GSQ-08 Involvement in Group/Team Activities

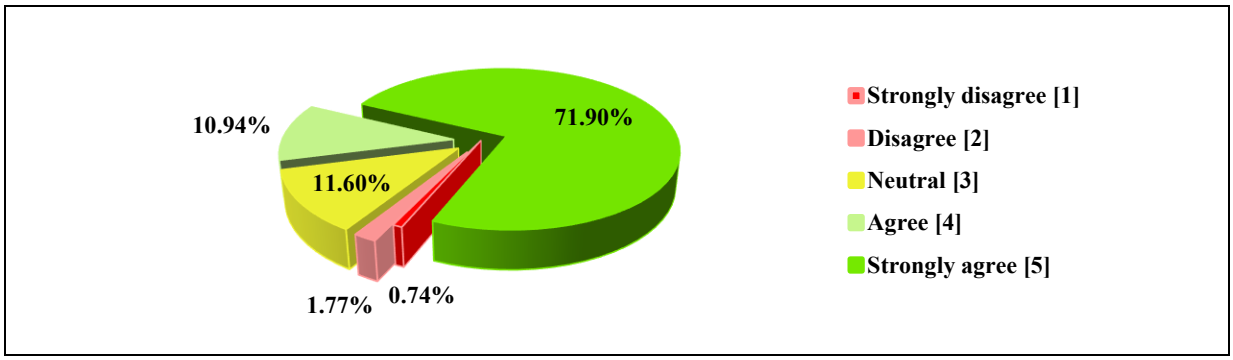

Figure 3k: GSQ-09 Competence in Team Leadership

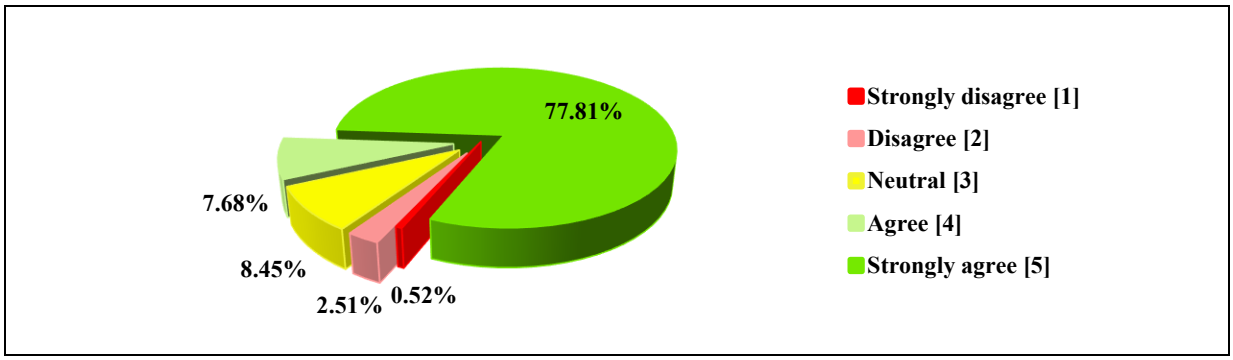

Figure 3l: GSQ-10 Confidence in Executing Tasks Independently

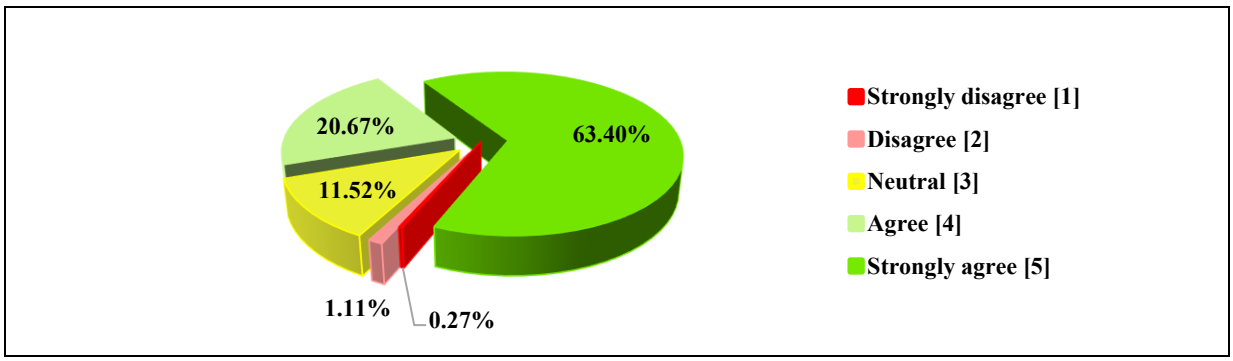

Figure 3m: GSQ-11 Awareness of Sustainable Development and Broader Impacts of Engineering Solutions

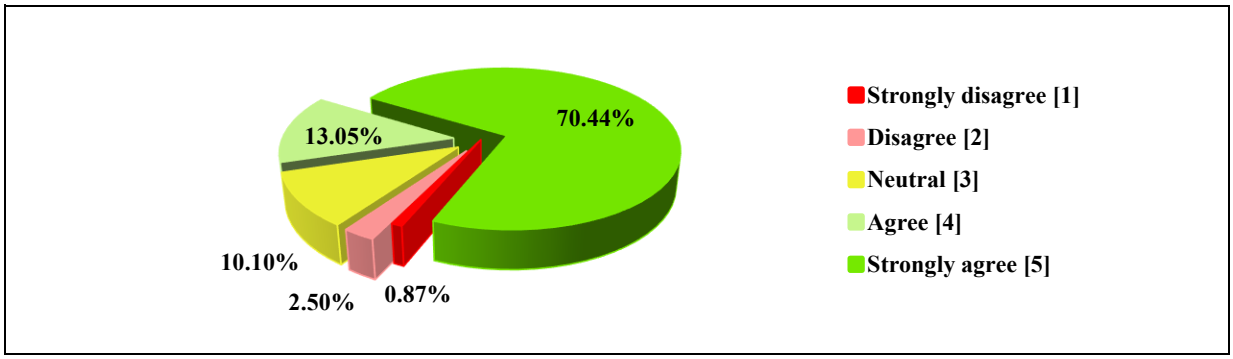

Figure 3n: GSQ-12 Commitment to Professional Ethics, Responsibilities, and Engineering Practice Norms

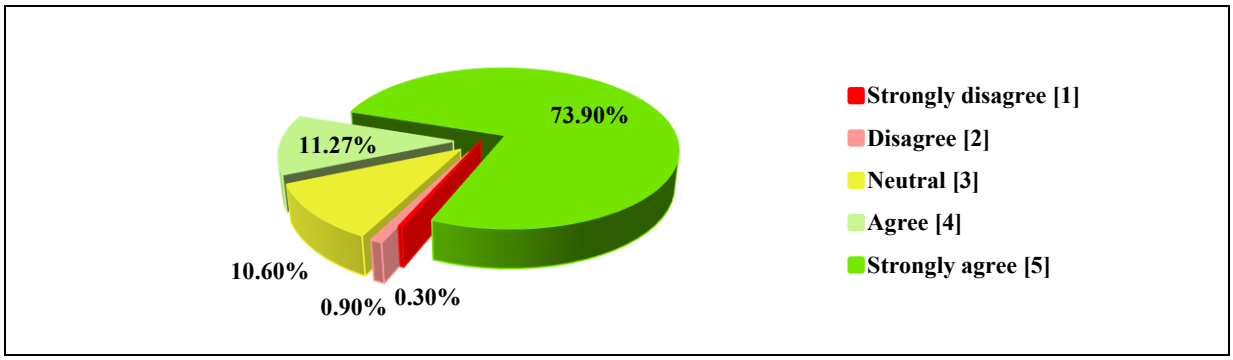

Figure 3o: GSQ-13 Ability to Present and Communicate Ideas in Seminars, Discussions, and Group Activities

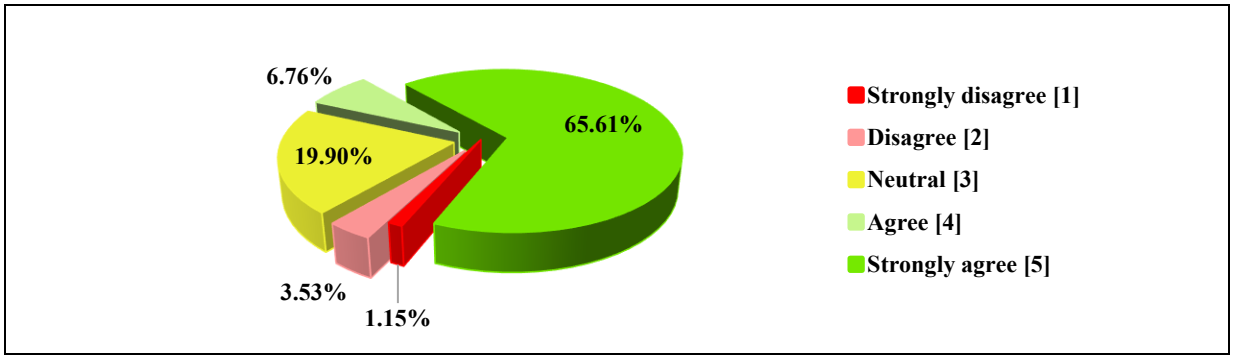

Figure 3p: GSQ-14 Ability to Prepare Technical Documentation and Reports

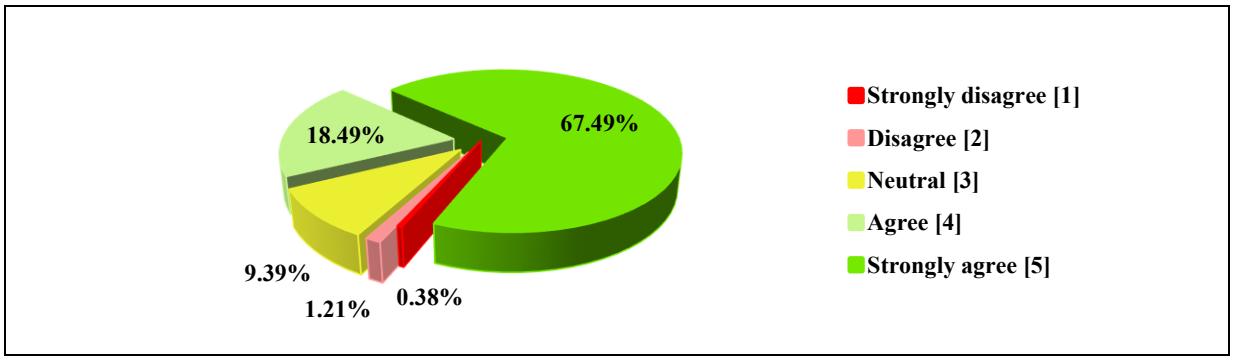

Figure 3q: GSQ-15 Confidence in Managing Projects and Related Financial Aspects

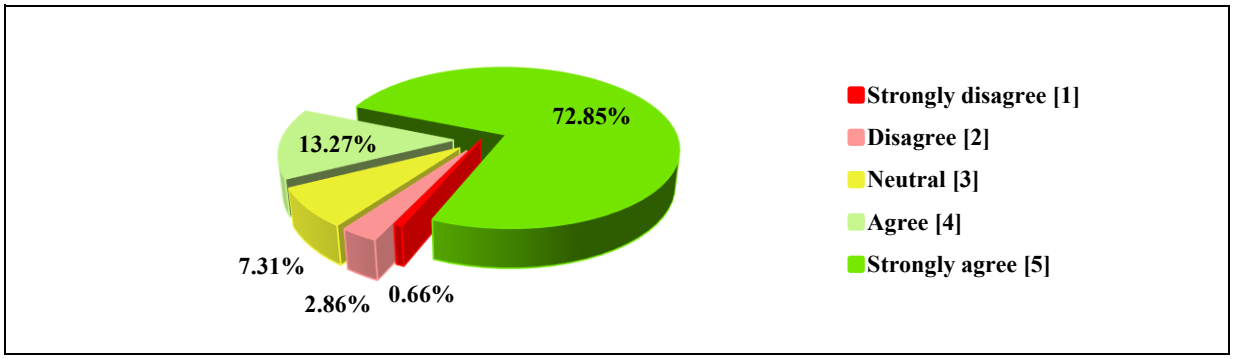

Figure 3r: GSQ-16 Need for Higher Studies, Self-Learning, and Lifelong Learning

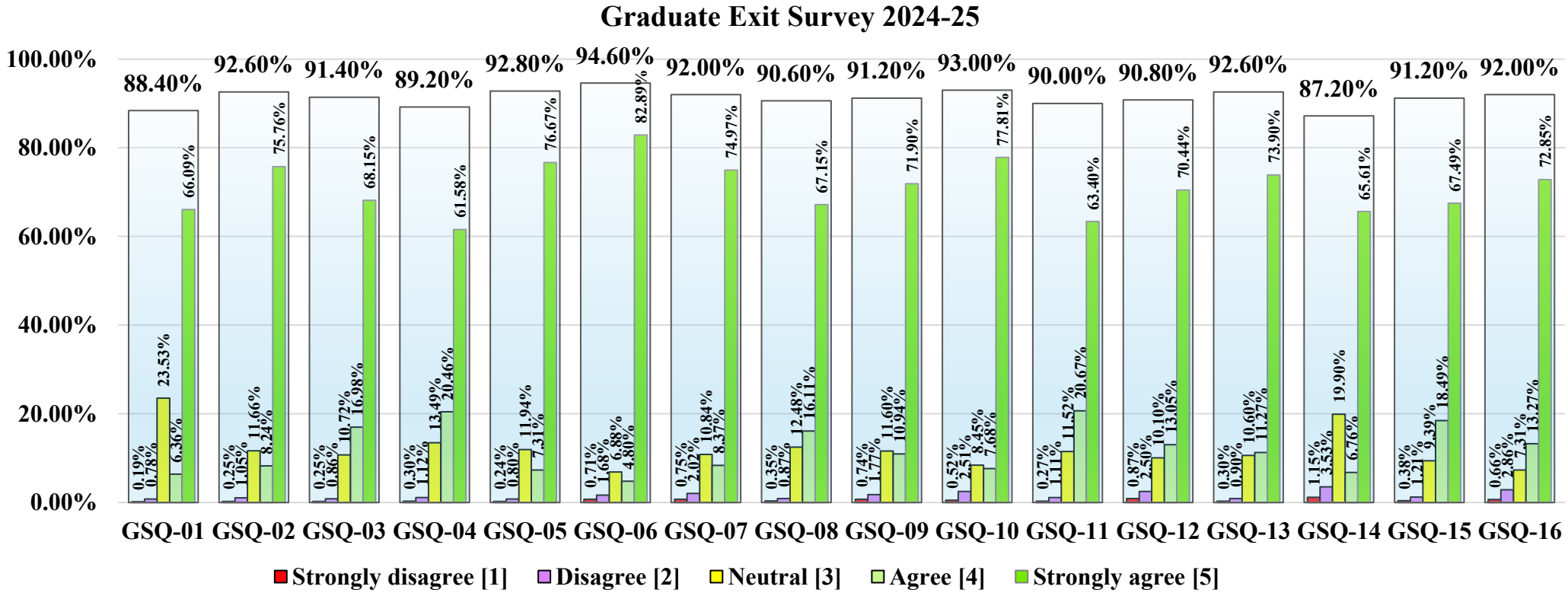

Figure – 3s: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Graduate Exit survey - 2025

4. PARENT SURVEY

Parents of active students were surveyed using a 17-item Parents Survey - 2025 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 - 2025 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 - 2025 questionnaire was distributed and the final sample comprised 2103 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 - 2025

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	PSQ-01	Admission Procedure	4.43	88.66%	90.58%
2	PSQ-02	Teaching-learning process	4.46	89.22%	91.68%
3	PSQ-03	Competence and commitment of faculty	4.44	88.85%	91.25%
4	PSQ-04	Tutor-mentoring system	4.42	88.36%	90.20%
5	PSQ-05	Environment and ambiance	4.44	88.85%	91.16%
6	PSQ-06	Infrastructure facilities	4.45	88.96%	90.92%
7	PSQ-07	Learning resources (Laboratory, Library, Internet etc.)	4.44	88.89%	90.78%
8	PSQ-08	Health care facilities	4.42	88.45%	91.20%
9	PSQ-09	Sports, games and other extracurricular facilities	4.43	88.68%	91.63%
10	PSQ-10	Support services (Hostel, Transport, Canteen, etc.)	4.46	89.26%	91.92%
11	PSQ-11	Training and Placement	4.41	88.18%	90.68%
12	PSQ-12	Timely publication of results	4.42	88.32%	90.06%
13	PSQ-13	Grievance redressal	4.45	89.02%	91.25%
14	PSQ-14	Attitude of the employees	4.45	89.08%	92.63%
15	PSQ-15	Parental pride and respect for the Deemed University	4.44	88.77%	90.97%

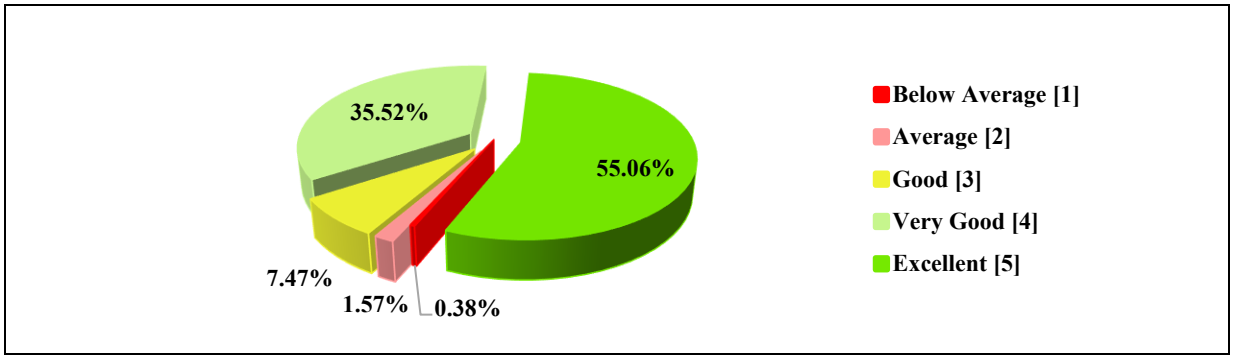

Figure 4a: PSQ-01: Admission Procedure

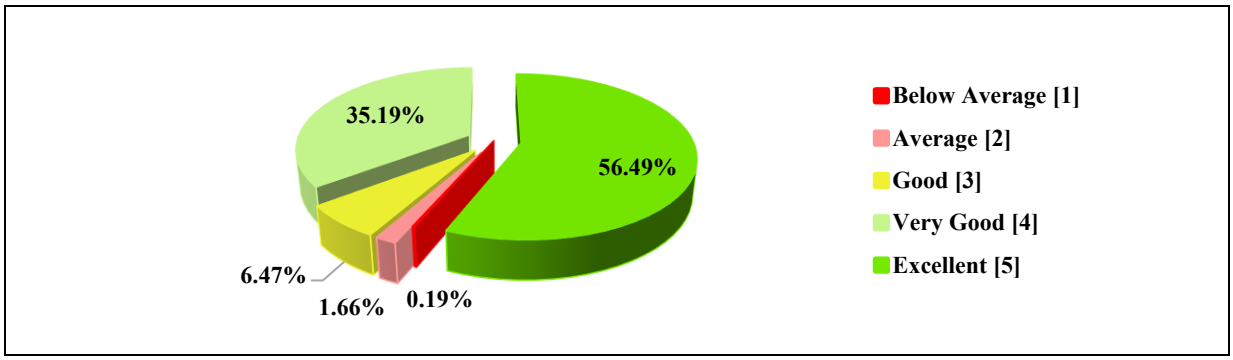

Figure 4b: PSQ-02 Teaching-learning process

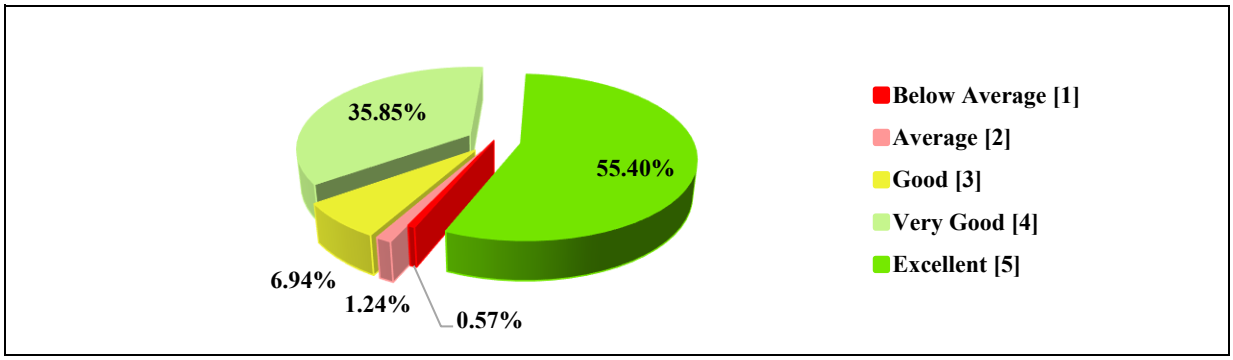

Figure 4c: PSQ-03 Competence and commitment of faculty

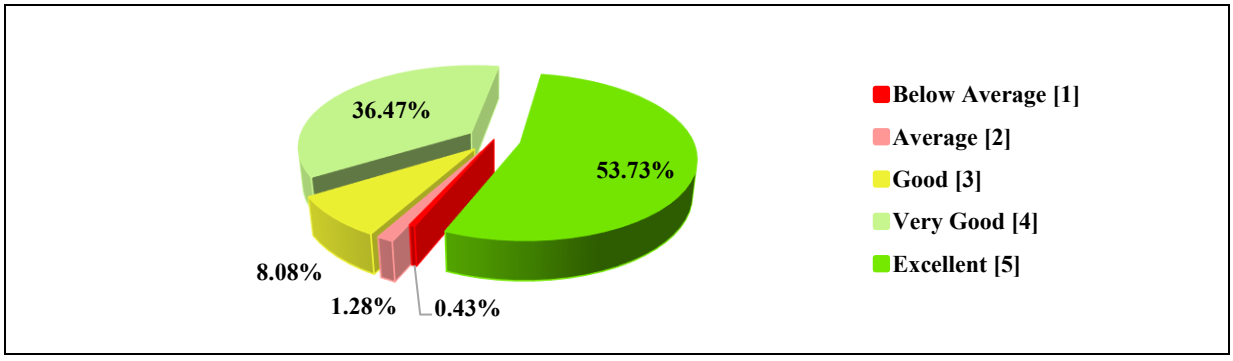

Figure 4d: PSQ-04 Tutor-mentoring system

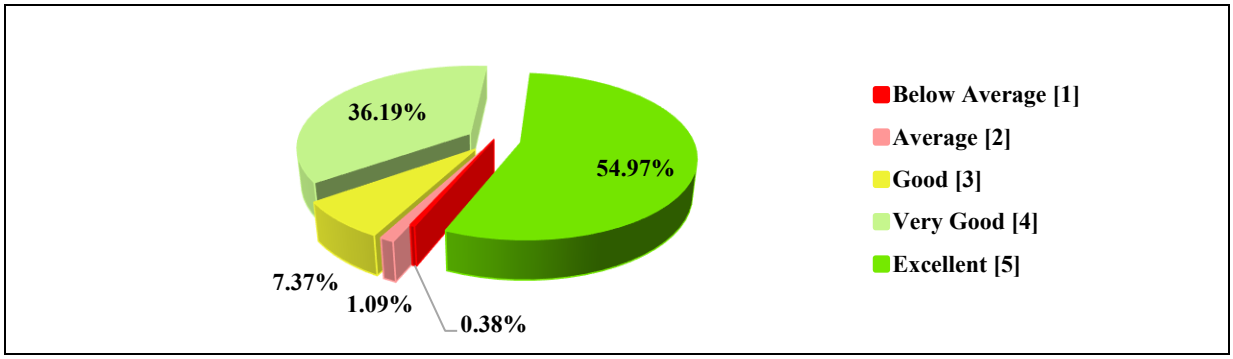

Figure 4e: PSQ-05: Environment and ambiance

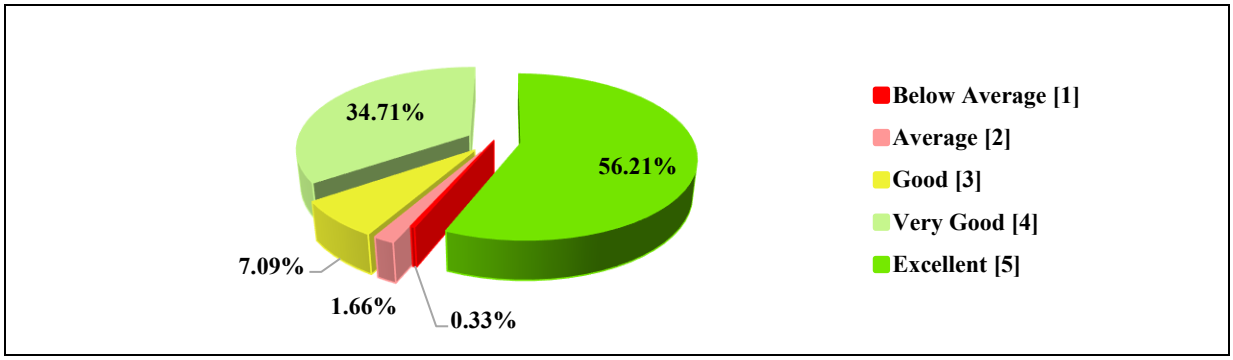

Figure 4f: PSQ-06 Infrastructure facilities

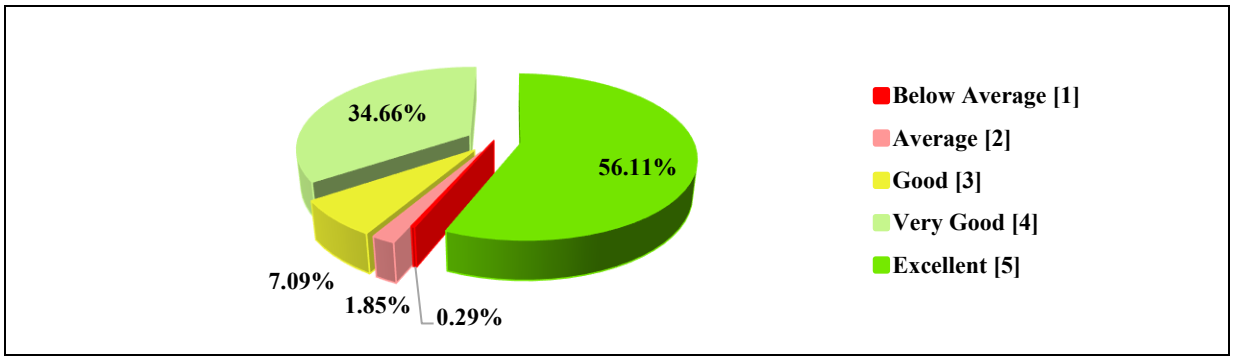

Figure 4g: PSQ-07 Learning resources (Laboratory, Library, Internet etc.)

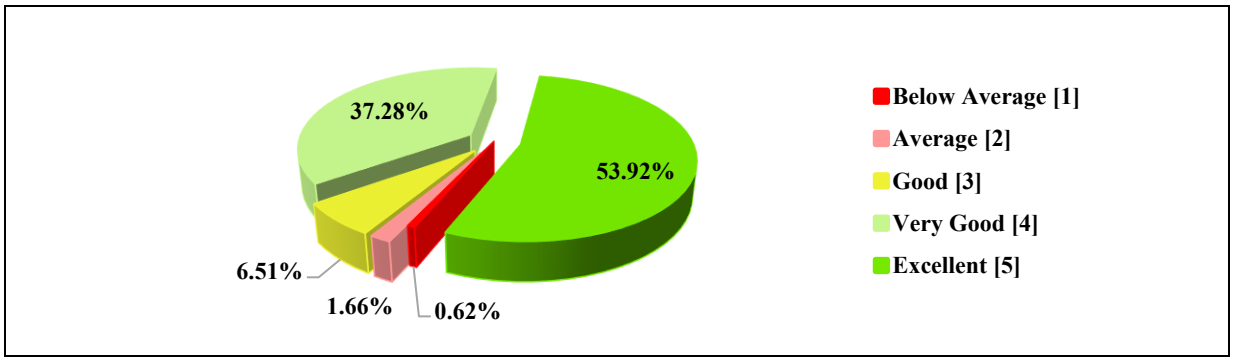

Figure 4h: PSQ-08 Health care facilities

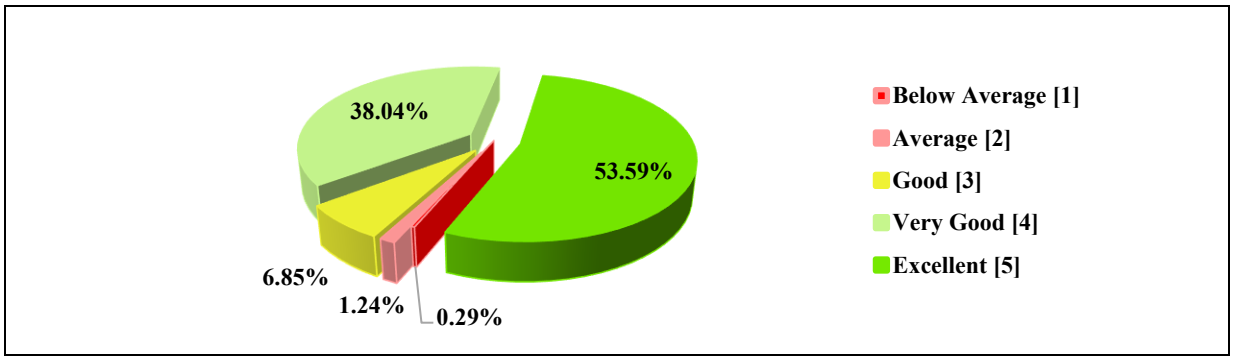

Figure 4i: PSQ-09: Sports, games and other extracurricular facilities

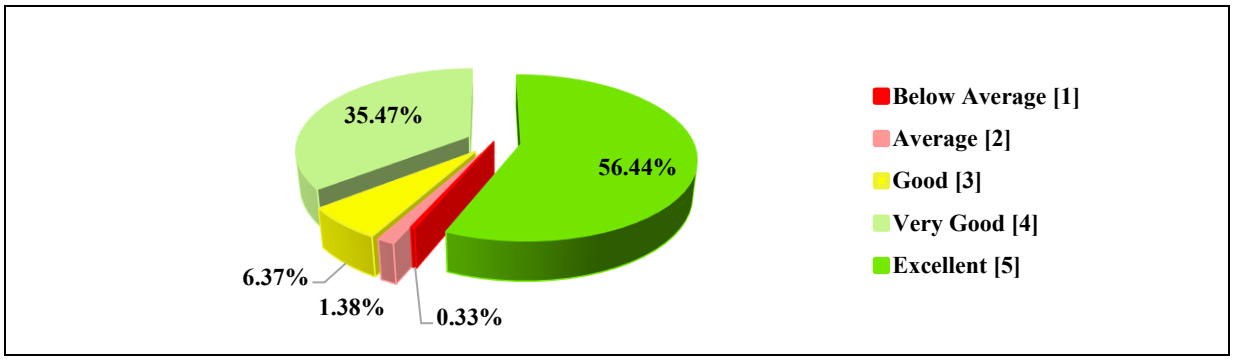

Figure 4j: PSQ-10 Support services (Hostel, Transport, Canteen, etc.)

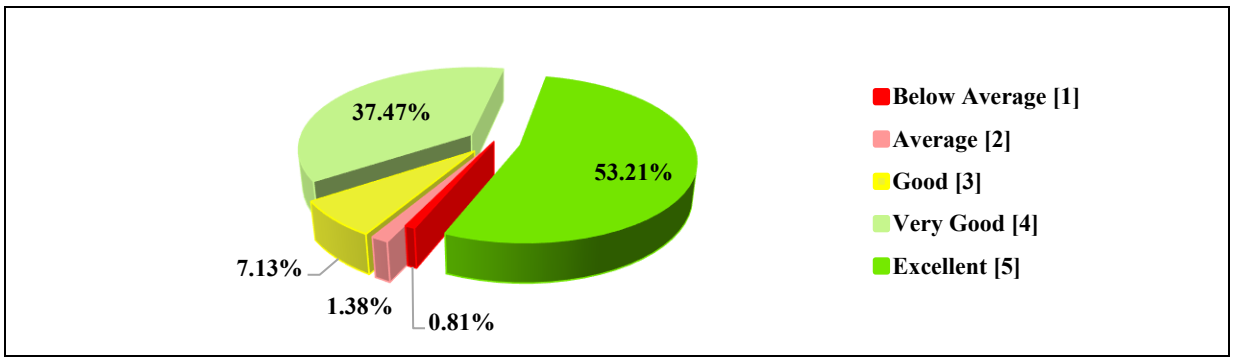

Figure 4k: PSQ-11 Training and Placement

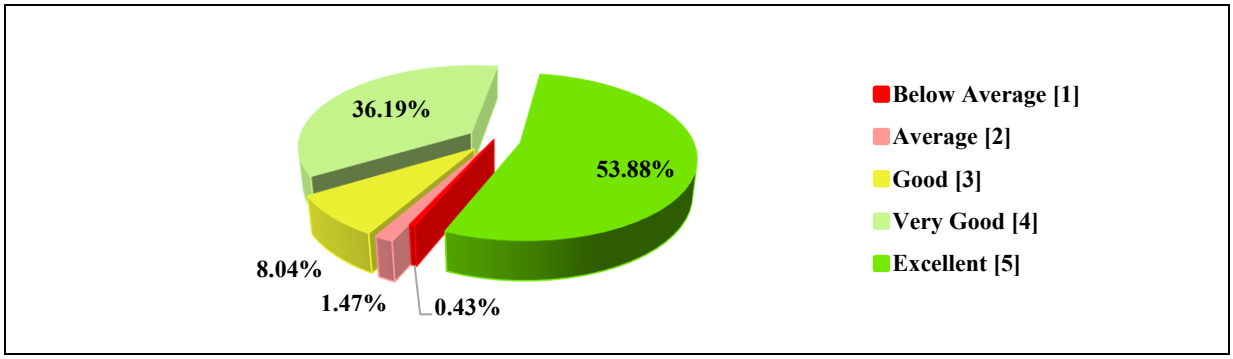

Figure 4l: PSQ-12 Timely publication of results

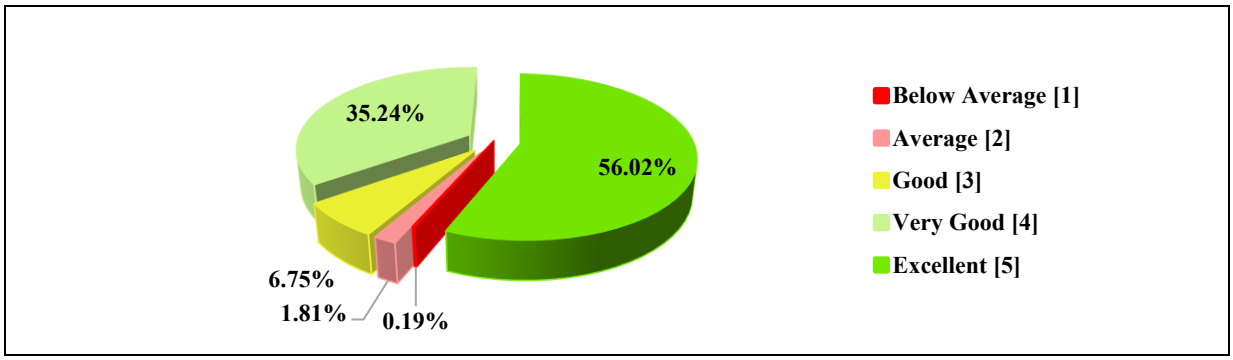

Figure 4m: PSQ-13: Grievance redressal

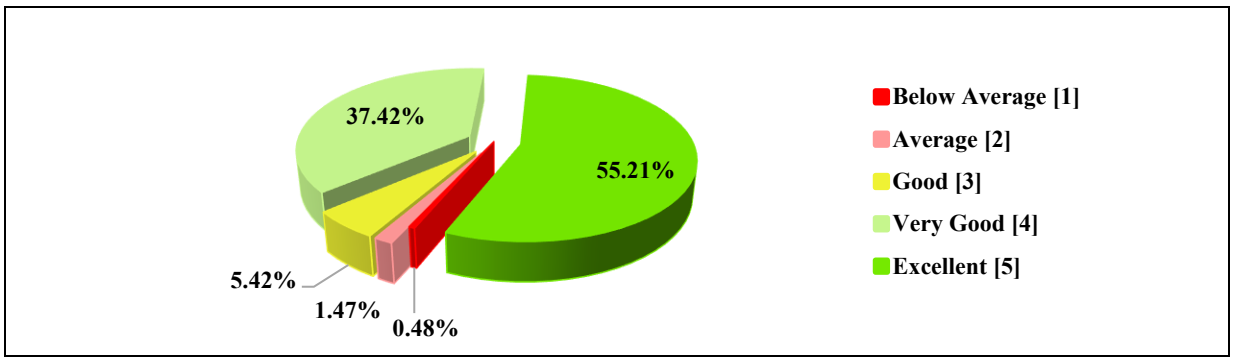

Figure 4n: PSQ-14 Attitude of the employees

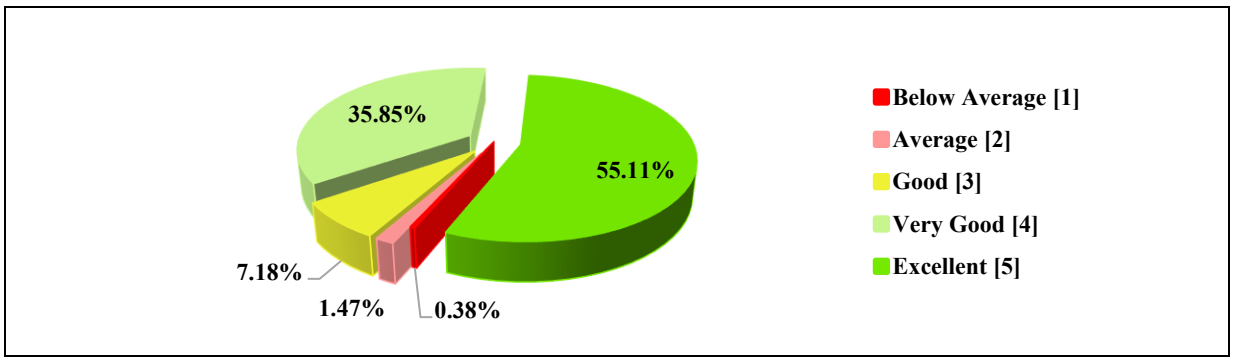

Figure 4o: PSQ-15 Parental pride and respect for the Deemed University

Across the fifteen perception statements (PSQ-01 to PSQ-15), the Parents' Survey reflects a consistently high and stable level of satisfaction with the university's academic processes, student support systems, infrastructure, and institutional culture. Mean scores are tightly distributed between 4.41 and 4.46 (i.e., 88.18% to 89.26%), while agreement levels remain uniformly strong at around 90–92%, indicating that parental perceptions are shaped by sustained institutional performance rather than isolated experiences.

The admission procedure (PSQ-01: Mean 4.43; 88.66%; Agreed by 90.58%) receives a strong endorsement from parents, suggesting confidence in the transparency, fairness, and efficiency of the university's entry-level processes. High agreement at this initial touchpoint is particularly significant, as admission is often the first formal interaction parents have with the institution. Positive perception at this stage indicates that expectations regarding

communication, documentation, counseling, and procedural clarity are largely met, establishing early trust that carries forward into subsequent academic engagement. This confidence in institutional processes extends into the academic delivery framework. Parents rate the teaching–learning process (PSQ-02: 4.46; 89.22%) and faculty competence and commitment (PSQ-03: 4.44; 88.85%) very favorably, with agreement exceeding 91%, reinforcing trust in instructional quality and faculty involvement. The tutor–mentoring system (PSQ-04: 4.42; 88.36%) further supports this perception, indicating that parents recognize structured academic guidance and personalized support as integral components of student development. Perceptions of the campus environment and facilities remain equally strong. High ratings for environment and ambiance (PSQ-05: 4.44; 88.85%), infrastructure facilities (PSQ-06: 4.45; 88.96%), and learning resources (PSQ-07: 4.44; 88.89%) indicate that parents view the campus as a well-maintained, resource-rich, and academically conducive space. Similarly, health care facilities (PSQ-08: 4.42; 88.45%) receive strong approval, reflecting parental reassurance regarding student safety and well-being. Support systems and co-curricular provisions are also positively perceived. Support services including hostel, transport, and canteen facilities (PSQ-10: 4.46; 89.26%) record one of the highest mean scores with 91.92% agreement, underscoring parental confidence in daily operational efficiency and student welfare. Sports, games, and extracurricular facilities (PSQ-09: 4.43; 88.68%) further reflect appreciation for holistic student development opportunities. Administrative responsiveness reinforces this trust. While training and placement (PSQ-11: 4.41; 88.18%) and timely publication of results (PSQ-12: 4.42; 88.32%) show slightly lower relative means, agreement remains close to 90%, suggesting broad satisfaction with scope for incremental strengthening. Importantly, grievance redressal (PSQ-13: 4.45; 89.02%) and attitude of employees (PSQ-14: 4.45; 89.08%) stand out, with PSQ-14 achieving the highest agreement (92.63%), highlighting the institution's approachability and respectful stakeholder engagement. The cumulative effect of these academic, infrastructural, and administrative strengths is reflected in parental pride and respect for the Deemed University (PSQ-15: 4.44; 88.77%), with 90.97% agreement. This outcome indicates that parents not only acknowledge functional effectiveness but also develop a positive emotional affiliation with the institution.

Overall, the Parents' Survey-2025 findings present evidence of a mature and dependable institutional ecosystem, where transparent admissions, strong academics, supportive infrastructure, and responsive administration collectively sustain high parental trust and confidence.

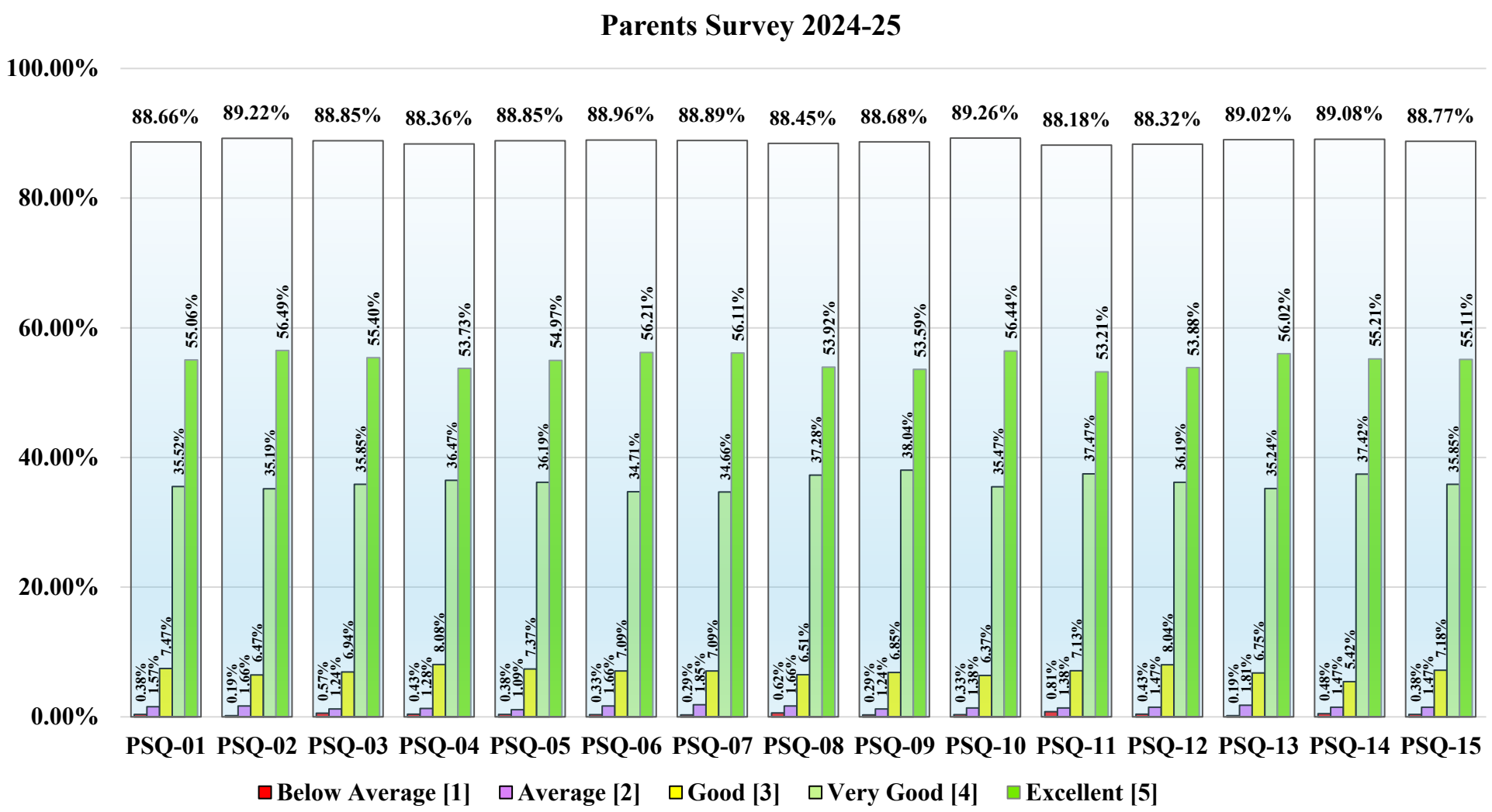

Figure – 4p: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Parents survey – 2025

5. EMPLOYER SURVEY

Representatives of employers in 2025 were surveyed using a 12-item Employer Survey - 2025 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 - 2025 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 - 2025 questionnaire was distributed and final sample comprised 121 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 - 2025

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	ESQ-01	*Technical Knowledge/Skills*	4.63	92.60%	91.15%
2	ESQ-02	*Communication Skills*	4.58	91.60%	90.27%
3	ESQ-03	*Personal interest & Involvement*	4.66	93.20%	88.50%
4	ESQ-04	*Innovativeness & Creativity*	4.63	92.60%	87.61%
5	ESQ-05	*Responsible & Reliable*	4.67	93.40%	90.27%
6	ESQ-06	*Effective team member / leader*	4.42	88.40%	76.11%
7	ESQ-07	*Effectively address work place problems*	4.68	93.60%	92.92%
8	ESQ-08	*Overall contribution to meet organizational goal*	4.57	91.40%	87.61%
9	ESQ-09	*Course curriculum*	4.70	94.00%	93.81%
10	ESQ-10	*Training of the students*	4.56	91.20%	84.07%
11	ESQ-11	*Attitude of University Employees?*	4.52	90.40%	81.42%
12	ESQ-12	*Hospitality and logistics support?*	4.68	93.60%	91.15%

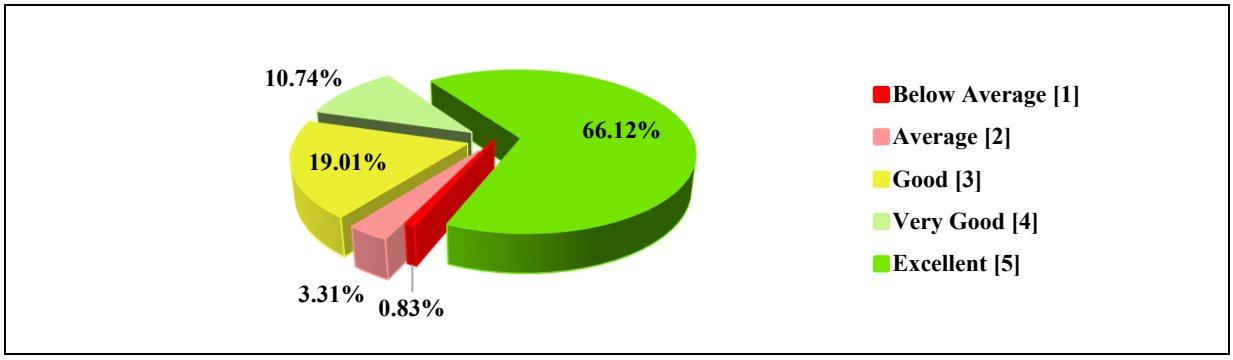

Figure 5a: ESQ-01: Technical Knowledge/Skills

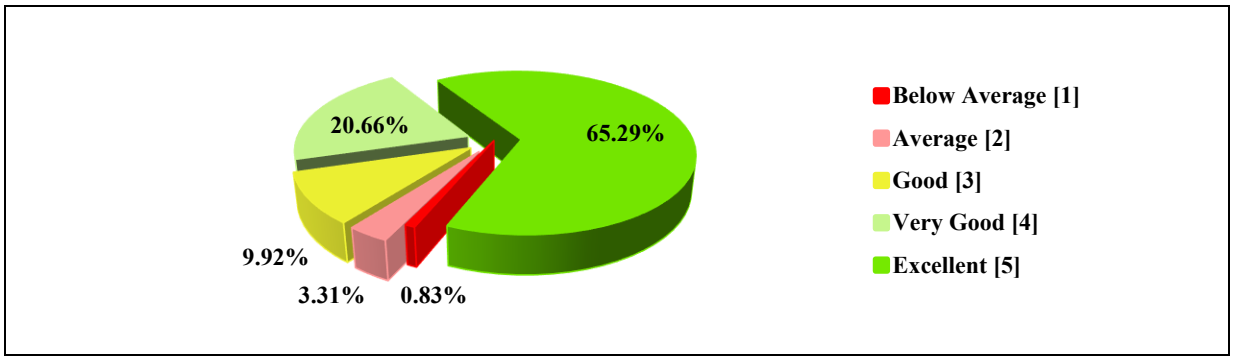

Figure 5b: ESQ-02 Communication Skills

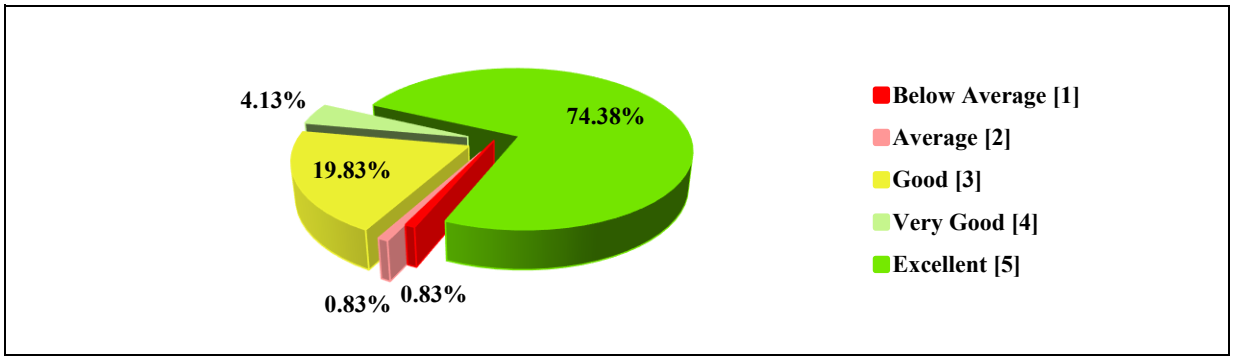

Figure 5c: ESQ-03 Personal interest & Involvement

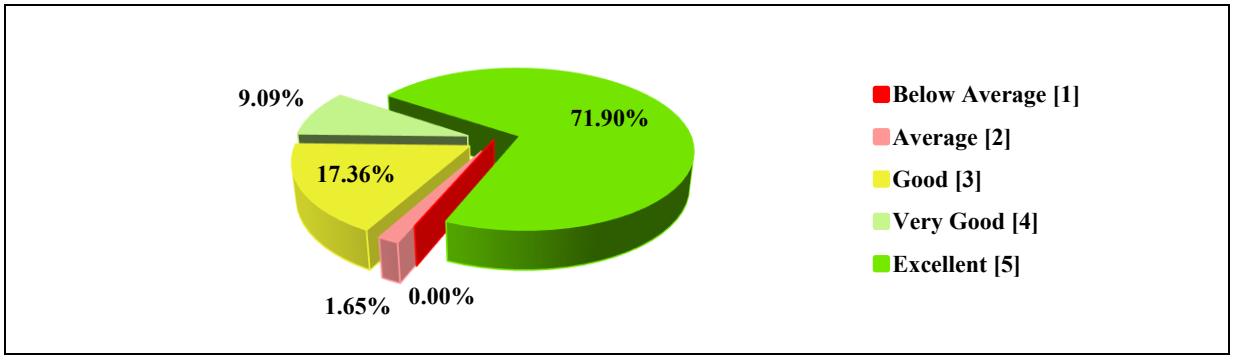

Figure 5d: ESQ-04 Innovativeness & Creativity

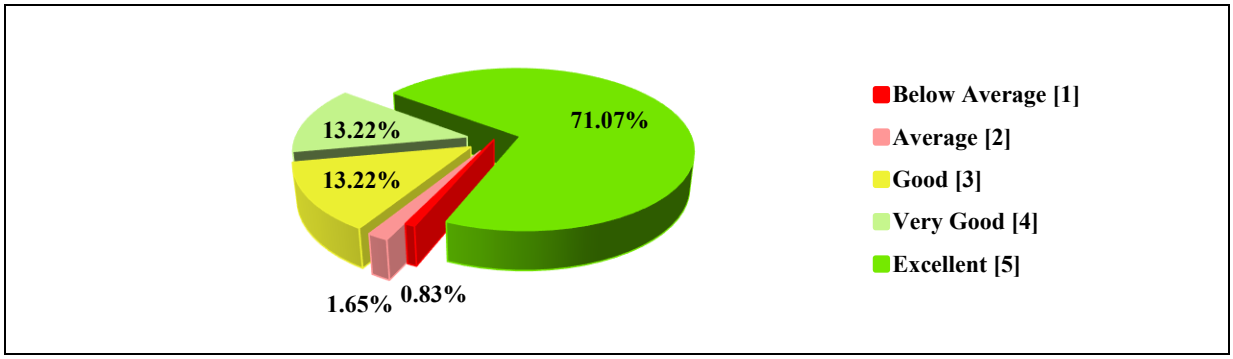

Figure 5e: ESQ-05: Responsible & Reliable

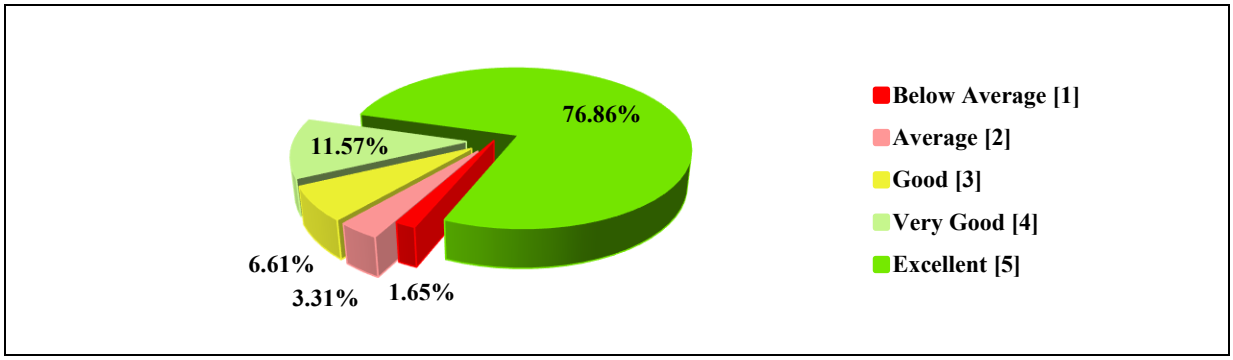

Figure 5f: ESQ-06 Effective team member / leader

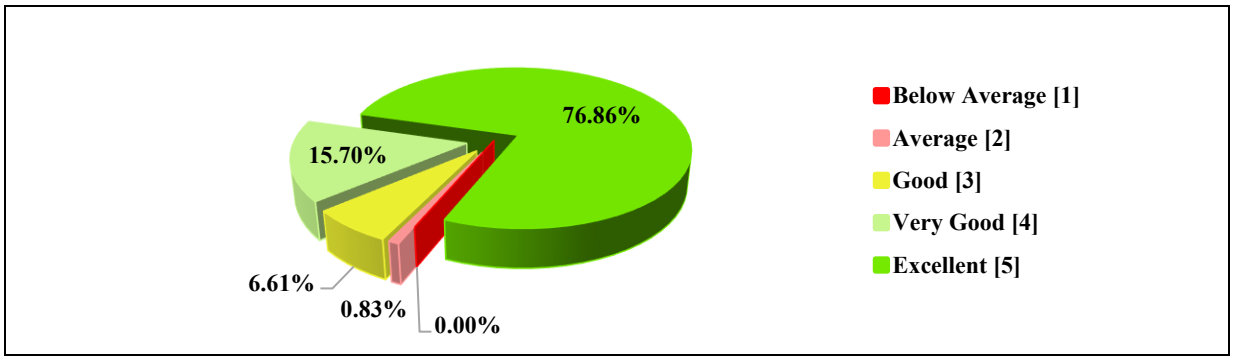

Figure 5g: ESQ-07 Effectively address work place problems

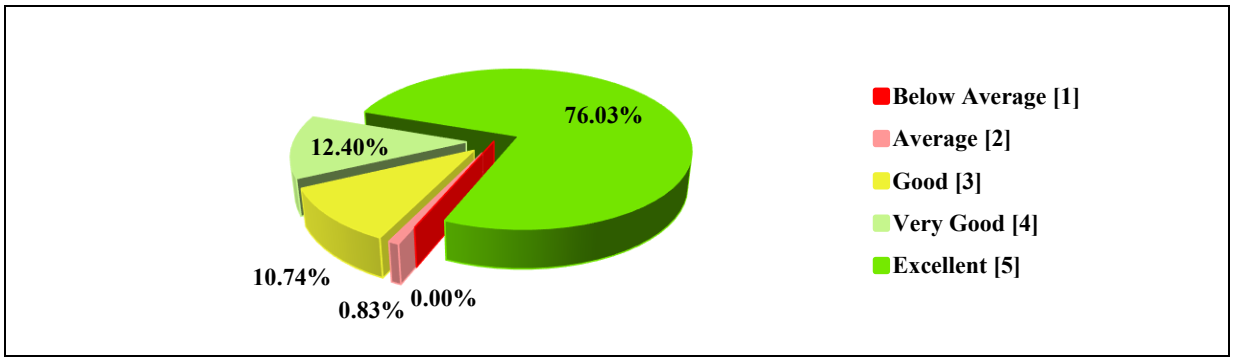

Figure 5h: ESQ-08 Overall contribution to meet organizational goal

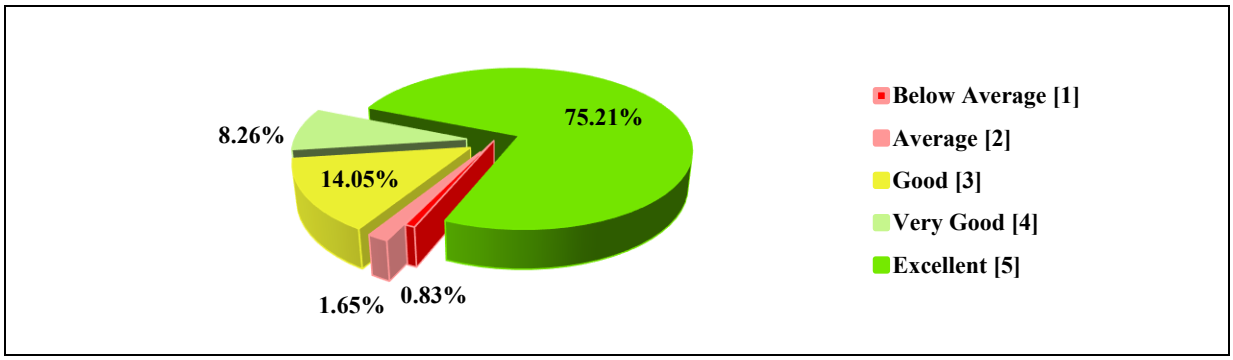

Figure 5i: ESQ-09: Course curriculum

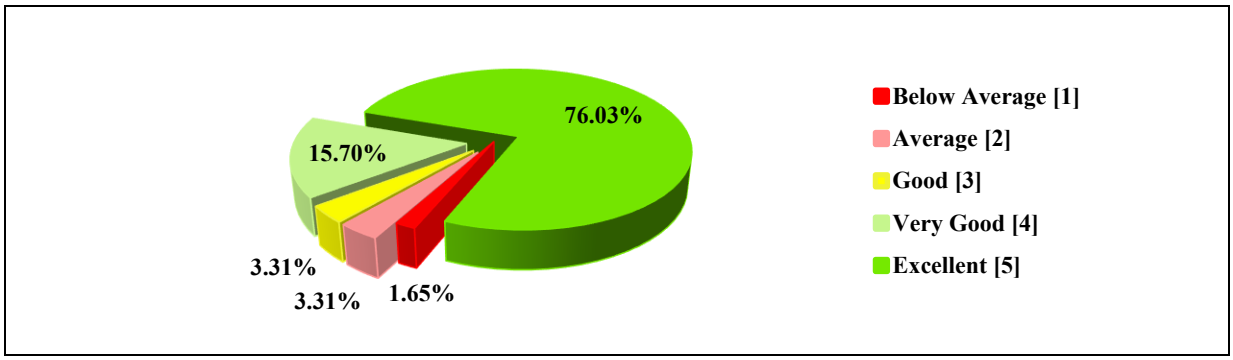

Figure 5j: ESQ-10 Training of the students

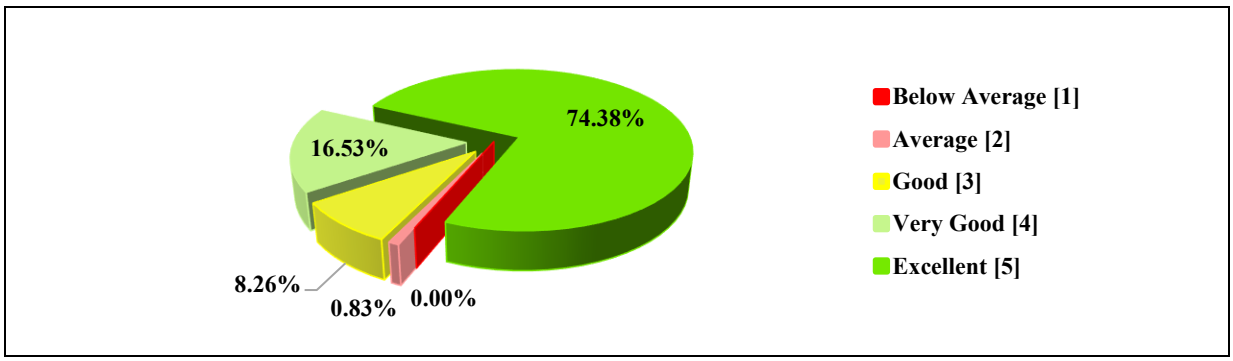

Figure 5k: ESQ-11 Attitude of University Employees

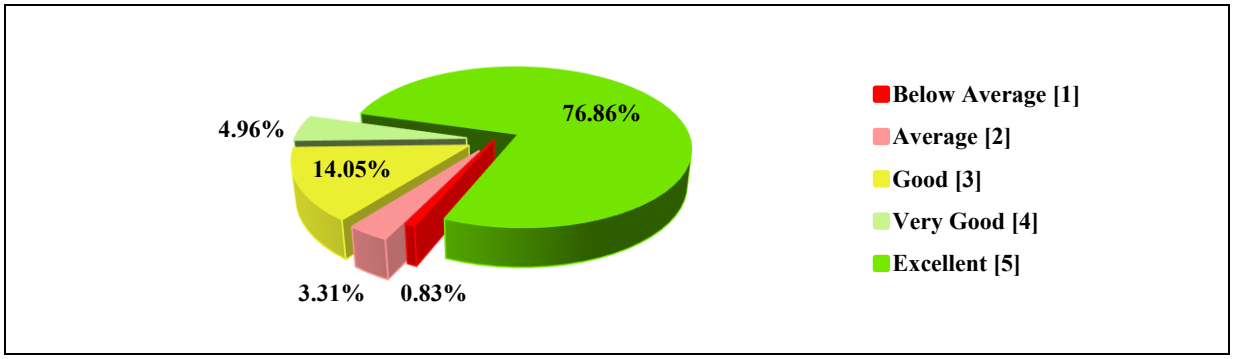

Figure 5l: ESQ-12 Hospitality and logistics support

The Employer Survey 2024–25 presents a clear and consistent endorsement of graduate preparedness, workplace adaptability, and institutional support systems. Across the twelve employer-rated attributes (ESQ-01 to ESQ-12), mean scores range from 4.38 to 4.69 (i.e., 87.6% to 93.7%), indicating uniformly strong employer satisfaction rather than performance concentrated in isolated areas. What this really means is that employers perceive graduates not just as technically competent, but as reliable contributors who integrate effectively into real organizational contexts.

With a mean score of 4.38 (87.60%) and agreement from 76.86% of employers, graduates are perceived to possess sound technical knowledge and job-relevant skills. Employers view this technical foundation as adequate for professional entry and task execution, while also indicating scope for continued strengthening through deeper industry exposure and hands-on application. Workplace effectiveness and problem-solving emerge as standout strengths. The highest-rated attribute, ESQ-07 – Effectively addressing workplace problems (Mean = 4.69; 93.72%; Agreed by 92.56%), signals strong applied thinking and situational judgment among graduates. This is reinforced by ESQ-08 – Overall contribution to organizational goals (Mean = 4.64; 92.73%), suggesting that employers see graduates as outcome-oriented professionals rather than task-bound executors. Team readiness and professional reliability are equally strong signals. Employers rate graduates highly on ESQ-06 – Effective team member/leader (Mean = 4.59; 91.74%) and ESQ-05 – Responsible & reliable (Mean = 4.52; 90.41%). These scores reflect trust-graduates are seen as dependable collaborators capable of assuming responsibility within structured team environments. Core employability skills show solid and balanced performance. Technical knowledge (ESQ-01: 4.38; 87.60%) and communication skills (ESQ-02: 4.46; 89.26%) are rated positively, though with relatively lower agreement percentages compared to higher-order workplace behaviors. This suggests that while foundational skills are strong, employers are even more impressed by graduates' applied competence, adaptability, and problem-handling ability in live work settings.

Innovation, engagement, and learning orientation are well recognized. Scores for Personal interest & involvement (ESQ-03: 4.50) and Innovativeness & creativity (ESQ-04: 4.51) indicate that employers perceive graduates as engaged learners who contribute ideas rather than passively follow instructions-an important signal in dynamic, project-based work environments. Curriculum relevance and training effectiveness receive strong validation. Employer confidence in Course curriculum (ESQ-09: 4.55; 91.07%) and Training of students (ESQ-10: 4.61; 92.23%) confirms alignment between academic design and industry

expectations. This alignment is critical, as it directly translates classroom learning into workplace readiness. Institutional interface and support systems are positively viewed. High ratings for Attitude of university employees (ESQ-11: 4.64; 92.89%) and Hospitality and logistics support (ESQ-12: 4.54; 90.74%) suggest that employers value not only graduate quality but also the professionalism and responsiveness of the university ecosystem during engagement, training, and collaboration.

Taken together, the Employer Survey 2024–25 portrays graduates as work-ready, reliable, and impact-oriented professionals. The consistently high scores across cognitive, behavioral, and institutional dimensions indicate a mature graduate development model-one that goes beyond technical instruction to cultivate problem-solvers, team contributors, and organizationally aligned professionals. The results also provide a strong evidence base for curriculum relevance, training effectiveness, and sustained employer confidence in graduate outcomes.

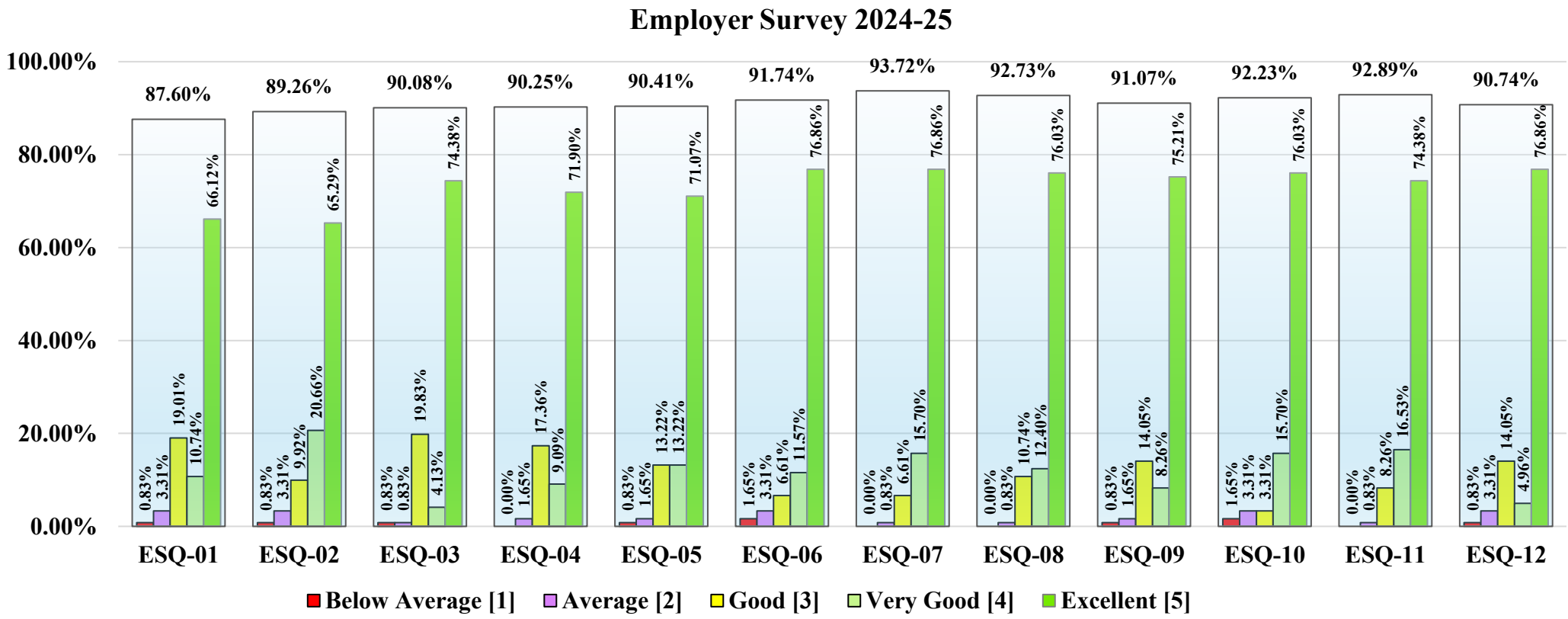

Figure – 5m: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Employers survey – 2025

6. STUDENTS SURVEY (FACILITIES)

Students Studying in 2025 were surveyed using a 14-item Students Survey (Facilities) - 2025 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) - 2025 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) - 2025 questionnaire was distributed and final sample comprised 18347 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) - 2025

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	SSQ_F-01	*The lighting, ventilation and acoustics and audio-vidual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.*	4.68	93.55%	90.76%
2	SSQ_F-02	*The students have access to research and development facilities of the school and/or university.*	4.75	95.09%	93.97%
3	SSQ_F-03	*University provides excellent career development and placement facilities*	4.72	94.32%	93.56%
4	SSQ_F-04	*The sanitation standard in the campus is excellent*	4.70	93.91%	90.25%
5	SSQ_F-05	*Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.*	4.52	90.41%	85.09%
6	SSQ_F-06	*Students have access to digital library from anywhere.*	4.69	93.85%	90.90%
7	SSQ_F-07	*The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained*	4.74	94.84%	93.04%
8	SSQ_F-08	*The hostel staff are student-friendly*	4.59	91.84%	90.13%
9	SSQ_F-09	*Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor*	4.52	90.36%	83.75%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
		games, and outdoor games meet the requirements of amateurs and professionals.			
10	SSQ_F-10	*Student-administered societies are functional and the atmosphere is usually inviting*	4.66	93.22%	88.24%
11	SSQ_F-11	*The availability of a computer/laptop/softwares for use at any time is never an issue*	4.29	85.72%	75.54%
12	SSQ_F-12	*Internet connectivity is everywhere in the University campus.*	4.50	89.91%	84.06%
13	SSQ_F-13	*Medical facilities are of good quality and can be availed by students.*	4.51	90.19%	84.99%

The Students' Survey on Facilities for the academic year 2024–25 reflects a consistently high level of student satisfaction across physical, digital, residential, and support infrastructure, with all thirteen facility indicators recording mean scores well above 4.25 on a five-point scale. This pattern points to a learning ecosystem that is not only well-resourced but also reliably experienced by students across domains.

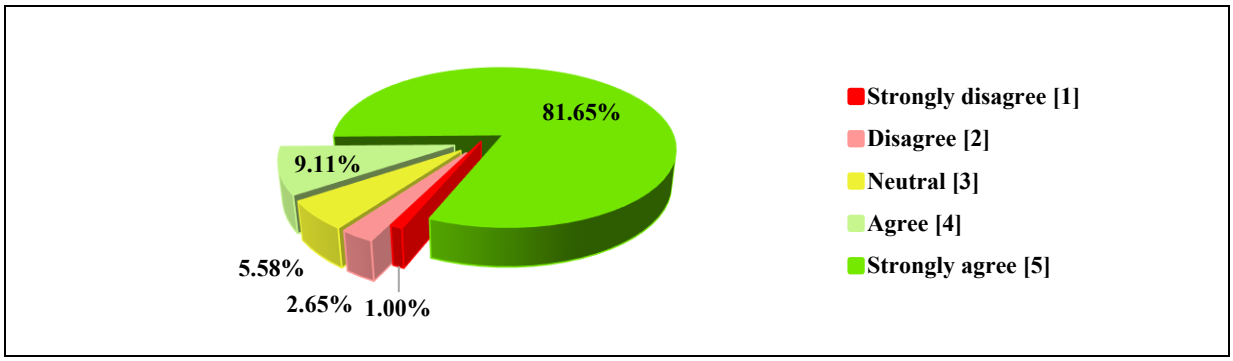

Figure 6a: SSQ_F -01: The lighting, ventilation and acoustics and audio-vidual facilities in class rooms /demonstration rooms/ laboratory rooms present an inviting setup for learning.

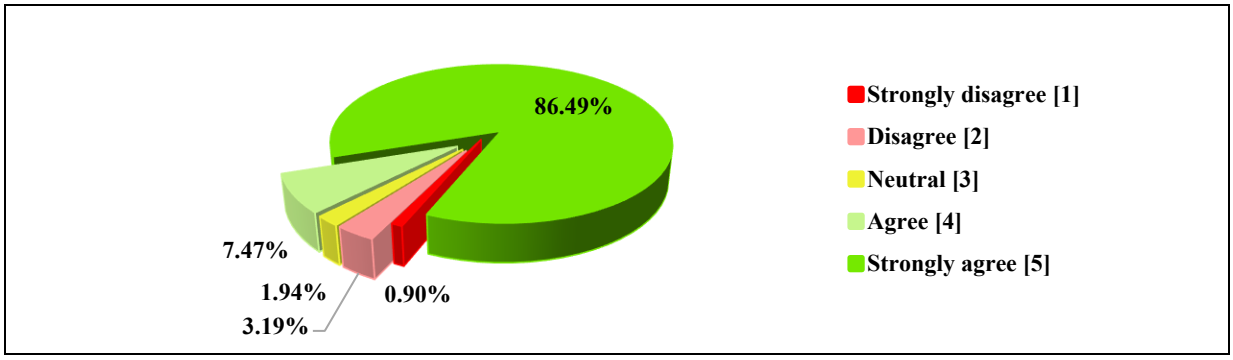

Figure 6b: SSQ_F -02 The students have access to research and development facilities of the school and/or university.

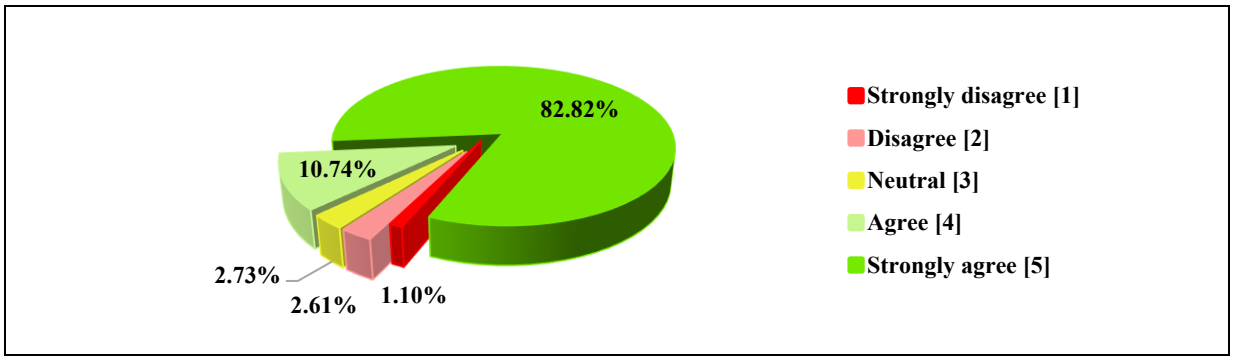

Figure 6c: SSQ_F -03: University provides excellent career development and placement facilities

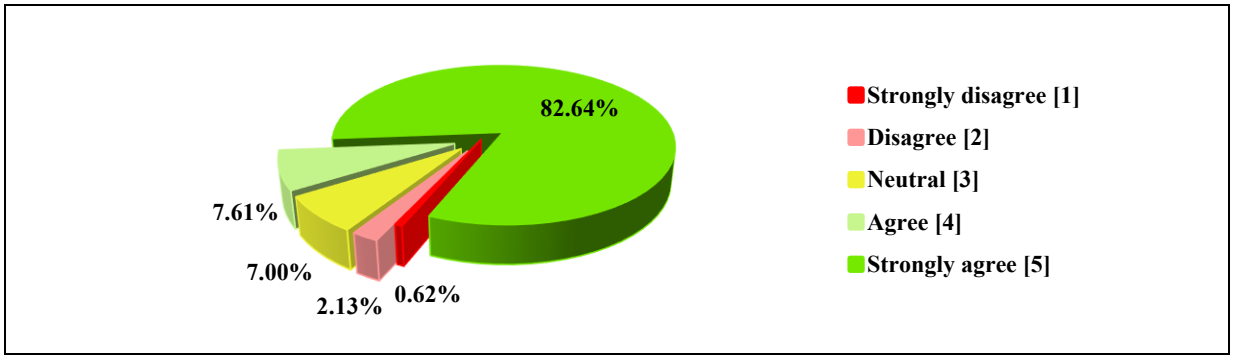

Figure 6d: SSQ_F -04 The sanitation standard in the campus is excellent

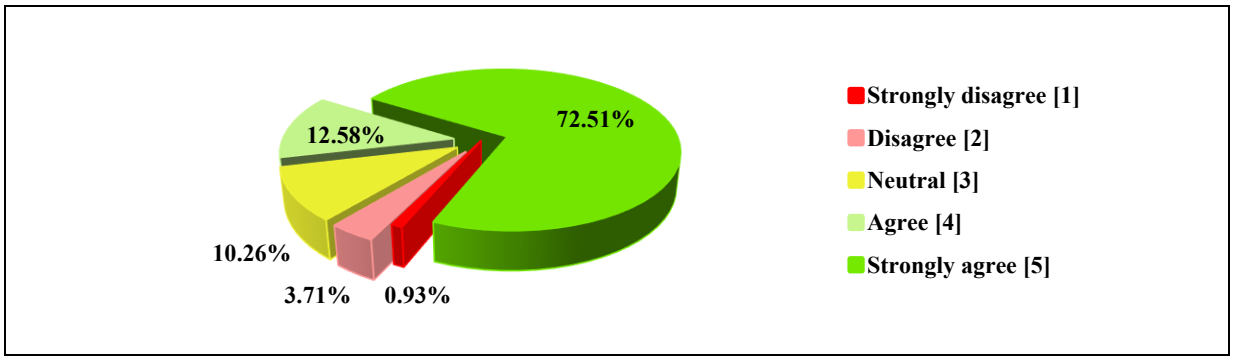

Figure 6e: SSQ_F -05 Library has learner-friendly ambience with adequate books/journals (print & digital) to meet learning and research needs.

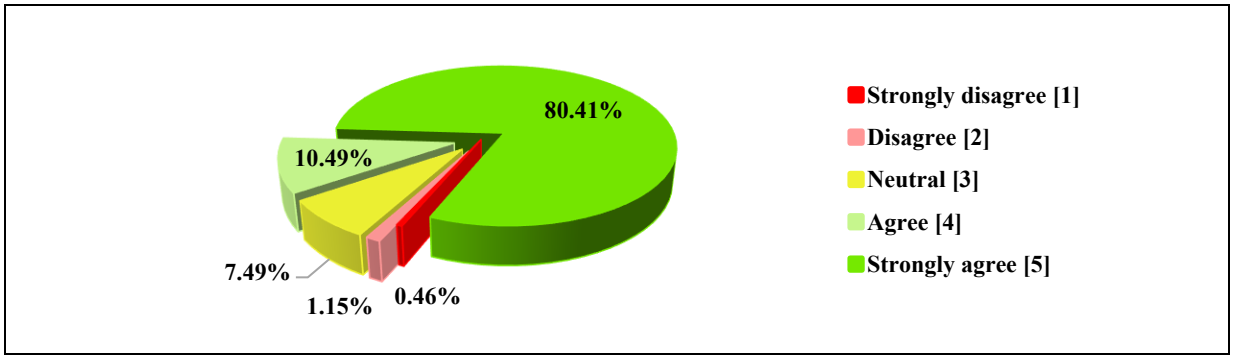

Figure 6f: SSQ_F -06 Students have access to digital library from anywhere.

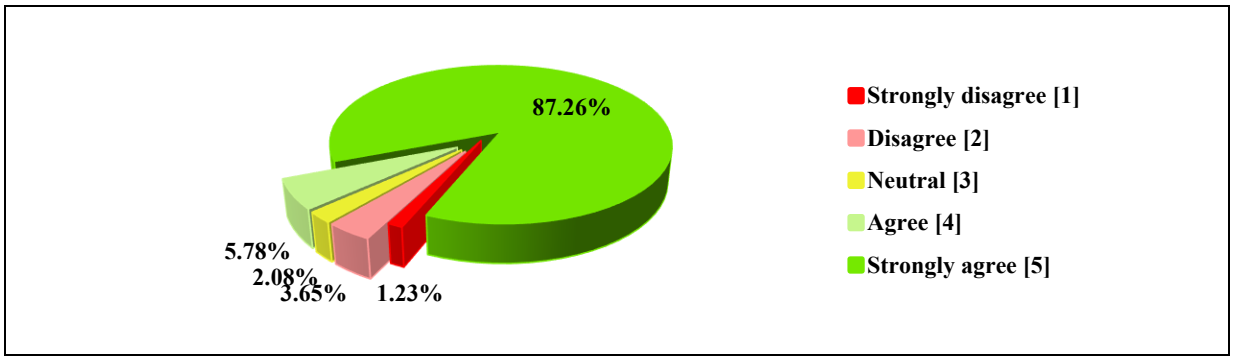

Figure 6g: SSQ_F -07: The quality of hostel accommodation in the context of space and facilities meets expectations and learning ambience in the hostel reading room is well-maintained

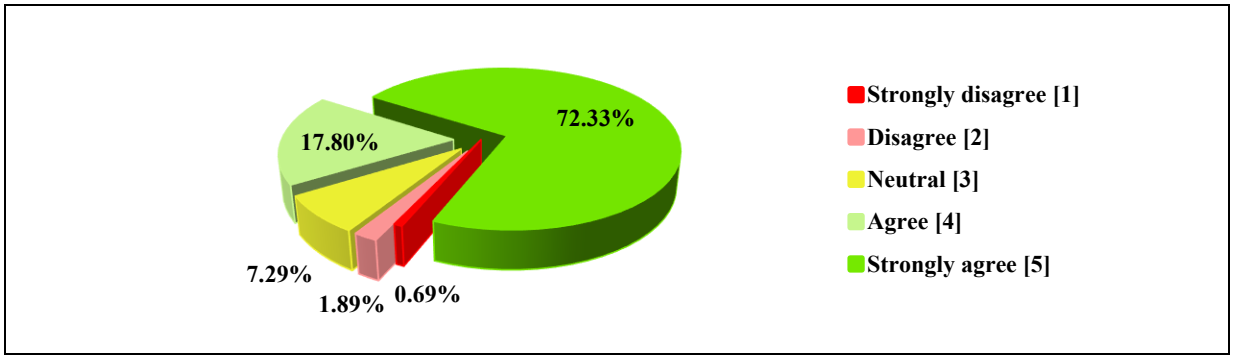

Figure 6h: SSQ_F – 08 The hostel staff are student-friendly

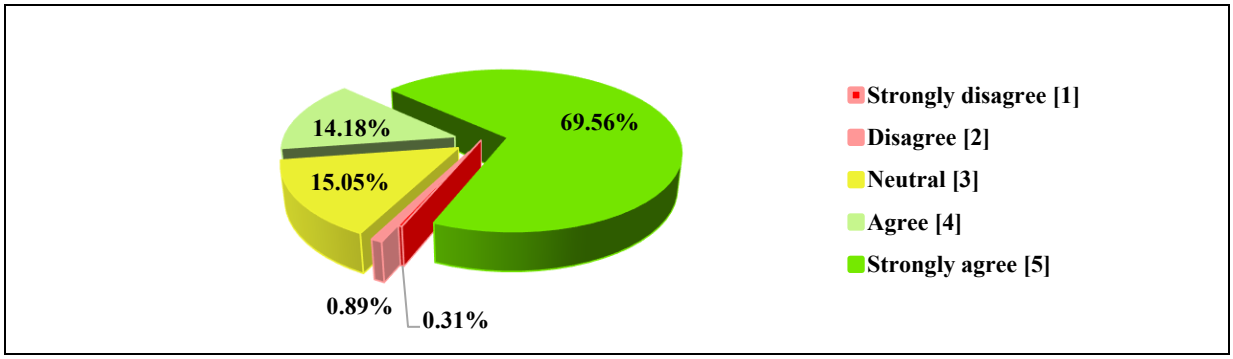

Figure 6i: SSQ_F - 09 Facilities including equipment and trainers prevailing in the gym, swimming pool, indoor games, and outdoor games meet the requirements of amateurs and professionals.

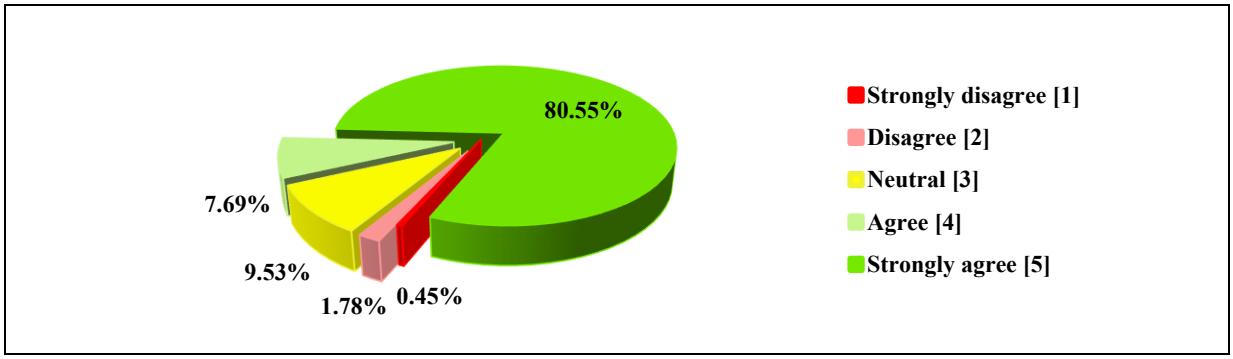

Figure 6j: SSQ_F -10 Student-administered societies are functional and the atmosphere is usually inviting

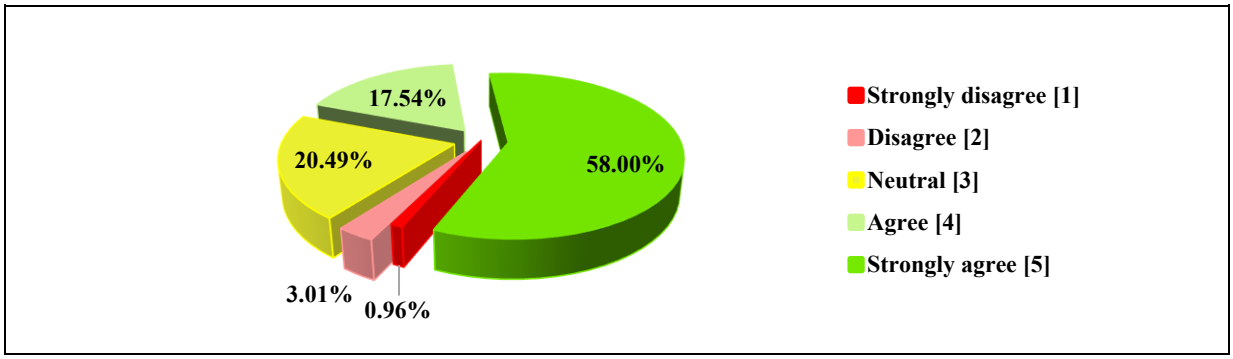

Figure 6k: SSQ_F -11: The availability of a computer/laptop/softwares for use at any time is never an issue

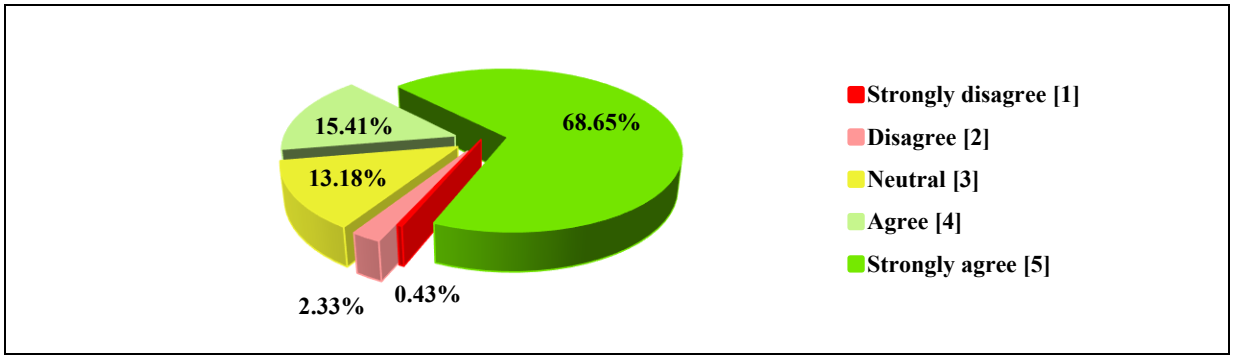

Figure 6l: SSQ_F -12 Internet connectivity is everywhere in the University campus

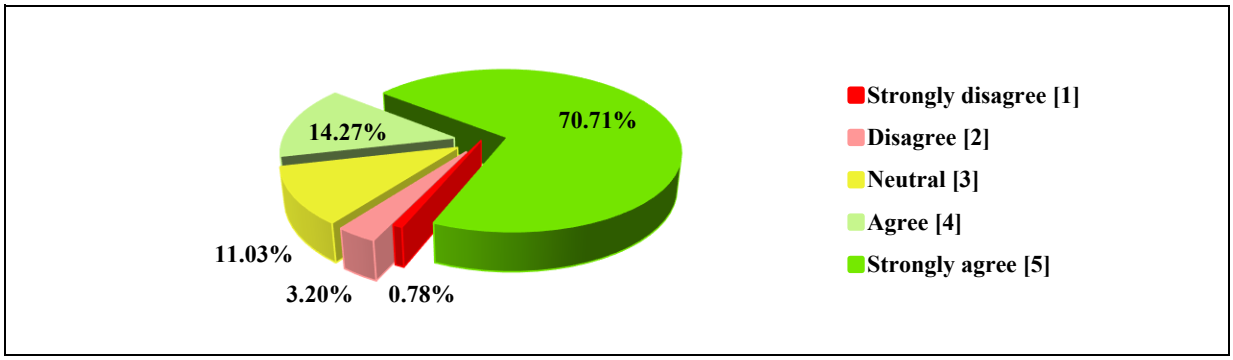

Figure 6m: SSQ_F -13 Medical facilities are of good quality and can be availed by students.

Item SSQ_F-01 records a strong mean score of 4.68 (93.60%), with over 90% agreement, indicating that classrooms, laboratories, and demonstration rooms provide a comfortable and engaging learning environment through adequate lighting, ventilation, acoustics, and audio-visual support. This perception is reinforced by high confidence in academic enrichment resources. Access to research and development facilities (SSQ_F-02) is rated exceptionally high (Mean 4.75; 95.00%), suggesting that students clearly recognize the availability and usability of institutional R&D infrastructure. Students rate career development and placement

facilities (SSQ_F-03) at a mean of 4.72 (94.40%), with nearly 94% agreement. This indicates that institutional mechanisms for career guidance, training, and placement are visible, accessible, and aligned with student expectations. The library's learner-friendly ambience and adequacy of learning resources (SSQ_F-05) score a mean of 4.52 (90.40%), while anywhere-access to the digital library (SSQ_F-06) performs even better (Mean 4.69; 93.80%). Together, these responses suggest that students value both physical and digital knowledge environments, though the slightly lower agreement on physical library ambience signals a potential area for continued qualitative enhancement. The quality of hostel accommodation and study ambience (SSQ_F-07) records a mean score of 4.74 (94.80%), one of the highest in the survey, indicating strong student confidence in residential infrastructure. Hostel staff friendliness (SSQ_F-08) also receives a positive rating (Mean 4.59; 91.80%), reflecting a supportive and student-centric residential environment. Sanitation standards (SSQ_F-04) achieve a mean of 4.70 (94.00%), underlining effective campus maintenance practices. Medical facilities (SSQ_F-13) are also viewed favorably (Mean 4.51; 90.20%), suggesting that health services are both accessible and trusted by students. Sports and fitness infrastructure, including gymnasium, swimming pool, and indoor/outdoor games (SSQ_F-09), records a solid mean of 4.52 (90.40%), indicating adequacy for both amateur and advanced users. Student-administered societies (SSQ_F-10) score 4.66 (93.20%), highlighting an active and inviting campus culture that supports leadership and peer engagement. Availability of computers, laptops, and software at any time (SSQ_F-11) records the lowest mean score in the set at 4.29 (85.80%), with agreement at 75.54%. Although still favorable, this indicates comparatively higher demand pressure. Campus-wide internet connectivity (SSQ_F-12) performs better (Mean 4.50; 90.00%), but together these findings suggest scope for scaling digital access to match growing academic and research needs.

Taken together, the survey results portray a well-integrated, student-friendly institutional ecosystem where academic infrastructure, residential facilities, career support, and campus services are strongly aligned with learner expectations. The uniformly high scores reflect institutional maturity in facilities provisioning, while relatively lower ratings in on-demand digital resources provide clear, actionable inputs for continuous improvement rather than systemic gaps.

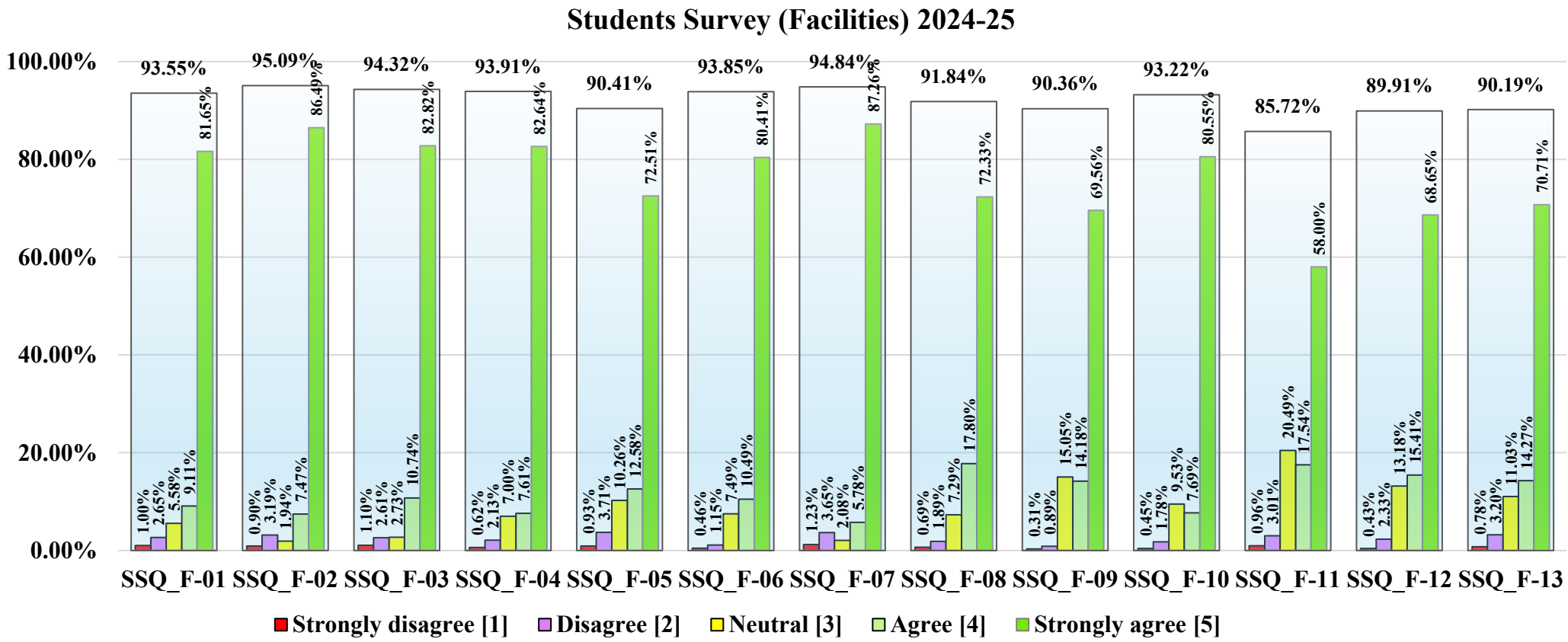

Figure – 6n: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Students Survey – 2025 on Facilities

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

Students Studying in 2025 were surveyed using a 21-item Students Survey (Curriculum Design, Teaching & Learning) - 2025 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) - 2025 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) - 2025 questionnaire was distributed and final sample comprised 318375 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) - 2025

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
1	CD&TL-01	*The expected course outcomes and/or program outcomes are well defined.*	4.74	94.80 %	93.30%
2	CD&TL-02	*The course content provides sufficient objectives, knowledge and skill.*	4.62	92.40 %	89.25%
3	CD&TL-03	*The course is relevant, up-to-date and of industry standard*	4.31	86.20 %	73.97%
4	CD&TL-04	*The course is well structured and the units/sections in the syllabus are properly sequenced.*	4.57	91.40 %	85.13%
5	CD&TL-05	*The course materials such as textbooks, readings materials, e-resources provided to the students are relevant*	4.70	94.00 %	91.93%
6	CD&TL-06	*The offering of the electives in terms of their relevance to the specialized streams.*	4.51	90.20 %	79.24%
7	CD&TL-07	*How do you rate the domain used for designing/performing the experiments in the laboratory.*	4.28	85.60 %	73.10%

Sl No.	I.Code	Questions/Items	Mean Score (Out of 5)	Score %	Agreed %
8	CD&TL-08	*How far you believe you have achieved Course Outcome 1.*	4.78	95.60 %	93.17%
9	CD&TL-09	*How far you believe you have achieved Course Outcome 2.*	4.28	85.60 %	72.85%
10	CD&TL-10	*How far you believe you have achieved Course Outcome 3.*	4.65	93.00 %	88.36%
11	CD&TL-11	*How far you believe you have achieved Course Outcome 4.*	4.50	90.00 %	80.44%
12	CD&TL-12	*How far you believe you have achieved Course Outcome 5.*	4.70	94.00 %	90.29%
13	CD&TL-13	*How far you believe you have achieved Course Outcome 6.*	4.50	90.00 %	84.25%
14	CD&TL-14	*Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?*	4.75	95.00 %	91.18%
15	CD&TL-15	*Punctuality & regularity in taking Classes & completes the entire syllabus in time*	4.63	92.60 %	87.82%
16	CD&TL-16	*Communication skills and delivery of structured lectures*	4.50	90.00 %	82.54%
17	CD&TL-17	*Skill of linking subject to life experience, latest developments and creating interest in the subject*	4.53	90.60 %	84.69%
18	CD&TL-18	*Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc.*	4.48	89.60 %	78.90%
19	CD&TL-19	*Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)*	4.58	91.60 %	89.23%
20	CD&TL-20	*Effective control mechanism to conduct the class and doubt clearing through student interaction*	4.58	91.60 %	83.11%
21	CD&TL-21	*Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.*	4.51	90.20 %	87.45%

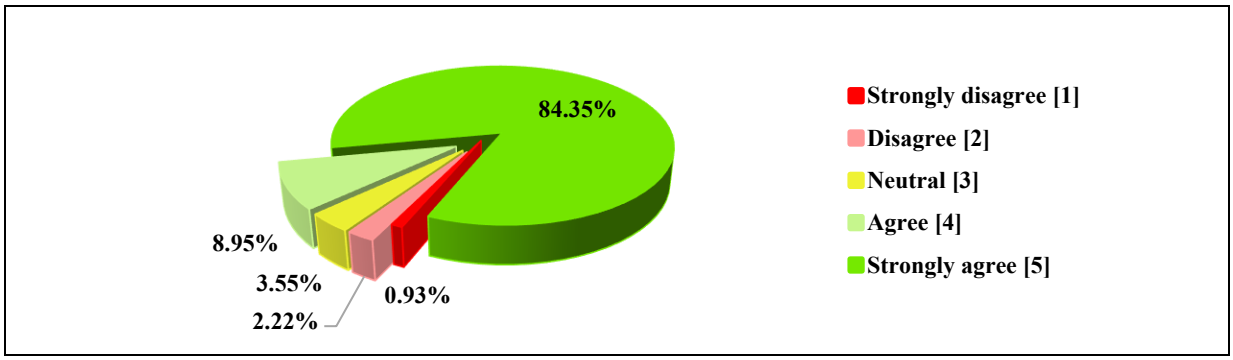

Figure 7a: CD&TL -01: The expected course outcomes and/or program outcomes are well defined

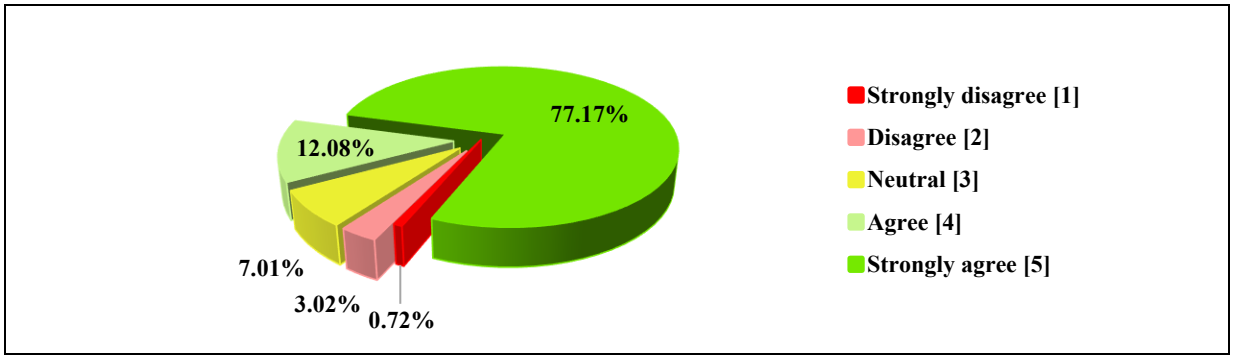

Figure 7b: CD&TL-02 The course content provides sufficient objectives, knowledge and skill.

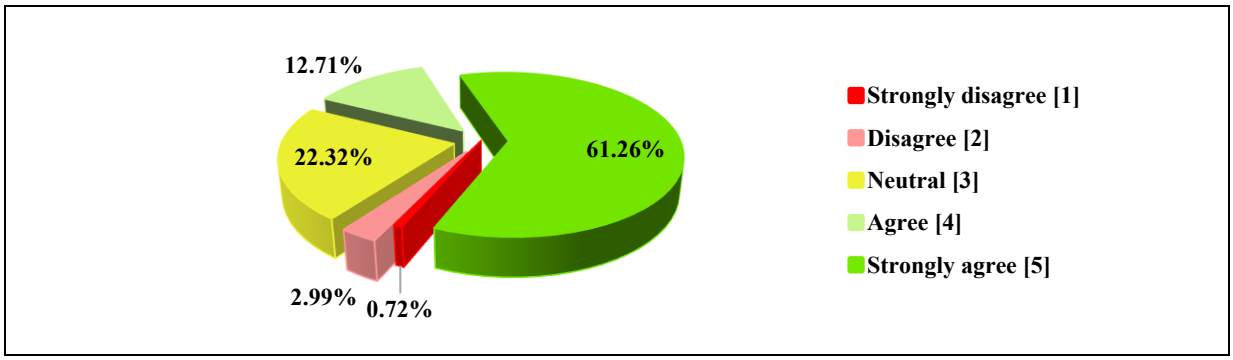

Figure 7c: CD&TL-03: The course is relevant, up-to-date and of industry standard

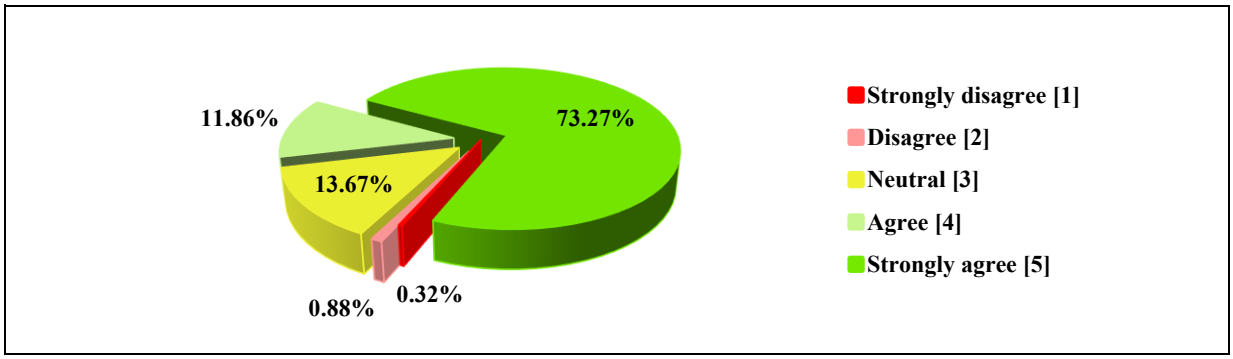

Figure 7d: CD&TL-04 The course is well structured and the units/sections in the syllabus are properly sequenced.

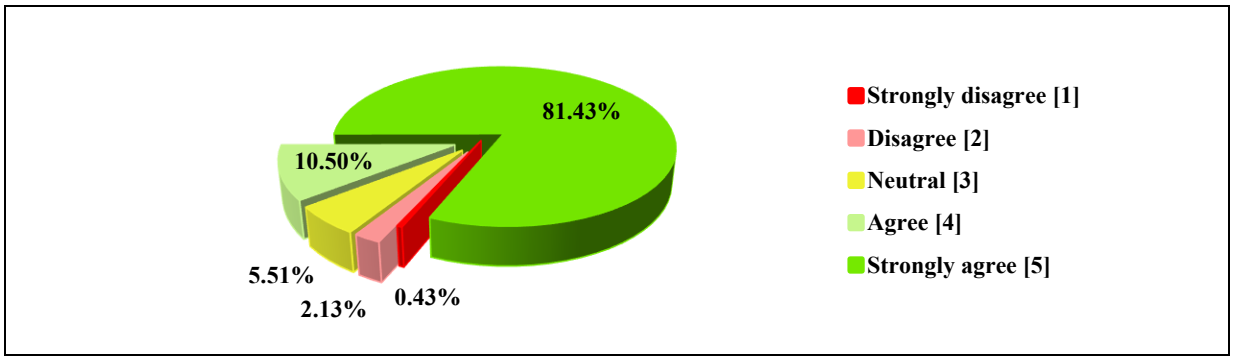

Figure 7e: CD&TL -05 The course materials such as textbooks, readings materials, e-resources provided to the students are relevant

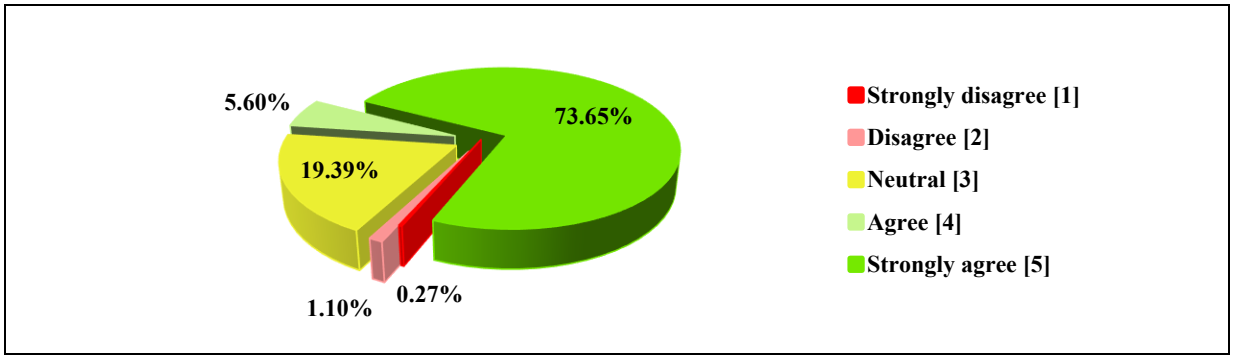

Figure 7f: CD&TL -06 The offering of the electives in terms of their relevance to the specialized streams.

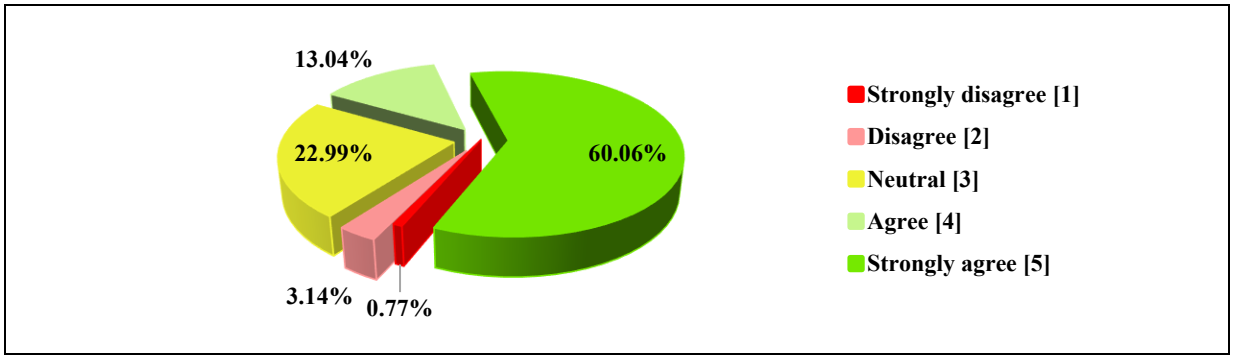

Figure 7g: CD&TL-07: How do you rate the domain used for designing/performing the experiments in the laboratory.

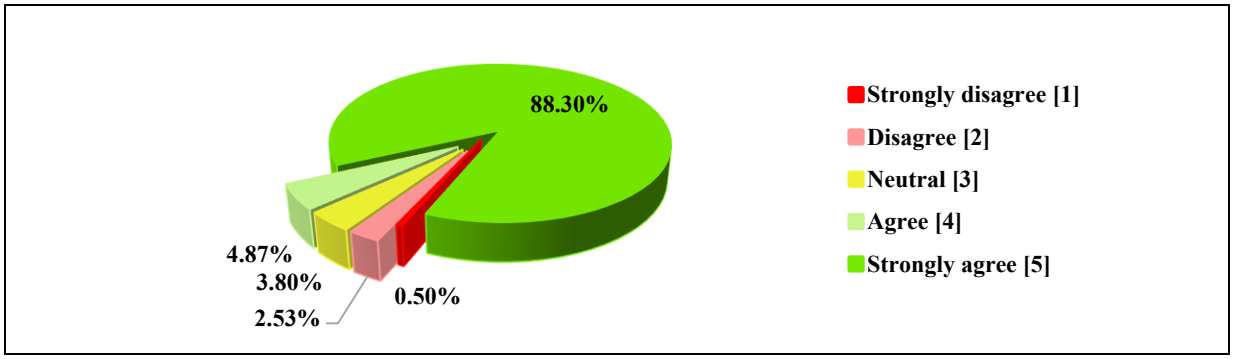

Figure 7h: CD&TL– 08 How far you believe you have achieved Course Outcome 1.

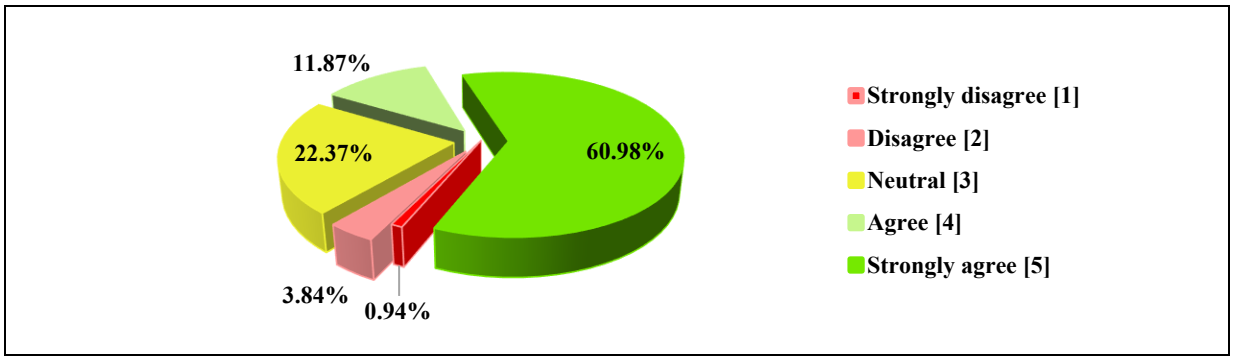

Figure 7i: CD&TL- 09 How far you believe you have achieved Course Outcome 2.

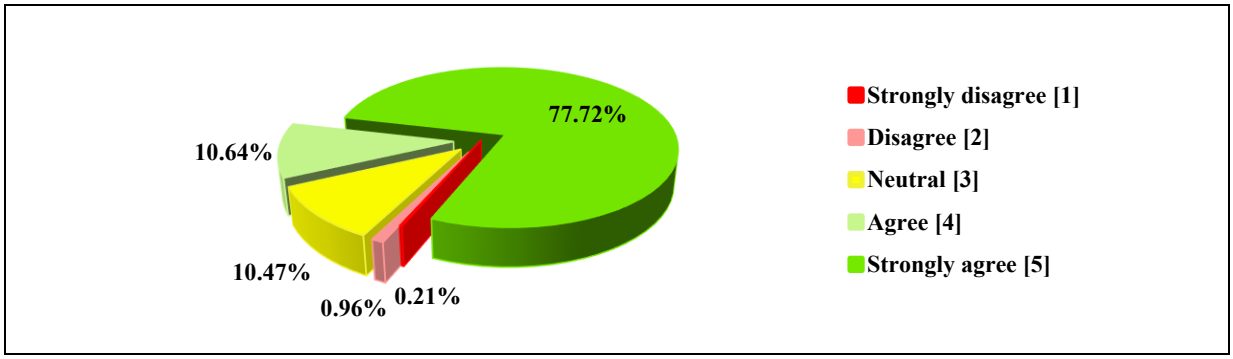

Figure 7j: CD&TL-10 How far you believe you have achieved Course Outcome 3.

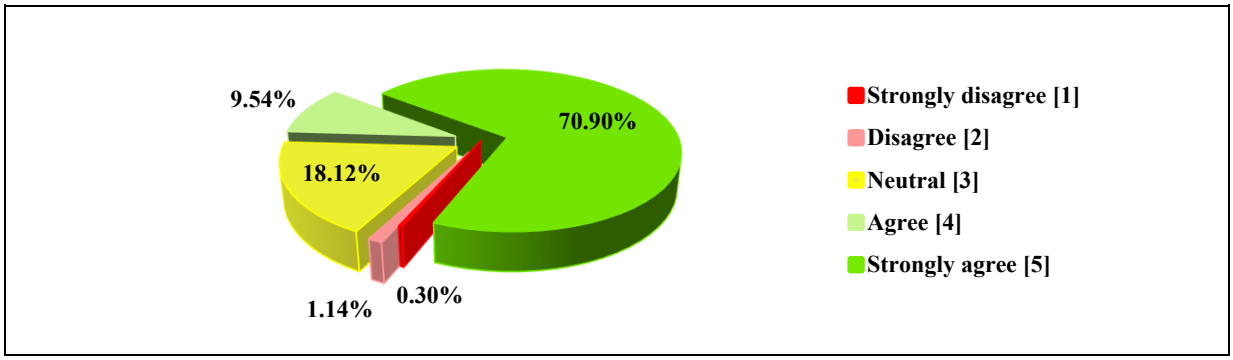

Figure 7k: CD&TL-11: How far you believe you have achieved Course Outcome 4.

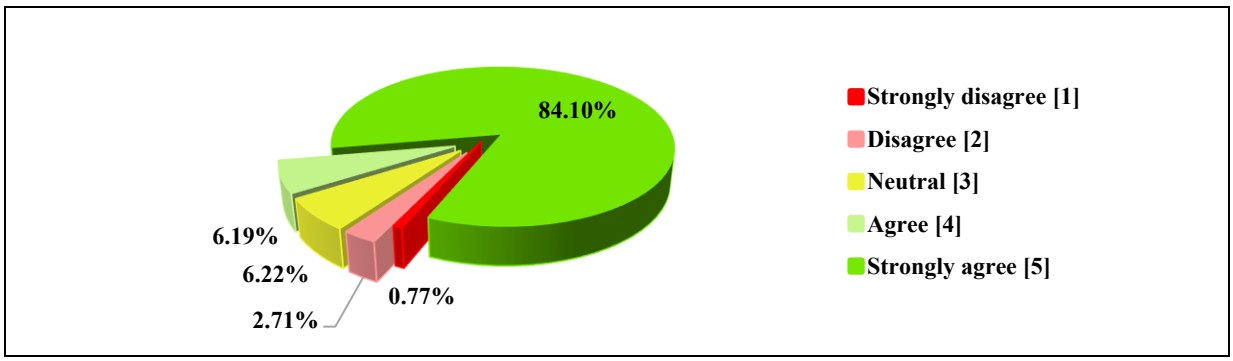

Figure 7l: CD&TL– 12 How far you believe you have achieved Course Outcome 5.

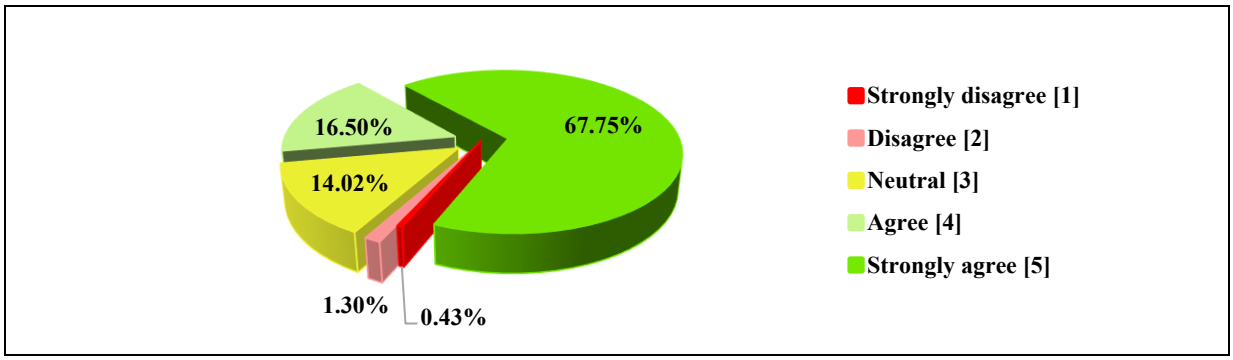

Figure 7m: CD&TL- 13 How far you believe you have achieved Course Outcome 6.

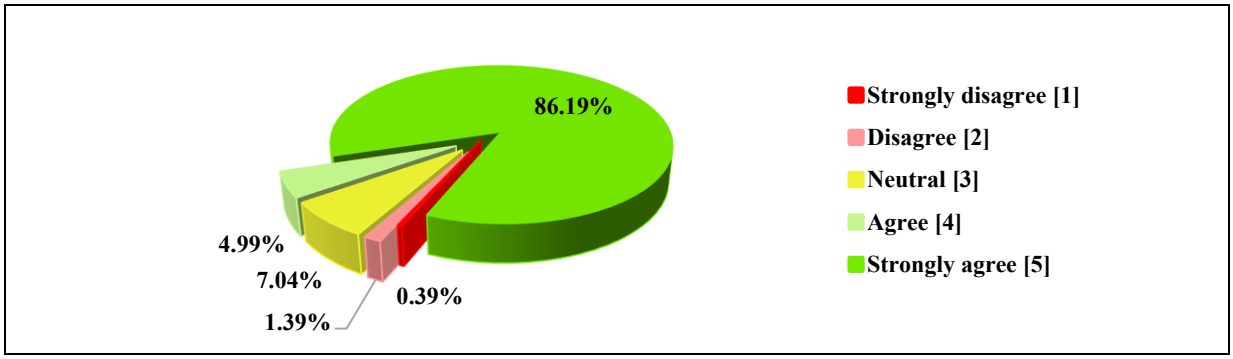

Figure 7n: CD&TL-14 Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?

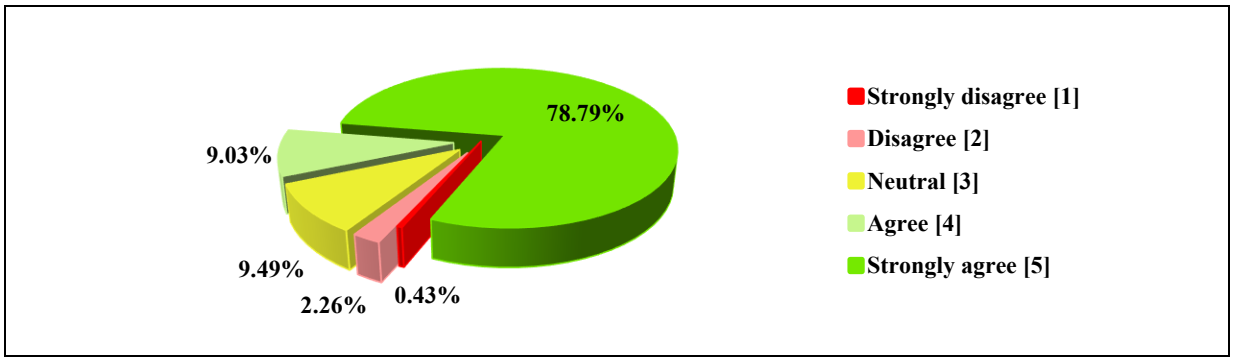

Figure 7o: CD&TL-15: Punctuality & regularity in taking Classes & completes the entire syllabus in time

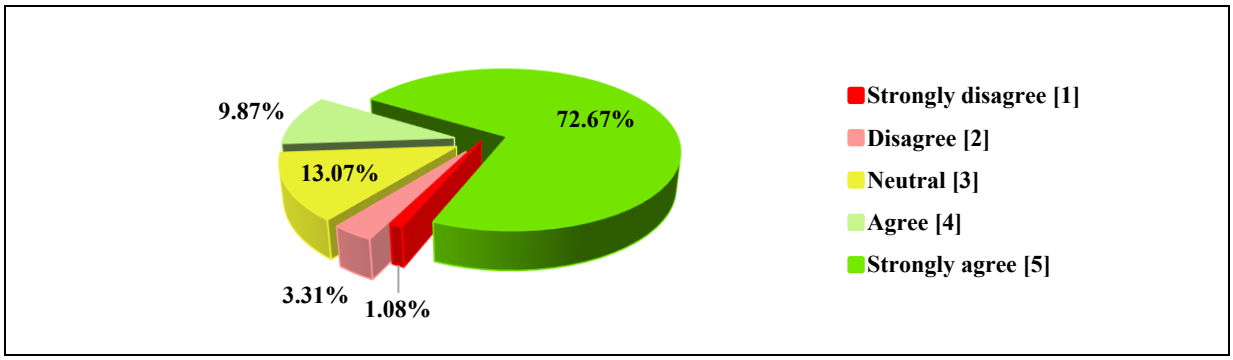

Figure 7p: CD&TL– 16 Communication skills and delivery of structured lectures

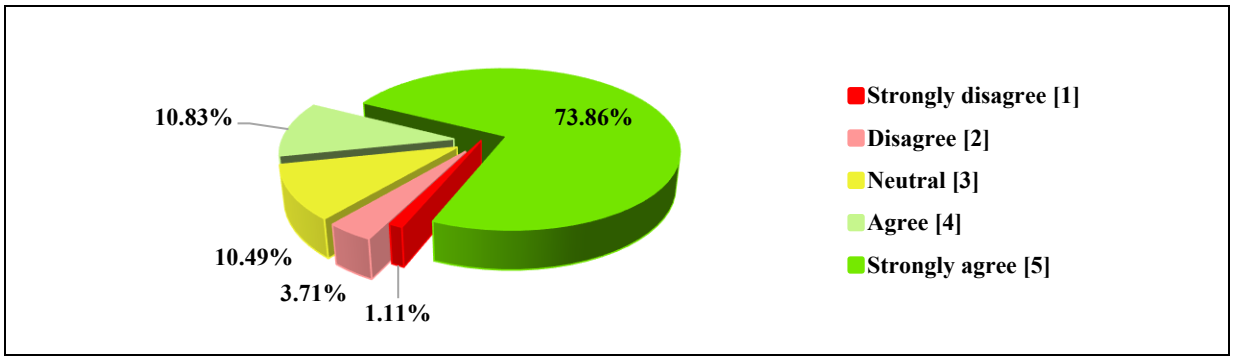

Figure 7q: CD&TL- 17 Skill of linking subject to life experience, latest developments and creating interest in the subject

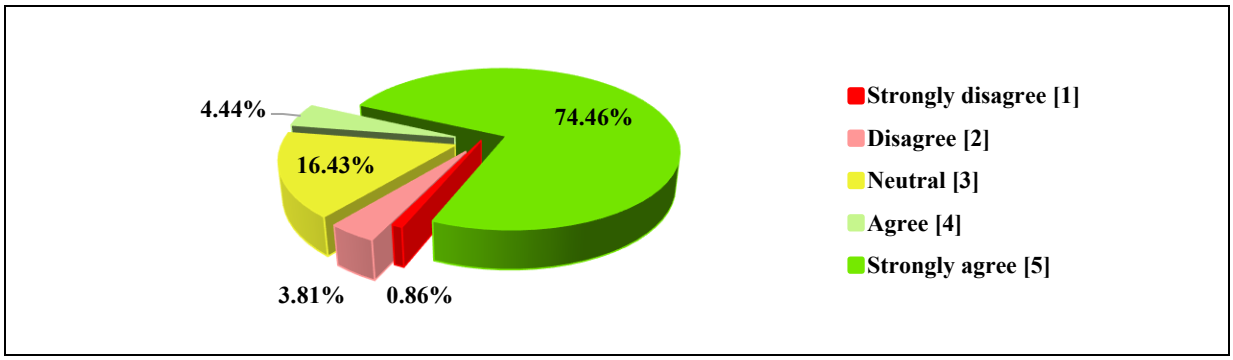

Figure 7r: CD&TL-18 Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc

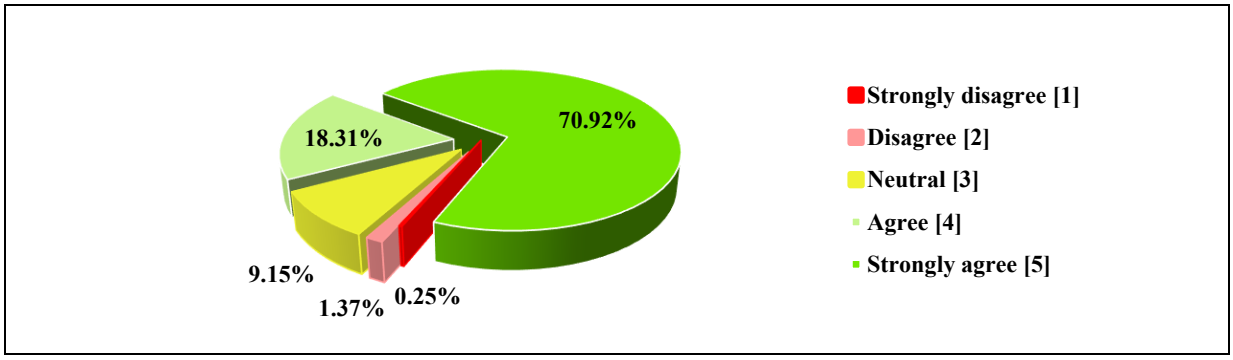

Figure 7s: CD&TL-19: Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)

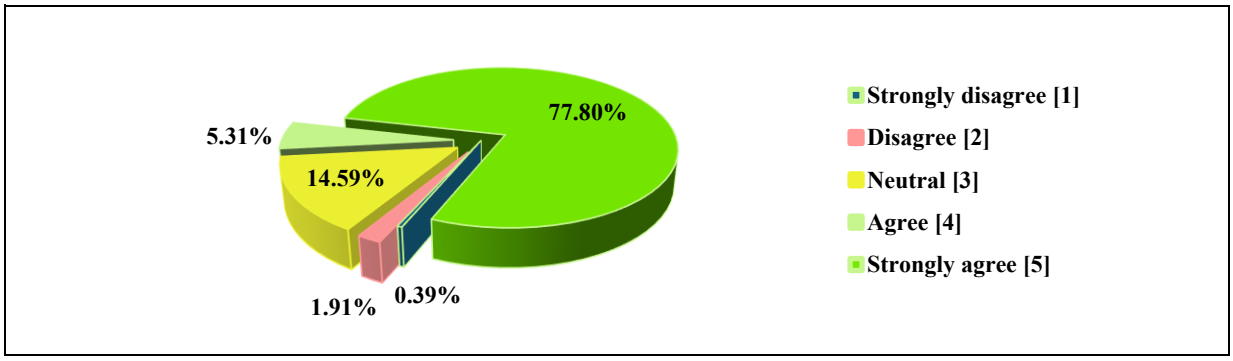

Figure 7t: CD&TL-20 Effective control mechanism to conduct the class and doubt clearing through student interaction

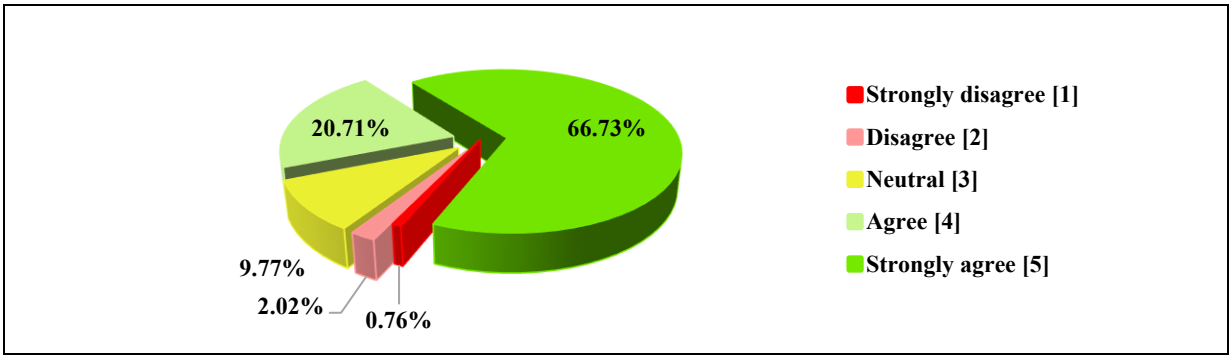

Figure 7u: CD&TL-20 Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.

The Students' Survey on Curriculum Design, Teaching & Learning (2025) reflects a consistently strong and well-aligned academic experience, with most items clustered in a high-performance band. Mean scores range from 4.28 to 4.78 (i.e., 85.6% to 95.6%), indicating that students perceive both curriculum structure and instructional delivery as clear, coherent, and largely effective across programs.

A clear strength emerges in outcome clarity and communication. Students express very high confidence that expected course and program outcomes are well defined (CD&TL-01: Mean 4.74; 94.8%; 93.30% agreement) and clearly communicated at the outset of the course (CD&TL-14: Mean 4.75; 95.0%; 91.18% agreement). This consistency suggests strong alignment with outcomes-based education practices, where learning expectations are explicit and transparent rather than implicit. Curriculum structure and content adequacy are also rated highly. Items related to syllabus sequencing (CD&TL-04: 4.57; 91.4%) and relevance of course materials including textbooks and e-resources (CD&TL-05: 4.70; 94.0%) indicate that students find the curriculum both well-organized and adequately supported by learning resources. Likewise, the sufficiency of objectives, knowledge, and skill coverage in course content (CD&TL-02: 4.62; 92.4%) reinforces the perception that courses are academically comprehensive rather than fragmented.

Perceived attainment of course outcomes forms another strong pillar. Students report very high achievement of multiple course outcomes, most notably CO-1 (CD&TL-08: Mean 4.78; 95.6%; 93.17% agreement) and CO-5 (CD&TL-12: 4.70; 94.0%), with other outcomes (CO-3, CO-4, CO-6) also maintaining mean scores at or above 4.50. While CO-2 shows comparatively lower agreement (CD&TL-09: Mean 4.28; 85.6%; 72.85% agreement), it still remains within a positive range, suggesting scope for pedagogical fine-tuning rather than structural concern. Teaching effectiveness and classroom practices are rated strongly and consistently. Punctuality

and syllabus completion (CD&TL-15: 4.63; 92.6%), clarity of communication and lecture delivery (CD&TL-16: 4.50; 90.0%), and the ability to link subject matter with real-life applications and emerging developments (CD&TL-17: 4.53; 90.6%) indicate that instructional delivery is not only disciplined but also engaging and contextualized.

Assessment planning and instructional innovation receive solid endorsement. Students positively rate the structured scheduling of assignments, tests, and interactive academic activities (CD&TL-18: 4.48; 89.6%) and the use of innovative teaching methods and instructional aids (CD&TL-19: 4.58; 91.6%). Effective classroom interaction and doubt-clearing mechanisms (CD&TL-20: 4.58; 91.6%) further highlight an interactive learning environment rather than a one-directional teaching model. Two areas show relatively lower-but still positive-perceptions: curriculum currency and laboratory experiment design. Items on industry relevance and up-to-dateness of courses (CD&TL-03: Mean 4.31; 86.2%; 73.97% agreement) and domains used for designing or performing laboratory experiments (CD&TL-07: Mean 4.28; 85.6%; 73.10% agreement) suggest opportunities to strengthen industry linkage, applied exposure, and laboratory modernization, particularly in fast-evolving disciplines. Finally, the mentoring and student-support dimension is rated favorably. Students acknowledge faculty guidance in addressing physical, emotional, and learning challenges, as well as motivation toward future goals (CD&TL-21: Mean 4.51; 90.2%; 87.45% agreement), underscoring a supportive academic ecosystem that extends beyond classroom instruction.

Overall, the survey indicates a mature and well-executed curriculum and teaching framework-characterized by strong outcome clarity, structured delivery, effective pedagogy, and supportive faculty engagement-while also pointing to targeted areas for enhancement in industry alignment and experiential learning depth.

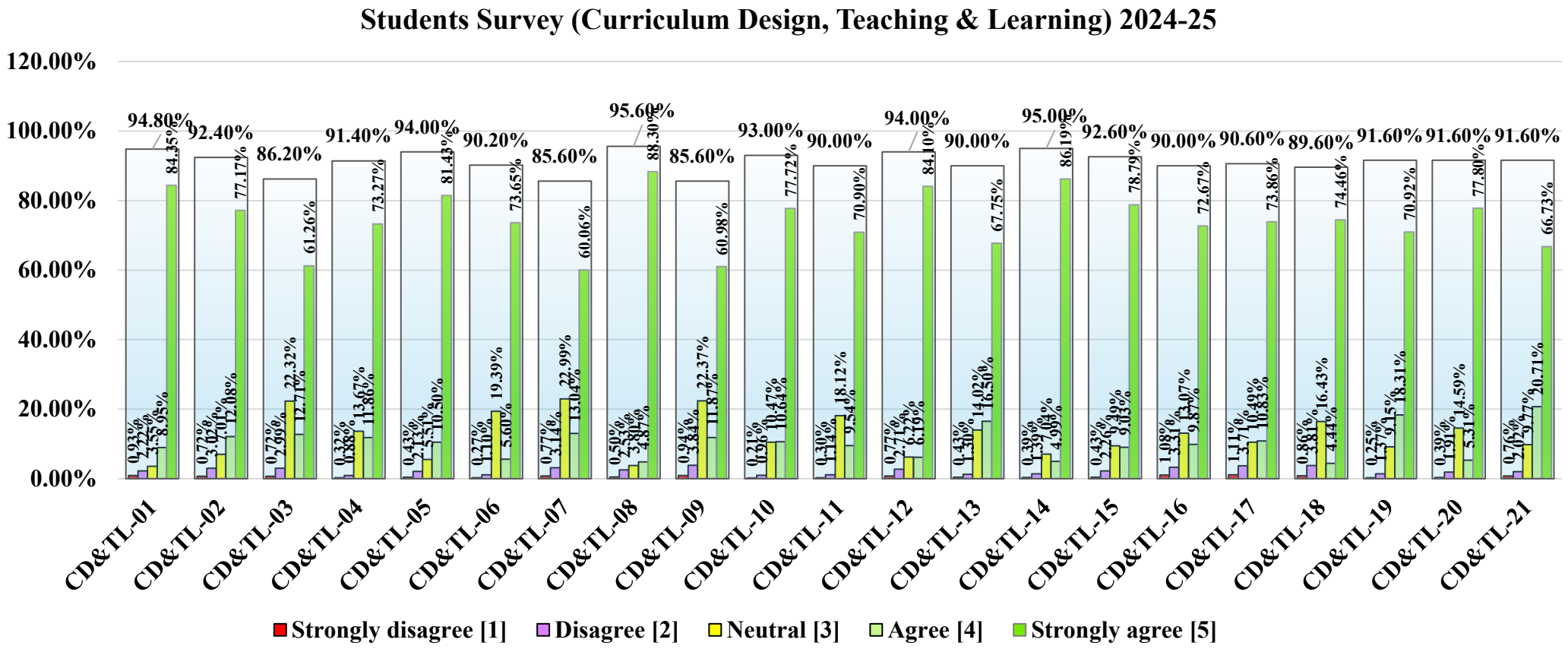

Figure – 6v: Item wise Frequency Distribution (%) and mean Score (%) Statistics of Students Survey – 2025 on Curriculum Design, Teaching & Learning

8. ANALYSIS OF FEEDBACK

The feedback collected from students, alumni, parents, and employers during the academic year 2024–25 indicates a consistently high level of satisfaction, with most parameters recording mean scores in the range of ~4.3 to 4.7 (out of 5), reflecting strong institutional performance and stakeholder confidence.

Academic Outcomes and Learning Effectiveness

The analysis shows strong academic attainment, with high scores in core knowledge, design capability, and problem-solving skills (means ~4.5–4.6). Students demonstrate the ability to analyze and solve complex engineering problems (mean ~4.46), indicating effective delivery of outcome-based and application-oriented learning.

Research Orientation and Innovation Readiness

Students report strong exposure to research methodology and modern engineering tools (mean ~4.60), confirming a supportive research and experimentation ecosystem. The feedback reflects growing alignment towards innovation-driven and inquiry-based learning practices.

Employability and Industry Readiness

Employer feedback strongly validates graduate preparedness, with mean scores ranging from 4.38 to 4.69 across key attributes. Key strengths include:

- Workplace problem-solving ability (mean ~4.69)
- Contribution to organizational goals (mean ~4.64)
- Teamwork and leadership (mean ~4.59)

These indicate that graduates are technically competent, adaptable, and outcome-oriented professionals.

Professional Skills and Communication

Students exhibit strong capabilities in communication, presentations, and teamwork, with consistently high ratings (~4.5+). Feedback confirms effective development of interpersonal, leadership, and collaborative competencies, essential for professional environments.

Infrastructure and Support Systems

The Students' Survey (Facilities) shows uniformly high satisfaction, with all parameters above 4.25, indicating a well-resourced and conducive learning environment. Parents' feedback further reflects strong confidence in:

- Teaching–learning processes (mean ~4.46)
- Infrastructure and learning resources (mean ~4.44–4.45)
- Support services and administration (mean ~4.45+)

Overall Interpretation

The feedback establishes that the University maintains:

- Strong academic delivery and outcome attainment
- Effective research and technical ecosystem
- High employability and industry alignment
- Robust infrastructure and institutional support
- Consistent stakeholder satisfaction across all domains

Minor variations in a few parameters indicate scope for further strengthening, though overall performance remains firmly in the high satisfaction range.

Conclusion

The analysis confirms that the University sustains high standards in academic quality, research orientation, and professional preparedness, supported by a reliable and mature institutional ecosystem, ensuring continued stakeholder trust and confidence.

9. ACTION TAKEN REPORT (ATR) BASED ON FEEDBACK 2023-24 REPORT

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

1. Financial Assistance for Quality Research Publications

The University has strengthened its policy framework to provide financial support and incentives to both faculty members and students for publishing quality research in reputed journals. Incentive schemes for high-impact publications, reimbursement of publication charges, and recognition through awards have been introduced to encourage research excellence.

2. Establishment of Centres of Excellence

Steps have been taken to establish additional Centres of Excellence in key thrust areas. These centres aim to promote interdisciplinary research, facilitate academic exchange, and create a dynamic research ecosystem through collaborations, funded projects, and advanced infrastructure.

3. Organization of Annual Research Summit

The University has institutionalized an Annual Research Summit to provide a platform for research scholars and students to present their work, exchange ideas, and collaborate across disciplines. The summit includes paper presentations, expert talks, panel discussions, and networking opportunities to enhance research coherence.

4. International Student Exchange Programmes

Efforts have been made to facilitate short-term international student exchange programmes through partnerships with foreign universities. These initiatives are designed to provide global exposure, promote cross-cultural learning, and enhance academic collaboration.

10. ACTION TO BE TAKEN FOR THE NEXT ACADEMIC YEAR

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.
2. Conduct financial literacy programmes for all stakeholders to improve awareness of financial planning and management.
3. Develop additional student support mechanisms based on continuous feedback to enhance overall academic and personal development.

Annexures

Questionnaire Set - I (Alumni Survey)

Dear Alumnus/Alumna,,

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

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

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

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

Section - A

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

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

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

Section - B

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

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

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

Section - C

1. Suggestions _____

---Thank You---

Questionnaire Set - II (Graduate Exit-Survey)

Dear Student,

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

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

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

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

A. *Program of study:* _____

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

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

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

Check all that apply.

☐ Technical Societies at KIIT-DU

☐ KIIT Technology Business Incubator Cell

☐ Coordination and Participation in Technical Events/Fests/Contests

☐ Member of Professional Bodies/Student chapters/Student Societies

☐ Live and Interdisciplinary Projects

☐ Research Projects with faculty members

☐ Associated with Industry Engagement Cell

☐ Opted for Industry Elective Courses

☐ International Student Exchange Program

☐ Voluntary service/Social Outreach Activities/Community Services, etc.

☐ Environmental and Social Awareness Programs

☐ Others: _____

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

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

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

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

E. Suggestions: _____

---Thank You---

Questionnaire Set - III (Parents Survey)

Dear Parents,

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

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

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

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

A. *School Name:* _____

B. Semester: *:* _____

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

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

D. Suggestions: _____

---Thank You---

Questionnaire Set - IV (Employer Survey)

Dear Employer,

Greetings from Kalinga Institute of Industrial Technology, deemed to be university. 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]*

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

D. Suggestions: _____

---Thank You---

Questionnaire Set - V (Students Survey on Facilities)

Dear Students,

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

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

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

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

A. *School Name:* _____

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

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

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

C. Suggestions: _____

---Thank You---

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	*How far you believe you have achieved Course Outcome 1.*	☐	☐	☐	☐	☐
9	*How far you believe you have achieved Course Outcome 2.*	☐	☐	☐	☐	☐
10	*How far you believe you have achieved Course Outcome 3.*	☐	☐	☐	☐	☐
11	*How far you believe you have achieved Course Outcome 4.*	☐	☐	☐	☐	☐
12	*How far you believe you have achieved Course Outcome 5.*	☐	☐	☐	☐	☐
13	*How far you believe you have achieved Course Outcome 6.*	☐	☐	☐	☐	☐
14	*Were the course objectives and learning outcomes clearly communicated to you at the beginning of the course?*	☐	☐	☐	☐	☐
15	*Punctuality & regularity in taking Classes & completes the entire syllabus in time*	☐	☐	☐	☐	☐
16	*Communication skills and delivery of structured lectures*	☐	☐	☐	☐	☐
17	*Skill of linking subject to life experience, latest developments and creating interest in the subject*	☐	☐	☐	☐	☐
18	*Scheduled organization of assignments, class tests, quizzes, seminars, case study, group discussion, problem solving etc.*	☐	☐	☐	☐	☐
19	*Use of innovative teaching methods (open education resources, use of teaching aids such as OHP, PPT etc.)*	☐	☐	☐	☐	☐
20	*Effective control mechanism to conduct the class and doubt clearing through student interaction*	☐	☐	☐	☐	☐
21	*Guide the students to overcome physical, emotional and learning challenges and motivate students for their future goals in realizing their strengths and needs.*	☐	☐	☐	☐	☐

C. Suggestions: _____

---Thank You---