Stakeholders' Feedback Analysis Report

2018-19

Students

Teachers

Parents

Alumni

Employers
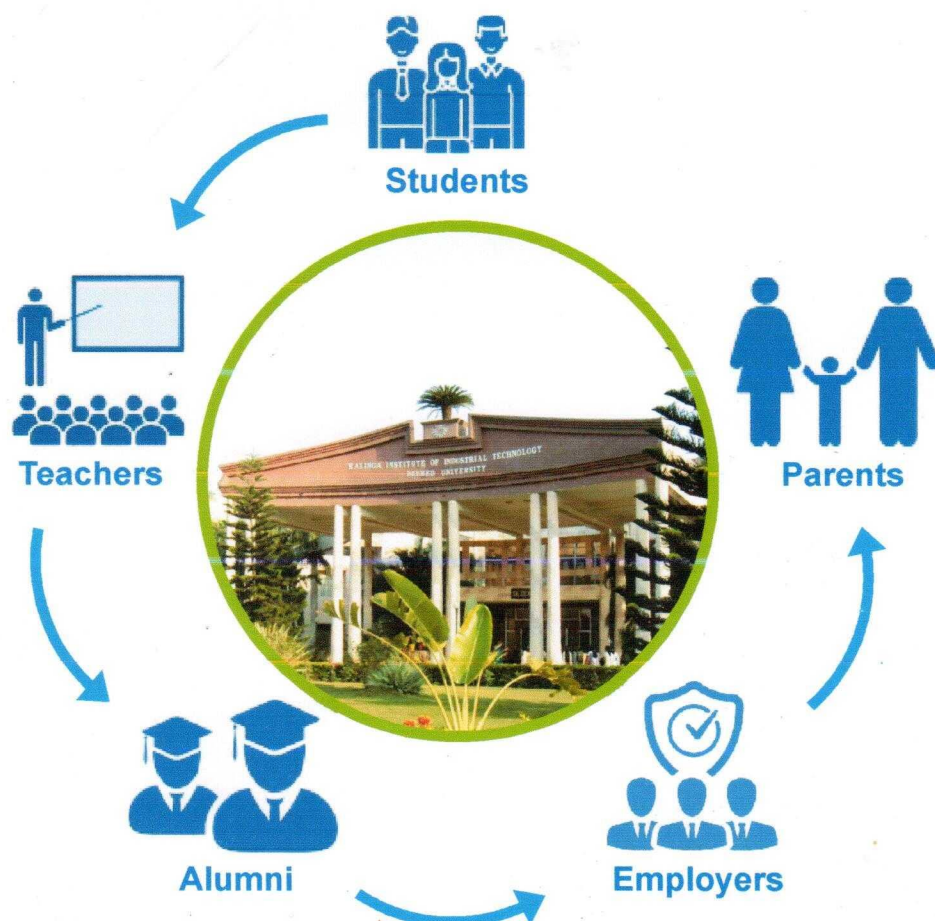
Kalinga Institute of Industrial Technology

(Deemed to be University u/s 3 of UGC Act 1956)
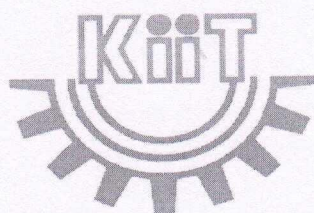
(Institute of Eminence)

(NAAC Accredited A Grade)

Bhubaneswar, Odisha

Feedback from Stakeholders
2018-19

Internal Quality Assurance Cell
IQAC

KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY (KIIT)

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

Bhubaneswar, India

CONTENTS

FEEDBACK PROCESS

A. Feedback Process:

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

B. Feedback Analysis:

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

Response in scale of 5

1	Poor
2	Fair
3	Very Good
4	Great
5	Excellent

STUDENTS FEEDBACK

Feedback analysis of Student's Responses
Frequency per Year- 2

The students were asked to provide their feedbacks in terms of rating against different criteria associated with course content and outcomes, teaching and learning process as well as institutional facilities. The different criteria points associated in this regard are mentioned in the table below. The questions asked to the Students are provided in the appendix1.

Table I Criteria points and average scores (Students)

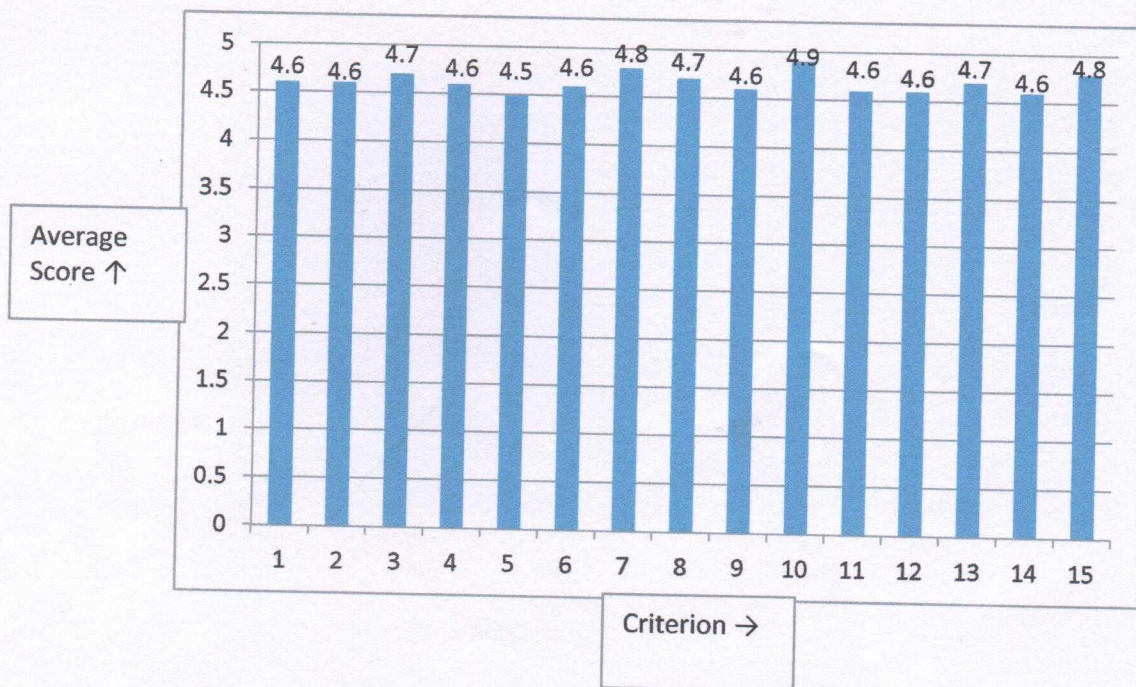| Sl No	Criterion	Average Score (5 Point Scale)
	COURSE CONTENT AND OUTCOME	
1	The course content provides sufficient objectives, knowledge and skills about the course	4.6
2	The course is well structured, interesting and relevant	4.6
3	The course is up to date and as per the need of the time	4.7
	TEACHING AND LEARNING	
4	Delivery of structured lectures and completion of syllabus in time	4.6
5	Classes are interactive and Participations & Discussions are encouraged	4.5
6	Well versed in the subject and has ability to teach simple & clear way	4.6
7	Effective communication skill (e.g. Grammar, Clarity and Audibility)	4.8
8	Enthusiastic, Energetic and creates curiosity to learn more and more	4.7
9	Innovative in teaching and Activity based learning	4.6
10	Punctuality, regularity and effectively conduct classes	4.9
11	A capable counselor with regard to Academic, Career Planning and related matters	4.6
	INSTITUTIONAL FACILITIES	
12	Infrastructure & Facilities (Lab, Library, Hostel etc)	4.6
13	Training & Placement	4.7
14	Extracurricular & Extramural Activities	4.6
15	Health & Hygiene	4.8

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

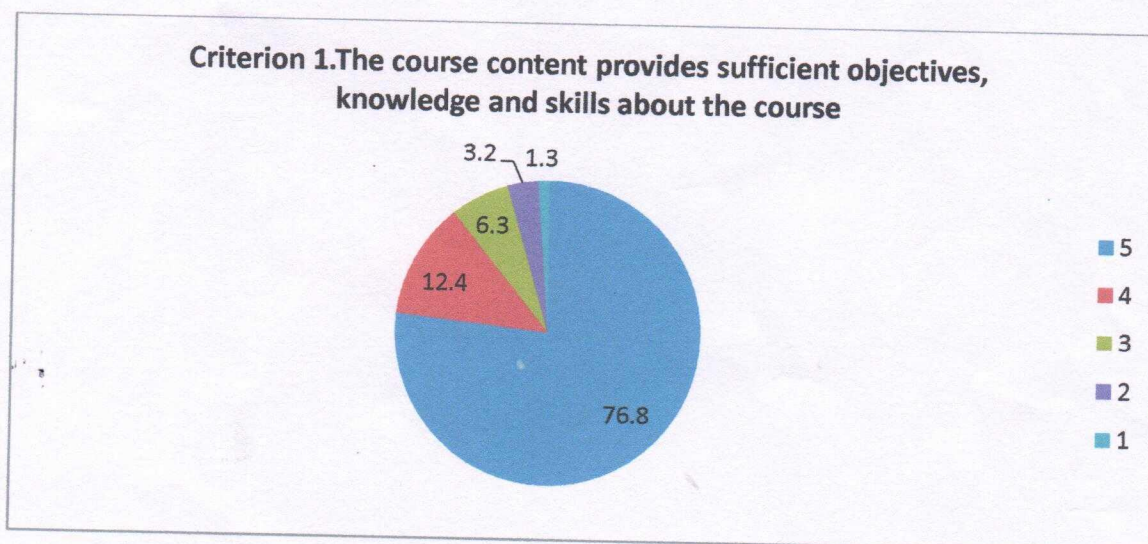**Feedback on Curriculum Development (5 Point Scale)**

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

Criterion 2.The course is well structured, interesting and relevant

5.3 2.1 0.2

13.5

78.9
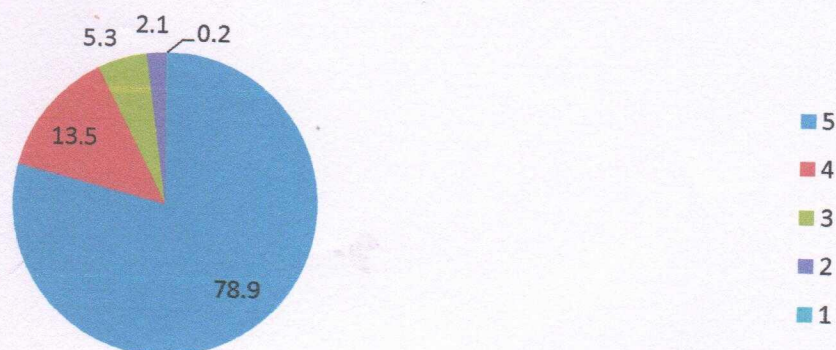
Legend:
- 5
- 4
- 3
- 2
- 1

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

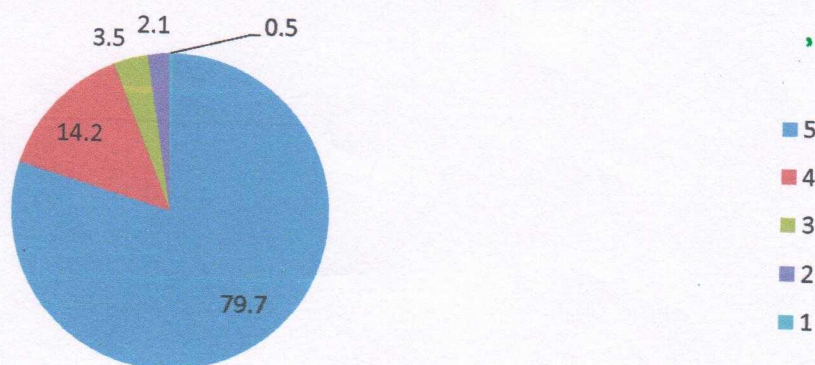**Criterion 3.The course is up to date and as per the need of the time**

3.5 2.1 0.5

14.2

79.7

Legend:
- 5
- 4
- 3
- 2
- 1

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

TEACHERS FEEDBACK

Feedback analysis of Teachers Responses

Frequency per Year- 1

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

Table II: Criteria points and average score (Teachers)

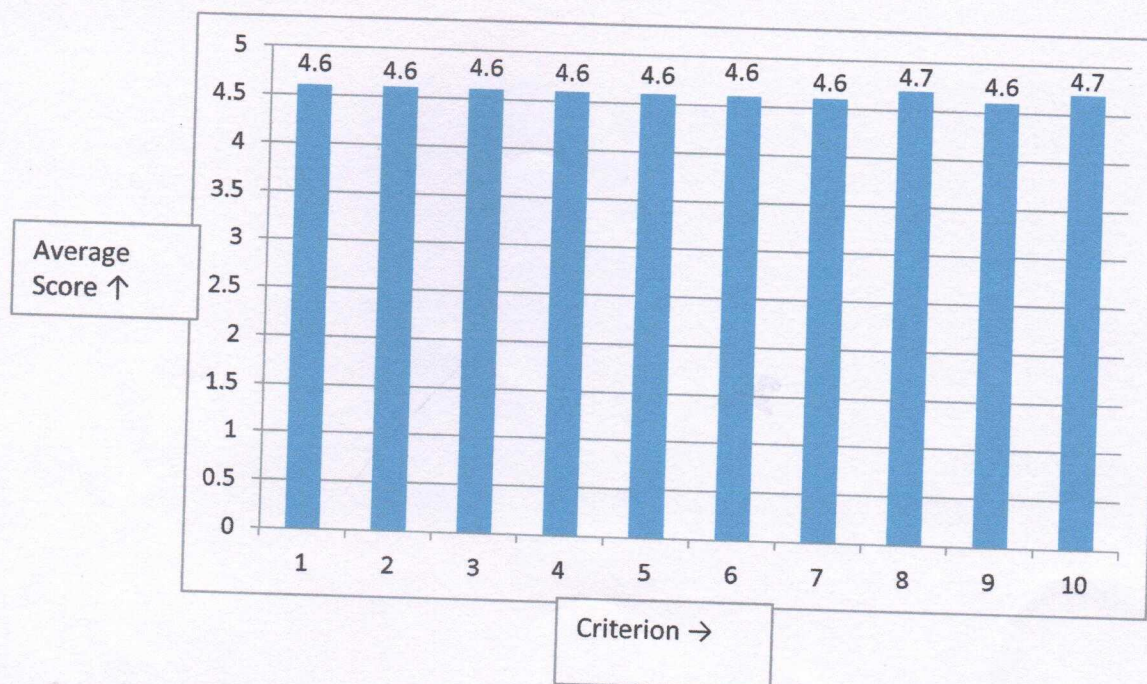| Sl No	Criterion	Average Score
1.	Students' satisfaction for the contents of the existing course	4.6
2.	The Curriculum is well designed relevant to applications and scope	4.6
3.	The Course outcomes are well defined	4.6
4.	The Curriculum provides opportunity for conducting research and project related activities	4.6
5.	The Curriculum is balanced with regard to theoretical and practical knowledge	4.6
6.	The Curriculum recommends relevant text and reference books	4.6
7.	The Course is innovative and periodically updated	4.6
8.	The Curriculum reflects to build technical knowledge and skills as per the desire of the industries/society	4.7
9.	The Curriculum demands international and national importance	4.6
10.	Participation of the students during course delivery in the class	4.7

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

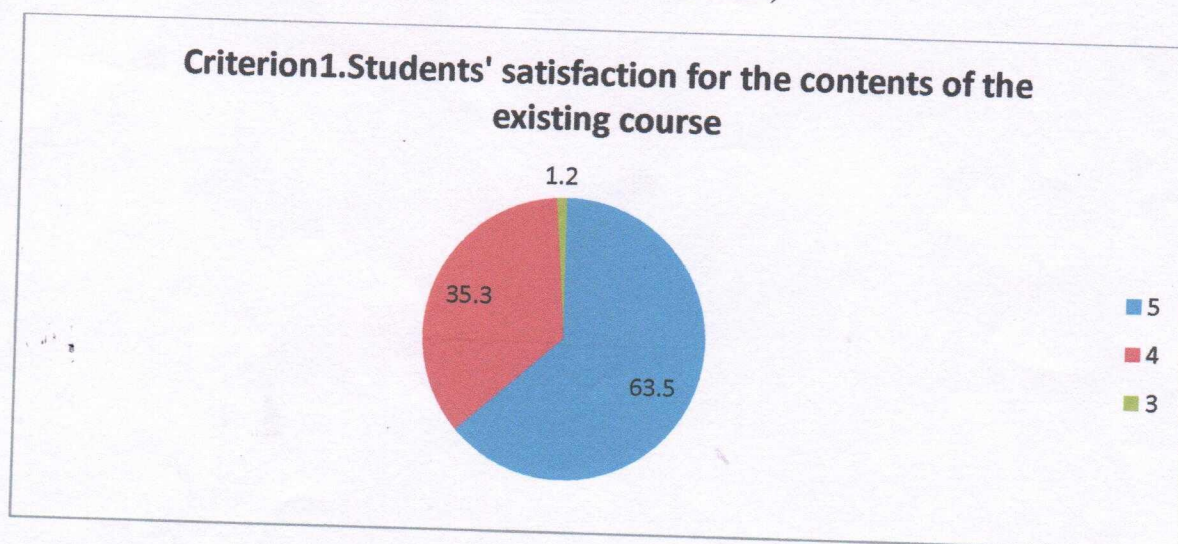**Feedback on Curriculum Development (5 Point Scale)**

Fig 6: Pie chart analysis on the feedback received with respect to satisfaction over the course content
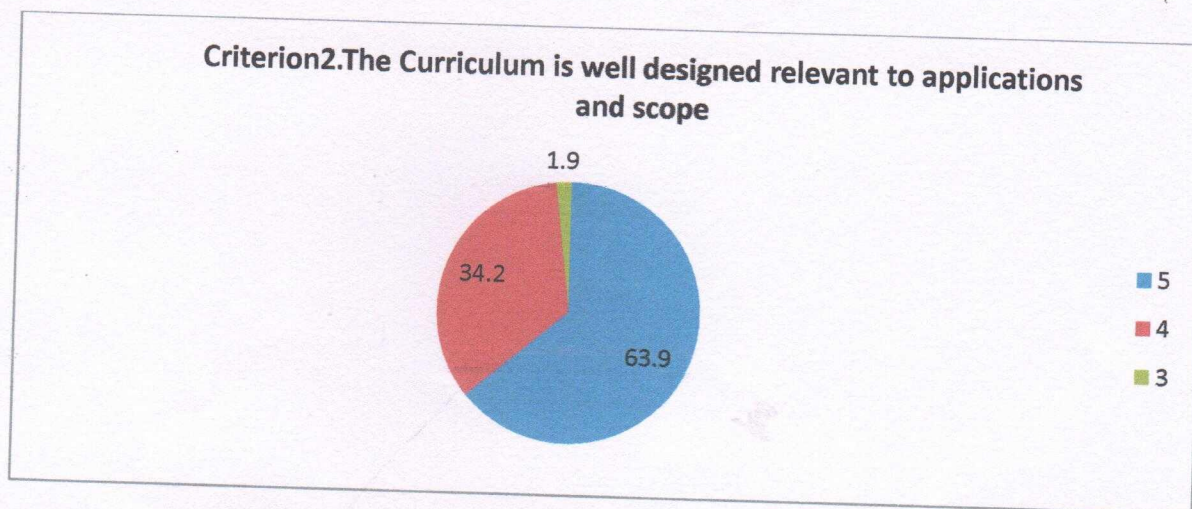
Criterion2.The Curriculum is well designed relevant to applications and scope

- 1.9
- 34.2
- 63.9

Legend: 5, 4, 3

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

Criterion3.The Course outcomes are well defined

- 1.9
- 33.9
- 64.2

Legend: 5, 4, 3
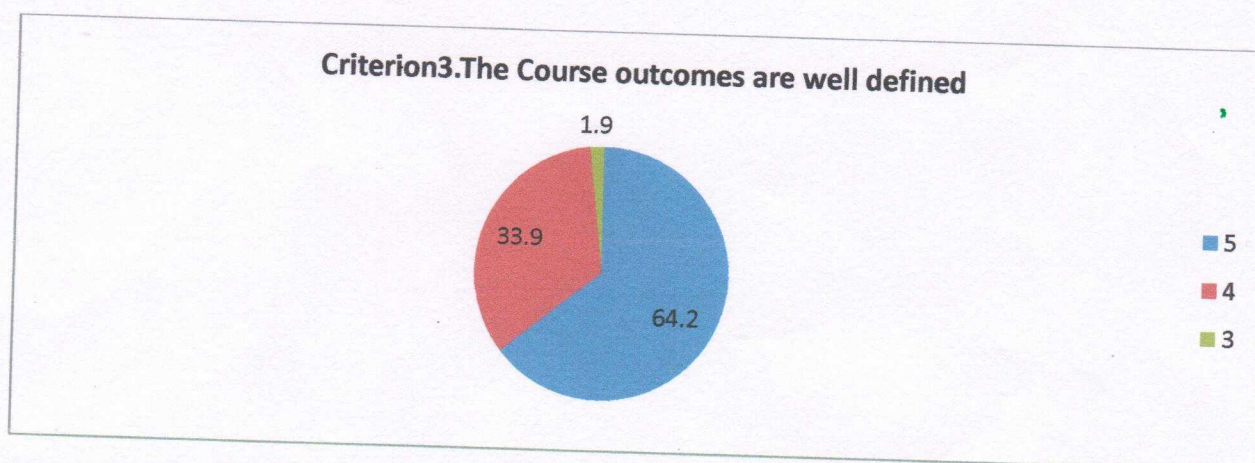
Fig 8: Pie chart analysis on the feedbacks received with respect to the course outcomes to course in the curriculum ·

Criterion4.The Curriculum provides opportunity for conducting research and project   related activities
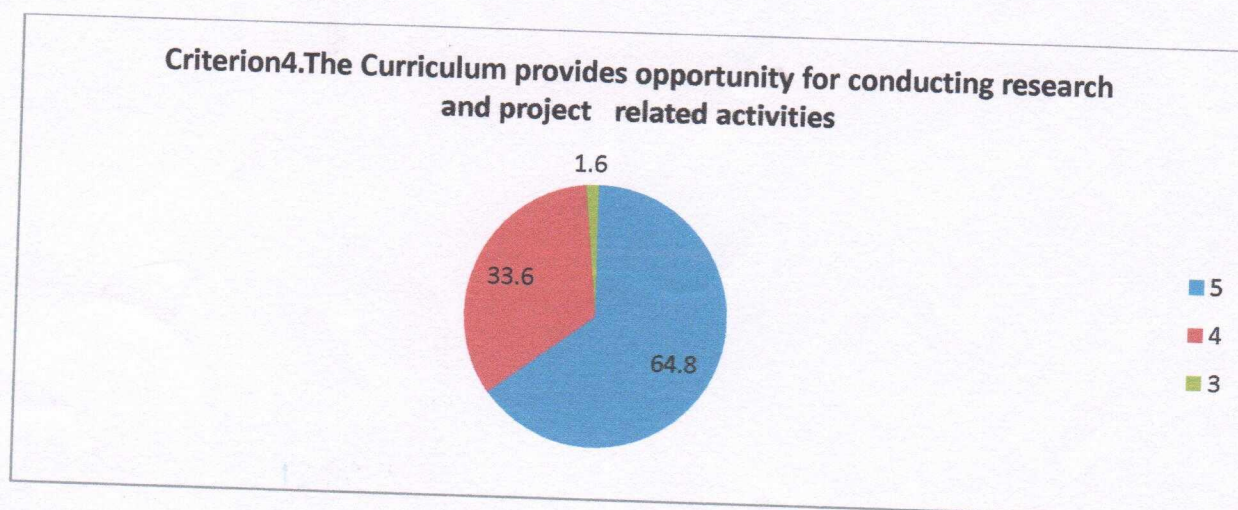
- 1.6
- 33.6
- 64.8

Legend: 5, 4, 3

Fig 9: Pie chart analysis on the feedbacks received based on the opportunities for project and research aspects associated with the curriculum
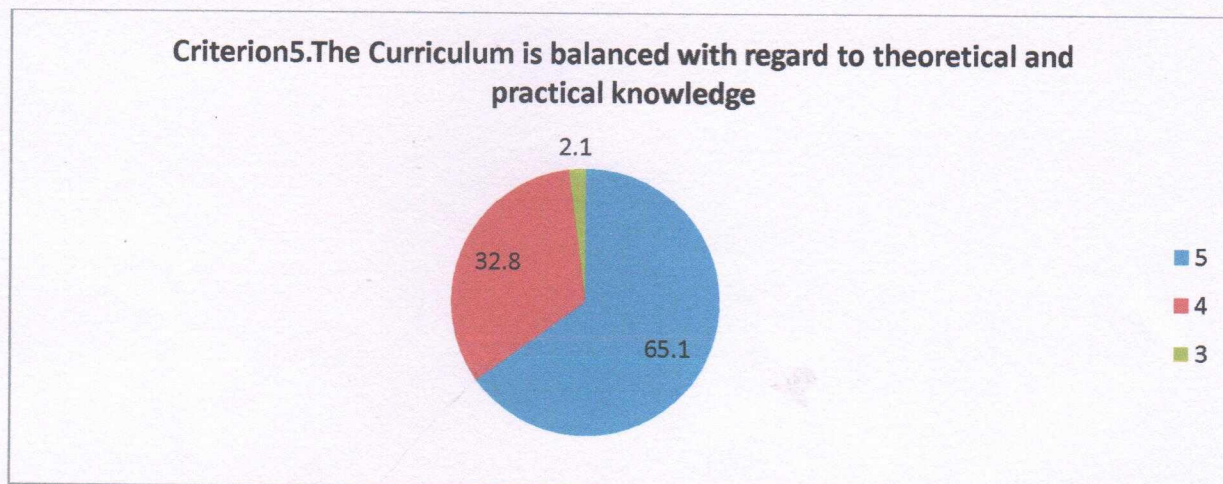
Criterion5.The Curriculum is balanced with regard to theoretical and practical knowledge

2.1
32.8
65.1

- 5
- 4
- 3

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

Criterion6. The Curriculum recommends relevant text and reference books
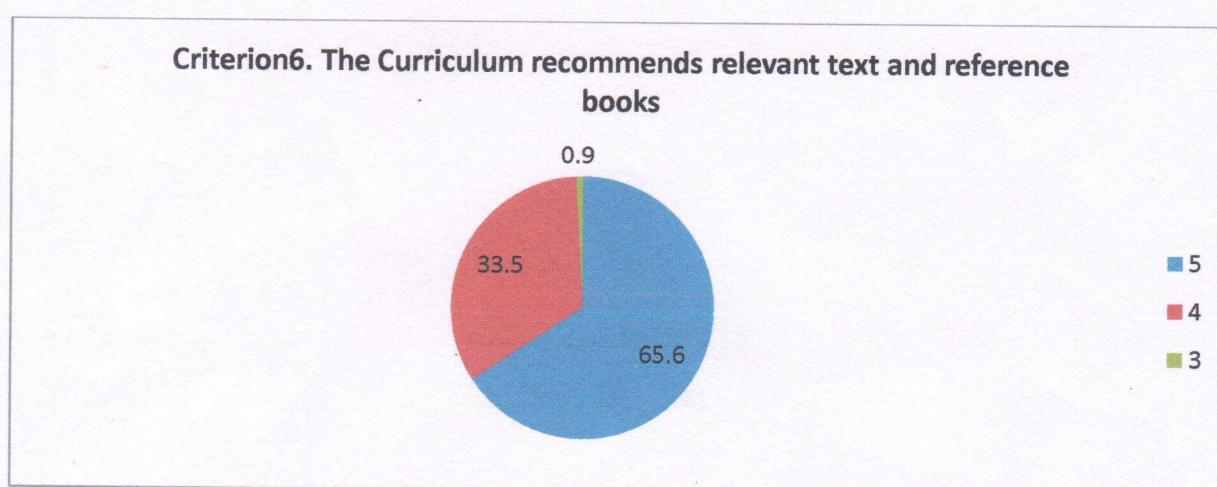
0.9
33.5
65.6

- 5
- 4
- 3

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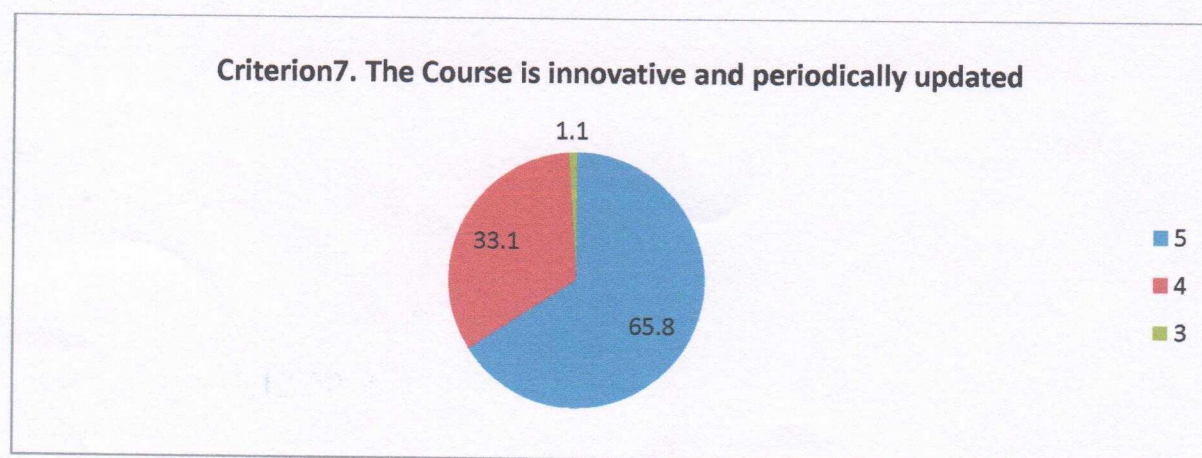

Criterion7. The Course is innovative and periodically updated

1.1
33.1
65.8

- 5
- 4
- 3

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

Criterion8.The Curriculum reflects to build technical knowledge and skills as per the desire of the industries/society
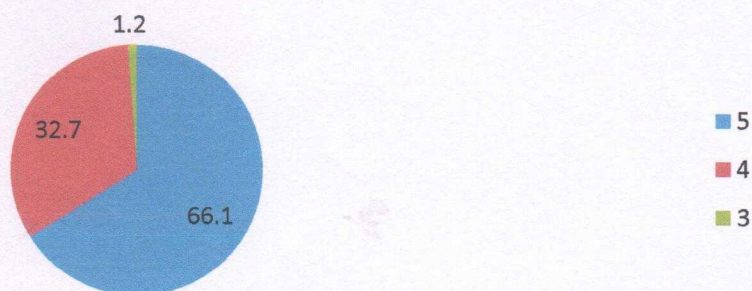
Fig13: Pie chart analysis with respect to the feedback received with respect to technical   knowledge and industry relevant skills provided through the curriculum

Q9.The Curriculum demands international and national importance
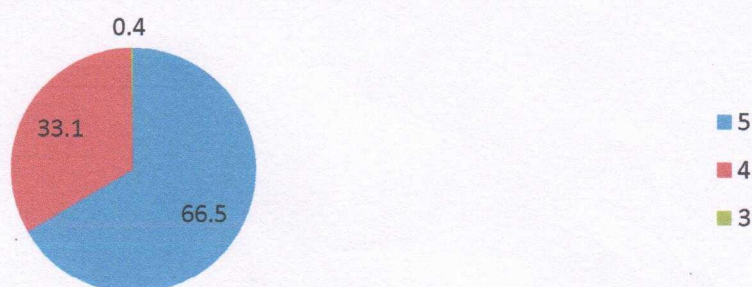
Fig 14: Pie chart analysis with respect to the feedback received with respect to the curriculum addresses issues of national & international relevance.

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

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

ALUMNI FEEDBACK

Feedback analysis of Alumni Responses

Frequency per Year- 1

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

Table III: Criteria points and average score (Alumni)

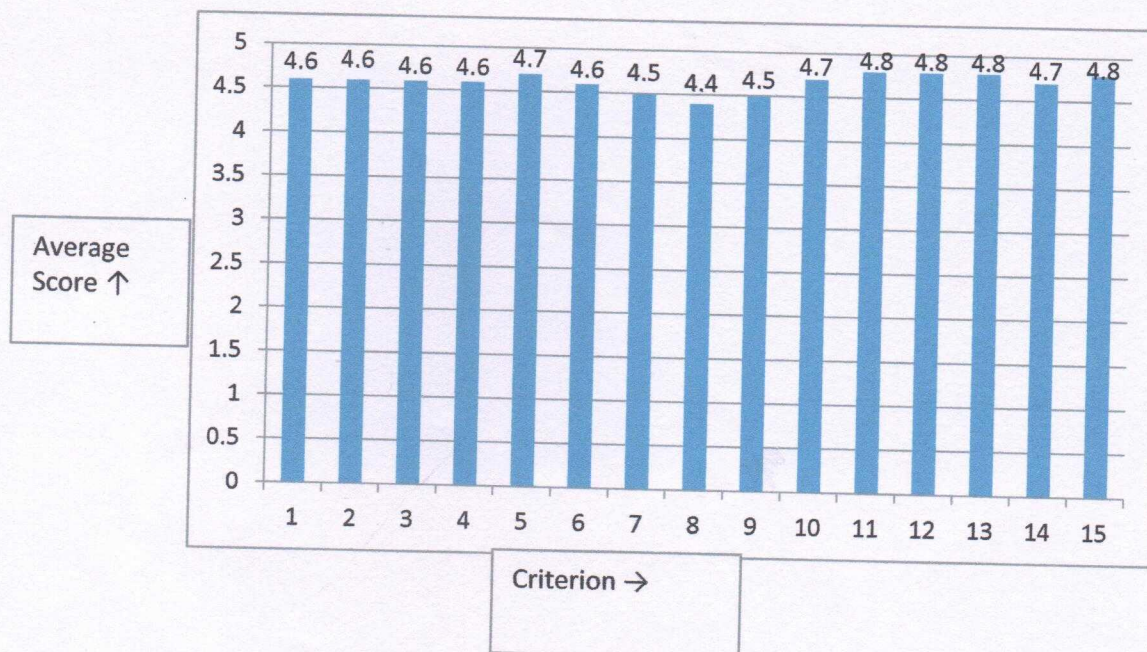| Sl No	Criterion	Average Score
01	Course content and outcome	4.6
02	Faculty	4.6
03	Laboratory & equipments	4.6
04	Project guidance	4.6
05	Opportunity to Learn / Innovate	4.7
06	Evaluation System	4.6
07	Library facilities	4.5
08	Hostel facilities	4.4
09	Healthcare facilities	4.5
10	Sports & other Recreational facilities	4.7
11	Additional facilities (Bank, Transport, Canteen etc.)	4.8
12	Training & Placement	4.8
13	Tutor – mentoring System	4.8
14	Grievance redressal	4.7
15	Attitude of University employees	4.8

Fig 16: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in table III.

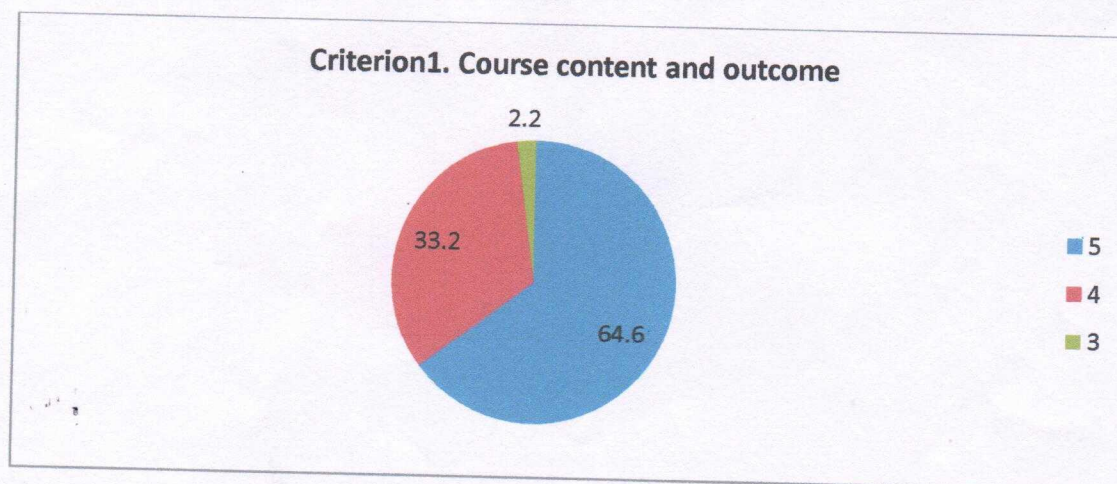**Feedback on Curriculum Development (5 Point Scale)**

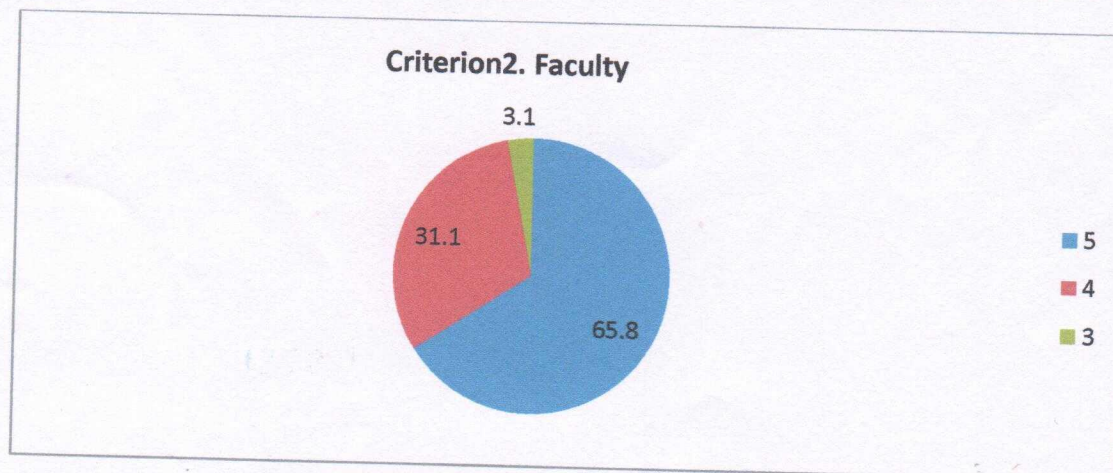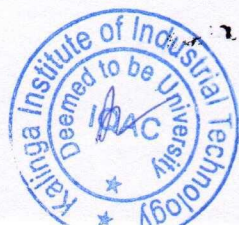Fig 16: Pie Chart analysis on the feedbacks received from alumni on Course Curriculum

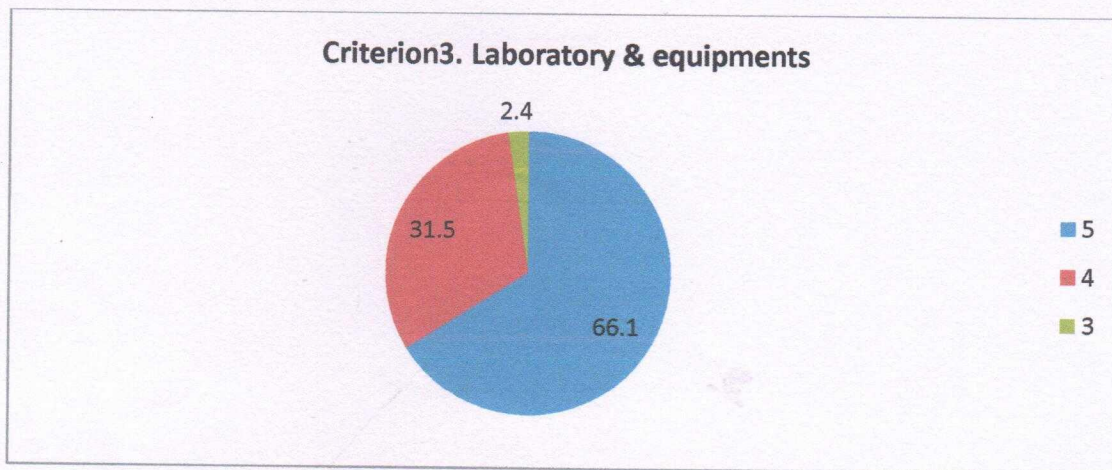Fig 17: Pie Chart analysis on the feedbacks received from alumni on Faculty

11

Criterion3. Laboratory & equipments

2.4
31.5
66.1

5
4
3

Fig 18: Pie Chart analysis on the feedbacks received from alumni on Laboratory & equipments

Criterion4. Project guidance

1.1
32.4
66.5

5
4
3
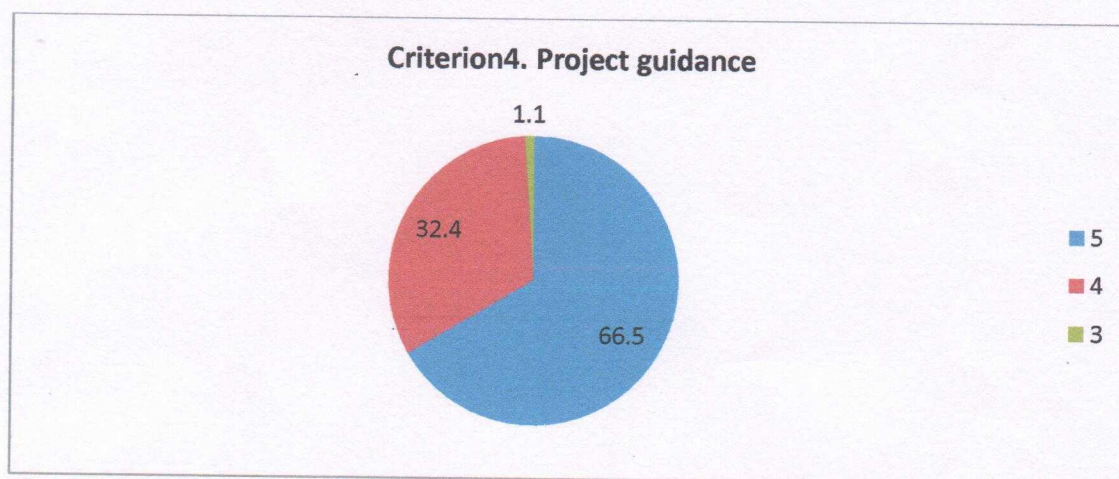
Fig 19: Pie Chart analysis on the feedbacks received from alumni on Project guidance

Criterion5. Opportunity to Learn / Innovate

2.1
31.4
66.4

5
4
3

Fig 20: Pie Chart analysis on the feedbacks received from alumni on Opportunity to Learn / Innovate

Criterion6. Evaluation System

Legend:
- 5
- 4
- 3

Values shown: 2.6, 30.2, 67.2
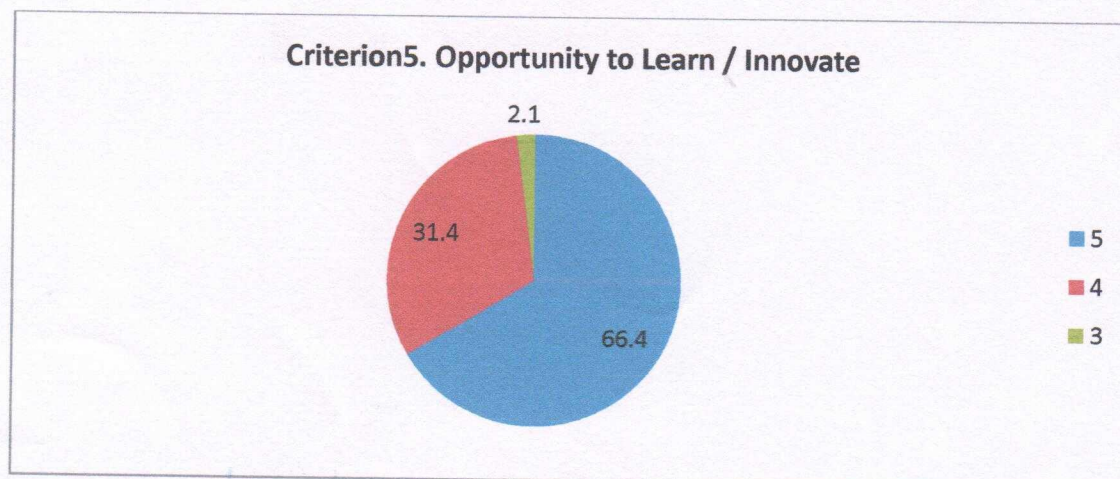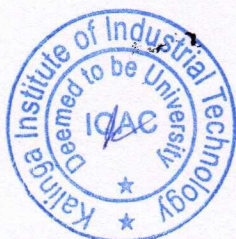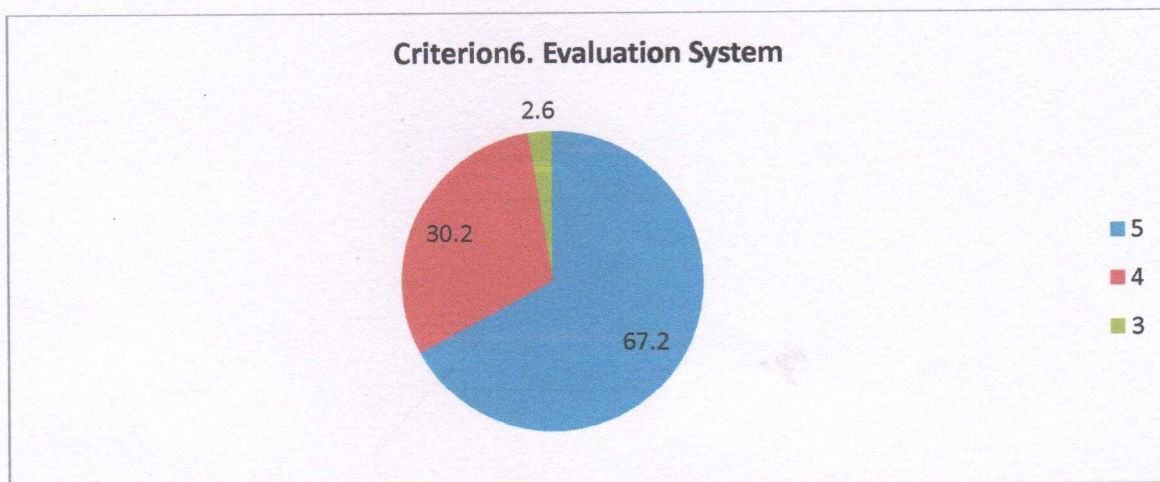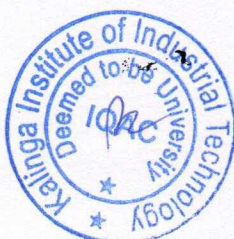
Fig 20: Pie Chart analysis on the feedbacks received from alumni on Opportunity to Learn / Innovate

EMPLOYERS FEEDBACK

Feedback analysis of Employers Responses

Frequency per Year- 1

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

Table IV: Criteria points and average score

| Sl No	Criterion	Average Score
	FEEDBACK ON STUDENTS	
1.	Technical Knowledge / Skills	4.7
2.	Communication skills	4.9
3.	Personal interest & Involvement	4.4
4.	Innovativeness & Creativity	4.5
5.	Responsible & Reliable	4.6
6.	Effective team member / leader	4.8
7.	Effectively address work place problems	4.7
8.	Overall contribution to meet organizational goal	4.4
	FEEDBACK ON INSTITUTION	**Average Score**
9.	Course content and outcome	4.8
10.	Training of the students	4.7
11.	Attitude of University Employees	4.3
12.	Hospitality and logistic support	4.4
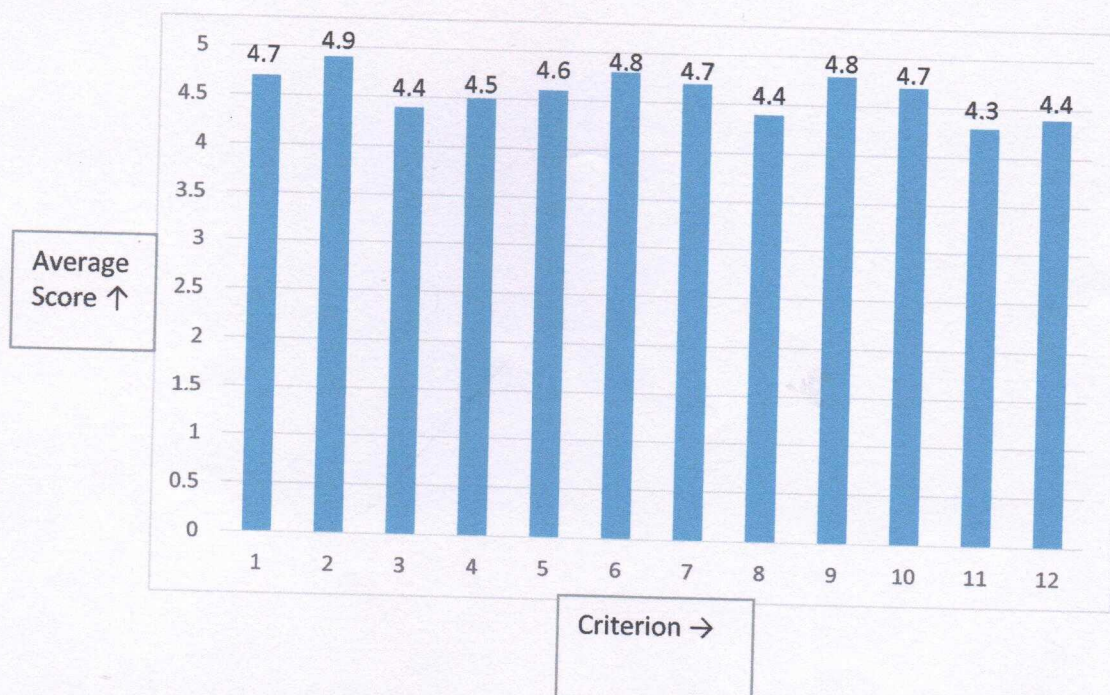
Fig 21: Bar graph scores against each criterion (on a scale of 5) as mentioned in Table IV

Feedback on Curriculum Development (5 Point Scale)
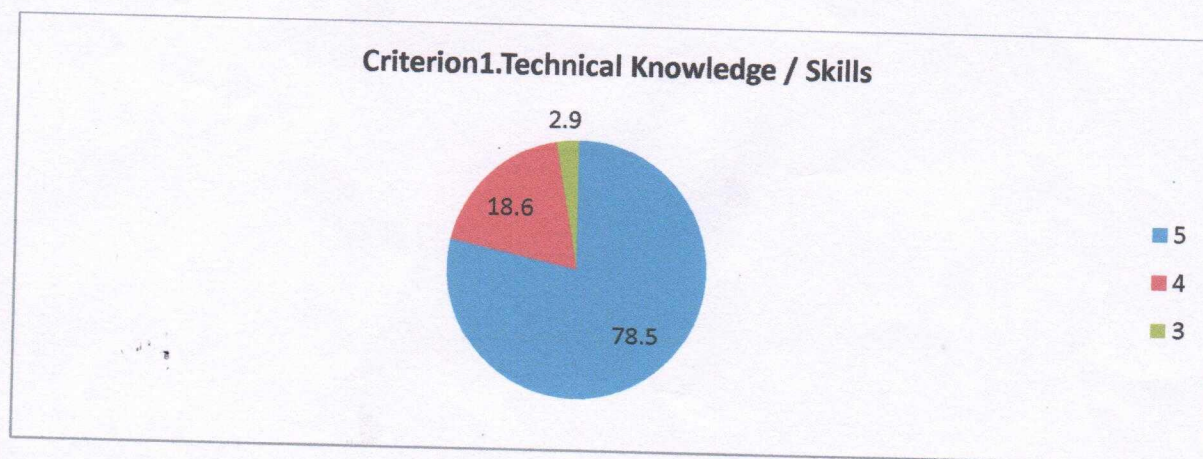
Fig 22: Pie chart analysis on the feedbacks received from recruiters on Technical Knowledge / Skills

Fig 23: Pie chart analysis on the feedbacks received from recruiters on Communication skills

15

Criterion3. Course content and outcome

Fig 24: Pie chart analysis on the feedbacks received from recruiters on course curriculum

Criterion4.Training of the students

Fig 25: Pie chart analysis on the feedbacks received from recruiters on Training of the students

PARENTS FEEDBACK

Feedback analysis of Employers Respondents

Frequency per Year- 1

The parents responses have been collected for different criteria points as mentioned in the table below

Table V: Criteria points and average score (Parents)

Sl No	Criterion	Average Score
1	Admission procedure	4.7
2	Curriculum & teaching learning process	4.6
3	Competence and commitment of faculty	4.5
4	Student mentoring system	4.7
5	Environment and ambience	4.6
6	Academic Infrastructure	4.7
7	Learning resources (Laboratory, Library, Internet etc.)	4.8
8	Health care facilities	4.8
9	Sports, games and other extracurricular facilities	4.6
10	Support services (Hostel, Transport, Canteen, etc.)	4.5
11	Training and placement	4.5
12	Timely publication of results	4.4
13	Grievance redressal	4.5
14	Attitude of the institute employees	4.5
15	Parental pride and respect for the Deemed University	4.5
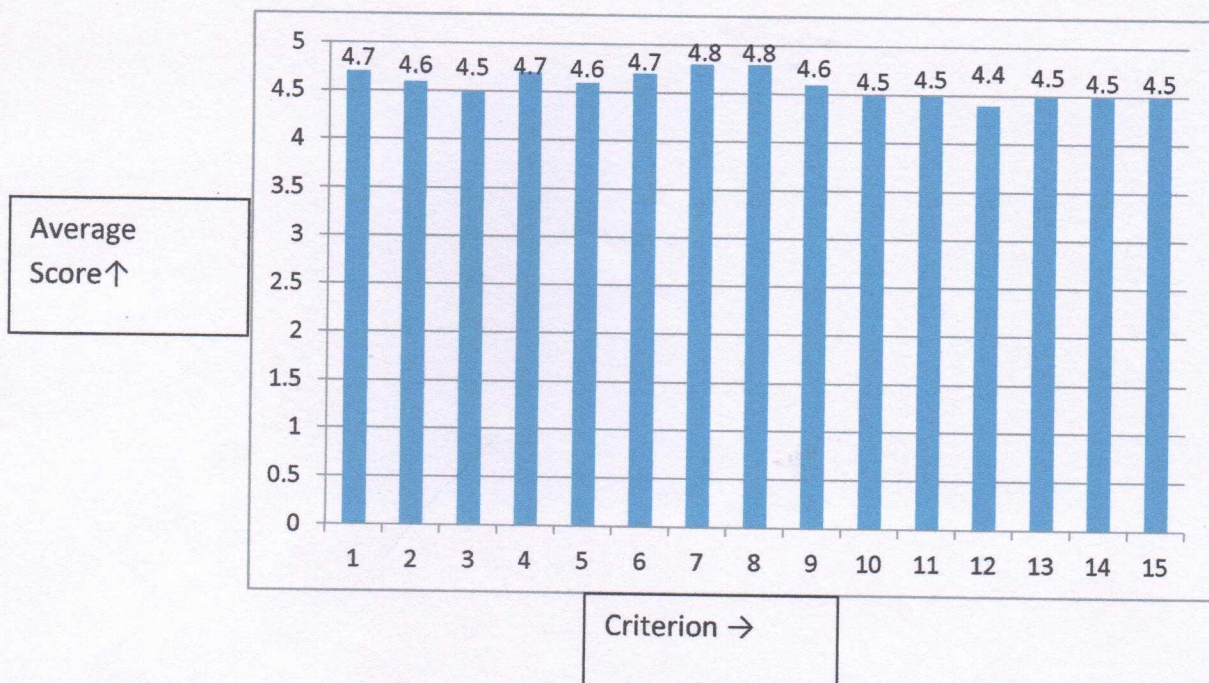
Fig 26: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in Table V

Feedback on Curriculum Development (5 Point Scale)

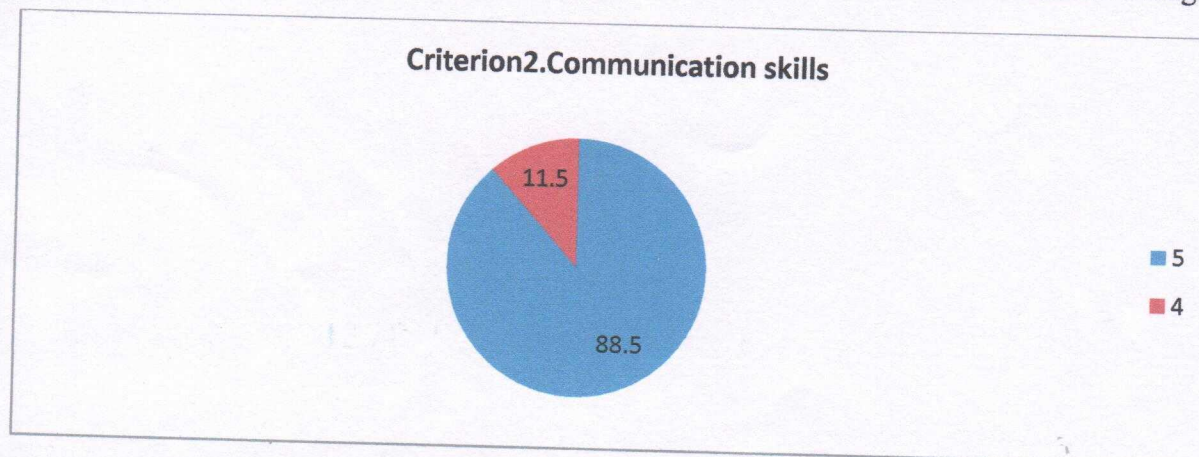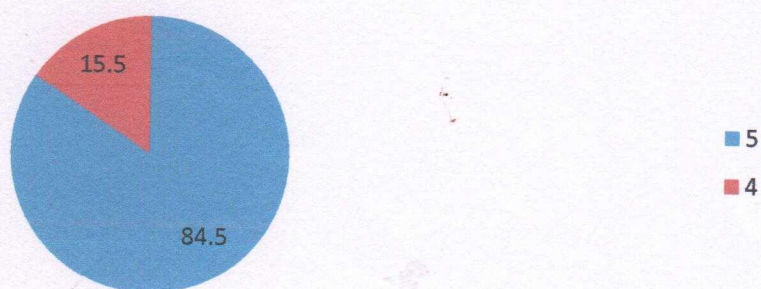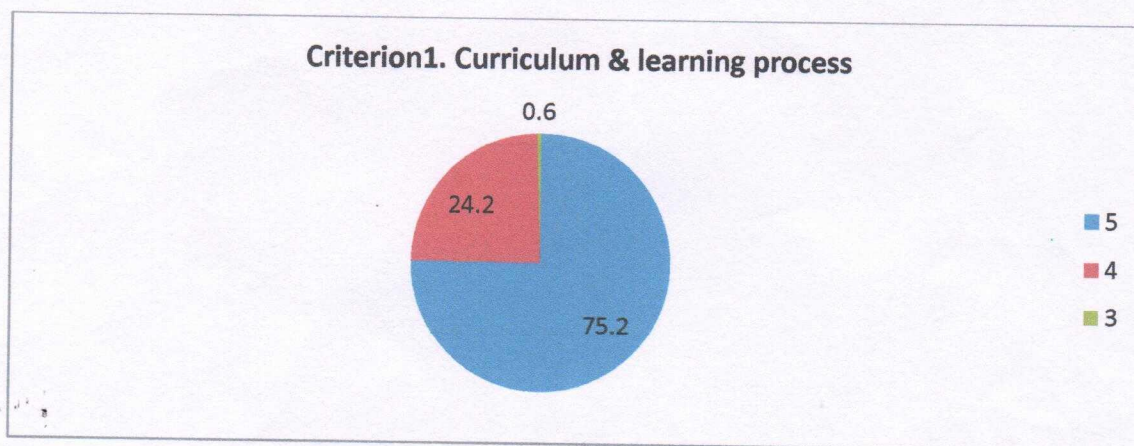Fig 27: Pie chart analysis on the feedbacks received from parents on the Curriculum & teaching learning process
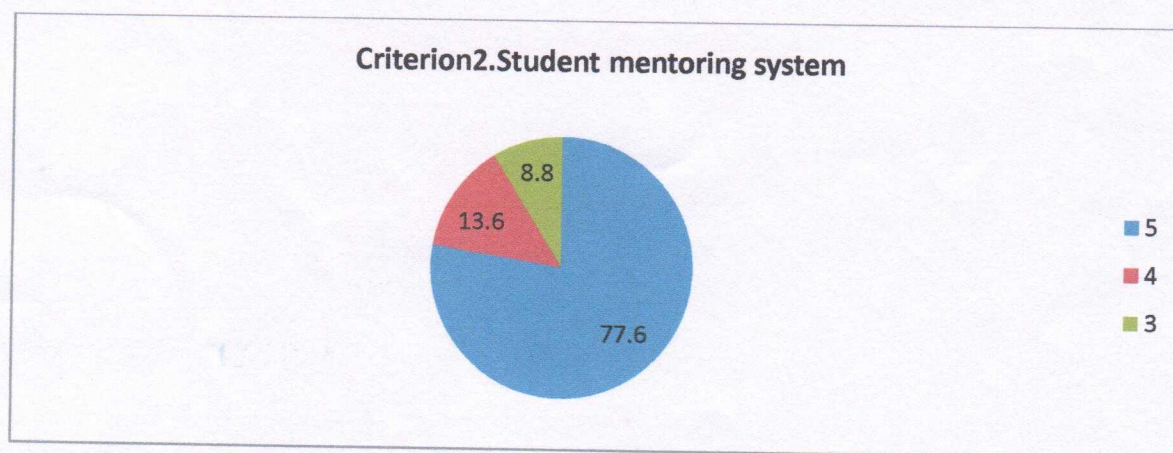
Fig 28: Pie chart analysis on the feedbacks received from parents on the teaching learning process

18

Criterion 3. Academic Infrastructure
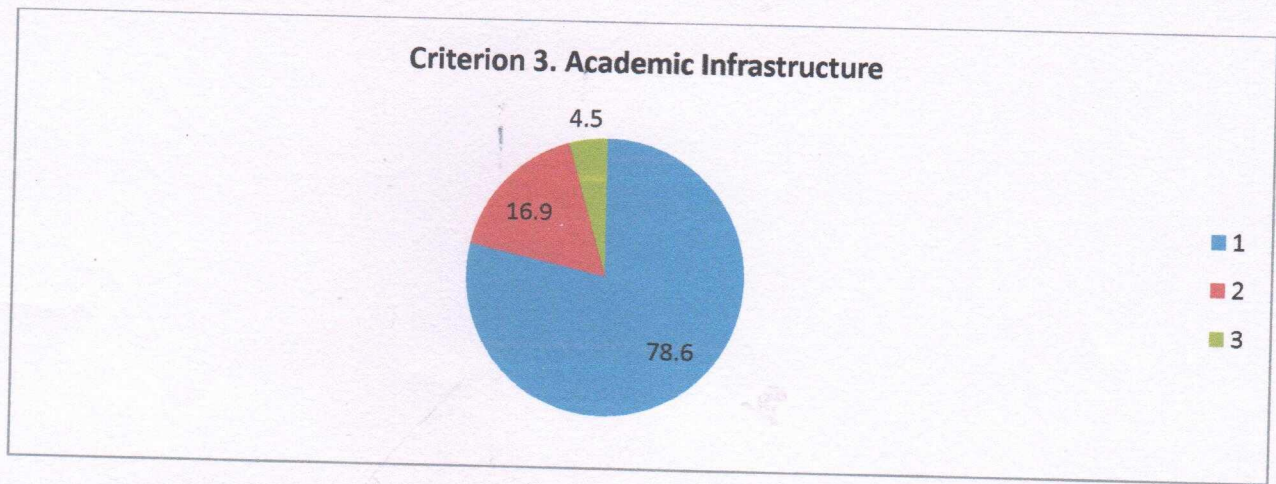
Fig 29: Pie chart analysis on the feedbacks received from parents on the Academic Infrastructure

Criterion 4. Learning resources (Laboratory, Library, Internet etc.)

Fig 30: Pie chart analysis on the feedbacks received from parents on the Learning resources (Laboratory, Library, Internet etc.)

FEEDBACK ANALYSIS

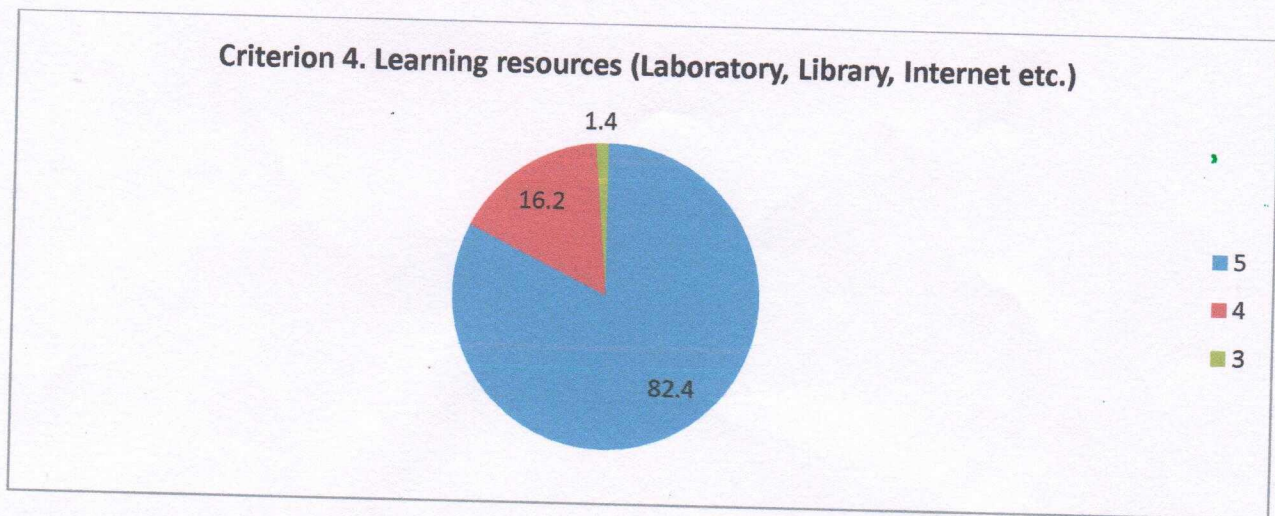- The feedback data was collected from the stakeholders i.e. Students, Teachers, Alumni, Employers and Parents.
- In general positive feedbacks were received as all the stakeholders expressed their satisfaction with respect to curriculum-content and outcome.
- The stakeholders are highly satisfied with the revision of syllabus and found it structured and relevant.
- The teachers felt that the curriculum provides opportunity for conducting research and project related activities.
- The Alumni felt that the students mentoring system is effectively implemented in the University.
- The alumni suggested they want to share their practical experiences with the students to motivate them.
- Various suggestions related to industry driven courses, and interdisciplinary courses were noted for further necessary action.
- The suggestions of Alumni regarding their participation in seminars / workshop and in different committees of the Schools were intimated to competent authority for further course of action.
- Strengthening the peer learning concept as suggested by stakeholders is noted for further action.
- The stakeholders suggested special medical facilities at KIMS. The point was noted for future course of action.

ACTION TAKEN REPORT

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

•Syllabus Revision:
Syllabus revision was carried out during the academic year for B.Tech (All programs), M.Tech (All programs), M.C.A, B.C.A, M.B.A- Rural Management, B.B.A- Rural Management.

• New Programs Launched:
In M.B.A program new courses such as Managerial skills for Effectiveness, Industrial Economics & Financing, Design & Audit, Competency mapping, IT Project Management, IoT, Financial Reporting & Corporate Governance, Banking Operations & Financial Services etc. and in B.B.A program Business Demography and Environmental Studies were introduced.

• Peer Learning:
The Peer Learning concept has been successfully implemented in the University wherein senior students deliver educational concepts to the juniors. In addition to this several technical societies exist across the University where senior students play the lead role under the guidance of designated faculty member in charge to mentor their juniors in the participation.

• Industry / Market Driven Courses:
The industry courses such as Cloud Technology, Industrial Automation, Energy side Management etc are being conducted with the support of the industries like High radius, Siemens, Schneider Electric etc. The industries have established their resource centers in the campus to carry out Live projects and Capstone projects.
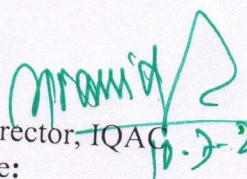
20

- **Collaborative Governance:**

Different stakeholders representing Students, Alumni, Parents and Industry representatives are the members of different committees of the University which are associated with the governance process. The stake holders were invited in different forums like Mega HR Conclave, Alumni meet, Parents meet, Chai Pe Charcha meetings and in different Seminars and workshops

Director, IQAC
Date:

Director IQAC
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IQAC Meeting-2 (2019-20)

Minutes of the Meeting

Venue: Conference Hall-4, Campus-6

Time: 3.00 p.m.   Date:06.12.2019

The meeting of the Internal Quality Assurance Cell for the session 2019-20 was held on 06.12.2019 at 3.00 p.m. in the Conference Hall-4, Campus-6, KIIT Deemed to be University. The following members were present in the meeting.

Members Present:

1.	Prof. Hrushikesha Mohanty	Chairperson
2.	Prof. Sasmita Samanta	Member
3.	Prof. Jnyana Ranjan Mohanty	Member
4.	Prof. S.Nanda	Member
5.	Prof. B.C. Guru	Member
6.	Prof. Santosh Kumar Pani	Member
7.	Prof. Biswajit Sahoo	Member
8.	Prof. Banu Gopal Mohapatra	Member
9.	Prof. Chinmoy Kumar Panigrahi	Member
10.	Prof. Samaresh Mishra	Member
11.	Prof. Ashok Kumar Sahoo	Member
12.	Prof. Arun Kumar Ray	Member
13.	Prof. Biswajit Mishra	Member
14.	Prof. Arindam Deb	Member
15.	Prof. J.K. Parida	Member (Secretary)

The meeting was chaired by Prof. Hrushikesha Mohanty, Vice Chancellor. At the outset Prof. J.K. Parida, Director, QAC welcomed all the members present in the meeting and extended the heartfelt thanks for the participating in the meeting. The meeting was conducted as per the Agenda as follows.

1. Confirmation of the Minutes of the last meeting &
2. Action taken report of the last meeting

The members confirmed all the resolutions taken in the IQAC meeting held on 28.09.2019 and expressed their satisfaction on the action taken. It was resolved to go for the Academic Audit by January / February 2020 for all the Schools by inviting two external experts. They have to be paid honorarium of Rs.5,000/- per day for two days, TA and DA as per the University rules and free accommodation in the University Guest House.

3. Progress regarding campus placement

The Officer in charge of the campus placement presented the placement activities undertaken by the KIIT during the session 2019-20.

DIRECTOR, QA
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i)   As presented, the orientation session and personalized career council for placement of students are regularly conducted during both the semesters. This year more than 1500 students were trained till date.

ii)   Regular CAT classes across 60 sections during the two semesters are conducted.

iii)   24X7 platform based session and assistance and problem solving skills through whatsApp groups is in place. Regularly the group is in touch with one another.

iv)   Assessment based base lining and employment indexing for all students are undertaken throughout the year.60 days of day zero specific technology training on Linux, Cyber Security, IoT, ML, Block Chain, AR/VR, ADOBE Tools, Sales Force, RPA etc. by industry practitioners with hands-on are being conducted.

v)   Mock group discussion and personal interviews, training sessions has been regularly organized by the T&P Cell for interested students.

vi)   Twenty days company specific training of specific companies are in progress for the students interested to join in those companies.

vii)   Specific need based training programmes are designed and extended to the students of School of Management, School of Rural Management and School of Biotechnology.

The Cell also assists students in competency enhancement as per the need and requirement of the industry through A.I. driven platform and personalized approach for all students. The members expressed their satisfaction and expected to further improve the quality of placement for the students in future.
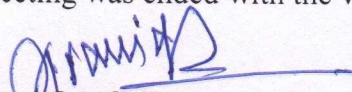
4.   Analysis of students' feedback.

Arising out of discussion Dean, Quality Assurance presented the procedure follows for online collection of the feedback, analysis of the feedback and action taken on the basis of feedback analysis. For the session 2018-19, 15314 students feedback have been collected through SAP. As recommended by the IQAC a three men committee headed by the Dean has been constituted to analyze the feedback and suggest recommendation based on the students feedback. The parameters like students attendance, students progression and quality of teaching, working and leaving environment are to be given due importance while recommending to the authority. The recommendations of the three men committee has to be placed in the next meeting of the IQAC for onward transmission to the higher authority for necessary action.

5.   Conduct of semester examination and publication of results.

As per the calendar of the University the Controller of Examinations Prof. S. Pani informed that all the examination of UG and PG has already been started. He also viewed that all the examination will be over in time and result will be published within stipulated period. The members expressed their thanks to the COE.

6.   Arising out of discussion members suggested that all the Schools should be pro active in organization of good number of research methodology trainings in order to promote the faculties to go for more and more research projects and articles. It is also suggested that the School should go on organizing special lecturers, seminars and conferences on the specific theme of IPR, women empowerment, gender bias and others.

The meeting was ended with the vote of thanks to the Chair and other members.

Director, QA Cell
Member (Secretary)

Action Taken Report

1. 18 no. of Seminars / Workshops were conducted by the Schools and centrally till date.
2. Pre-placement training has been vigorously taken up with the help of Career Advisory and Augmentation Services (CAAS) for the aspiring students for placement.
3. Green Audit, Energy Audit and Safety Audit are being conducted for the session.
4. Finance audit by the statutory auditor has been completed.
5. 15314 Feedback collected from the students have been analyzed and analysis report has been shared with individual faculty, Dean, Directors and University authority for appropriate action.

Action proposed to be undertaken

1. Faculty Development Programme (FDP) for faculties in June 2020 on 'Cutting Edge Technology'.
2. Organization of Lecture Series by involving eminent external Resource Persons as per our previous practice from January 2020.
3. Extensive efforts to increase competency of faculties on Research and Innovation with the help of seminars, workshops and personal motivation by the Dean / Director and Quality Assurance Cell.
4. Analysis of Academic audit report school wise by formation of a committee.
5. More focus on Industry-academic tie ups by involving industrial houses those who are associated with KIIT in form of internship, final placement, participation in seminars and conferences etc.

DIRECTOR, QA
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