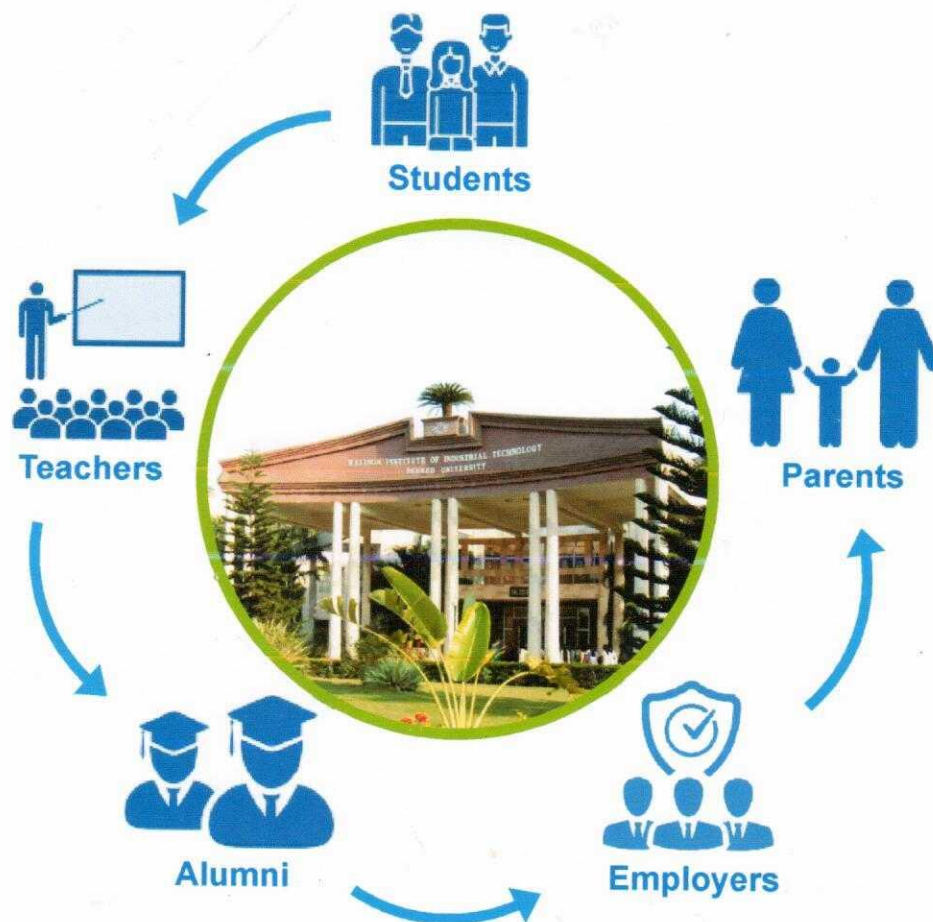


# Stakeholders' Feedback Analysis Report

2015-16



**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

## 2015-16

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

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A handwritten signature in blue ink, consisting of a large, stylized 'K' followed by a checkmark-like flourish.

## **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. 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 (Scale of 5)
<b>COURSE CONTENT AND OUTCOME</b>		
1	The course content provides sufficient objectives, knowledge and skills about the course	4.6
2	The course is well structured, interesting and relevant	4.7
3	The course is up to date and as per the need of the time	4.7
<b>TEACHING AND LEARNING</b>		
4	Delivery of structured lectures and completion of syllabus in time	4.5
5	Classes are interactive and Participations & Discussions are encouraged	4.6
6	Well versed in the subject and has ability to teach simple & clear way	4.7
7	Effective communication skill (e.g. Grammar, Clarity and Audibility)	4.6
8	Enthusiastic, Energetic and creates curiosity to learn more and more	4.7
9	Innovative in teaching and Activity based learning	4.8
10	Punctuality, regularity and effectively conduct classes	4.5
11	A capable counselor with regard to Academic, Career Planning and related matters	4.7
<b>INSTITUTIONAL FACILITIES</b>		
12	Infrastructure & Facilities (Lab, Library, Hostel etc)	4.6
13	Training & Placement	4.7
14	Extracurricular & Extramural Activities	4.6
15	Health & Hygiene	4.7



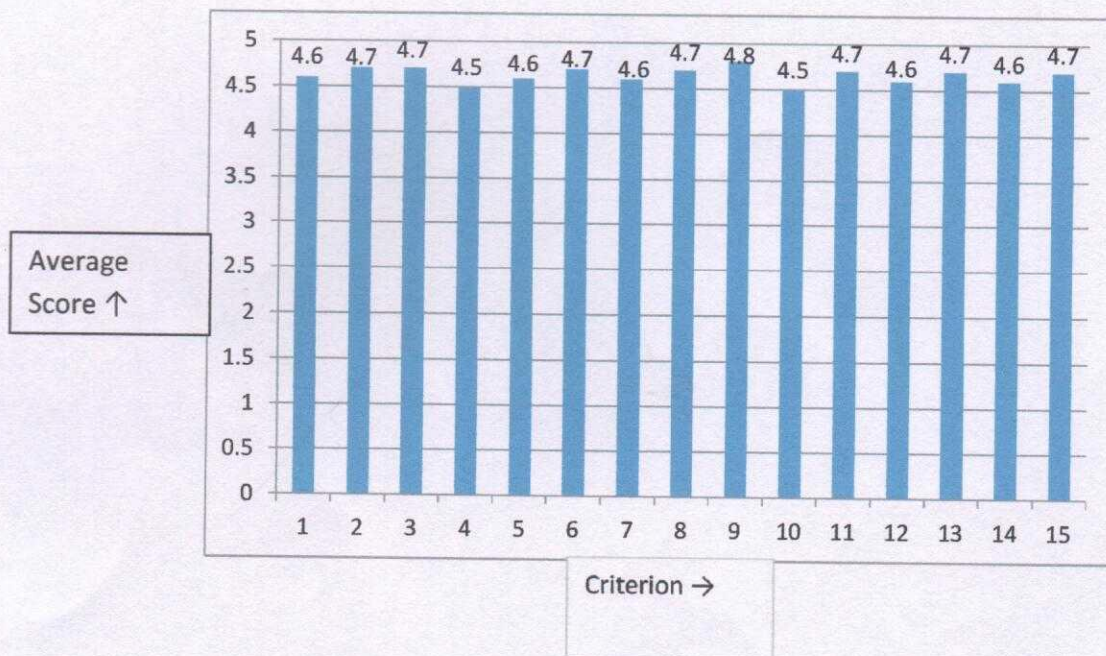


Fig 1: Bar graph for average score against each criterion (on scale of 5) as mentioned in the table 1

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

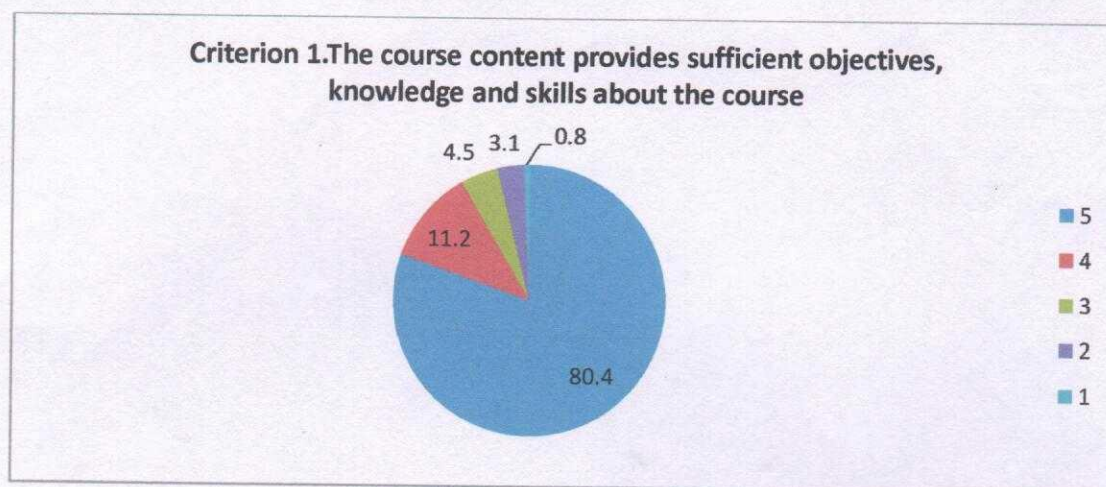


Fig 2: Pie chart analysis on Feedback received with respect to curriculum development

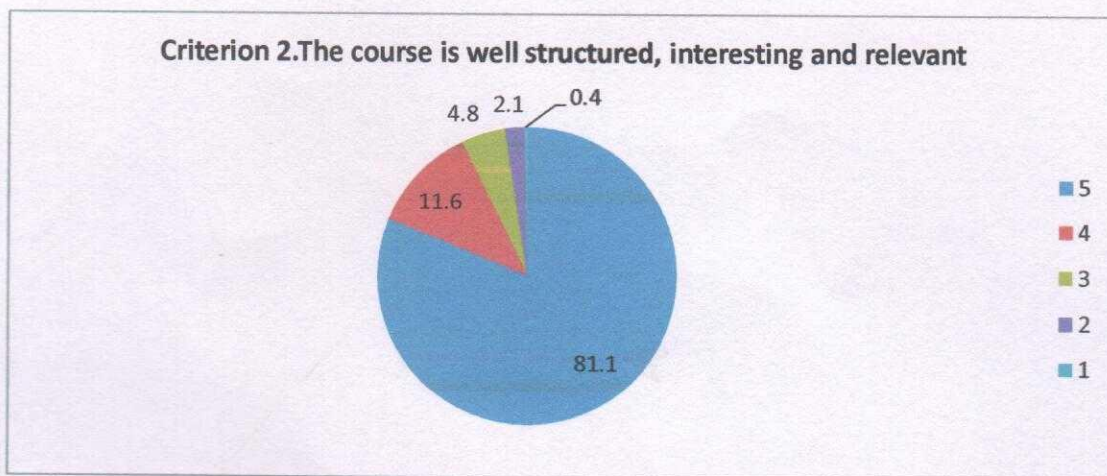


Fig 3: Pie chart analysis on the feedback received with respect to structure and relevance of the course

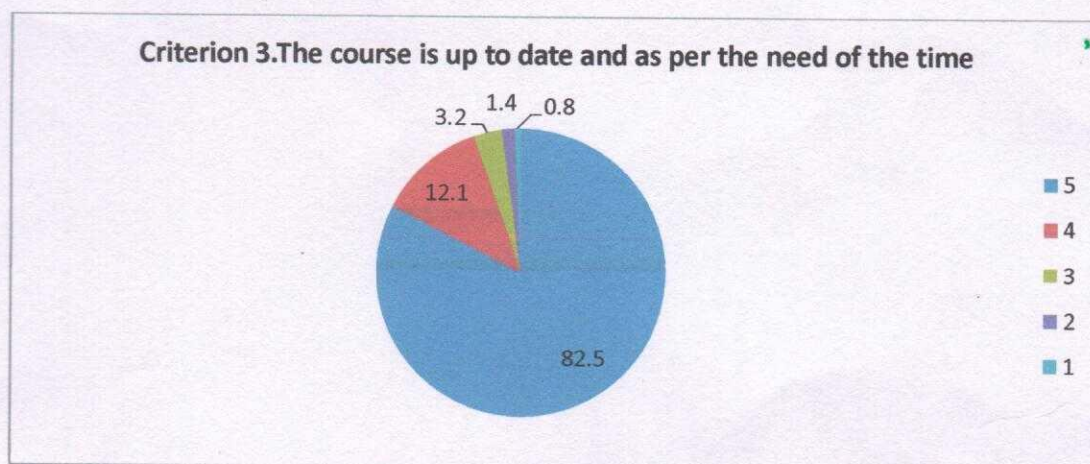


Fig 4: pie chart analysis on the feedback received with respect to course updation

## TEACHERS FEEDBACK

### Feedback analysis of Teachers Responses

#### Frequency per Year- 1

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

**Table II: Criteria points and average score (Teachers)**

Sl No	Criterion	Average Score (Scale of 5)
1.	Students' satisfaction for the contents of the existing course	4.6
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	4.7
5.	The Curriculum is balanced with regard to theoretical and practical knowledge	4.6
6.	The Curriculum recommends relevant text and reference books	4.7
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	4.6
9.	The Curriculum demands international and national importance	4.7
10.	Participation of the students during course delivery in the class	4.7



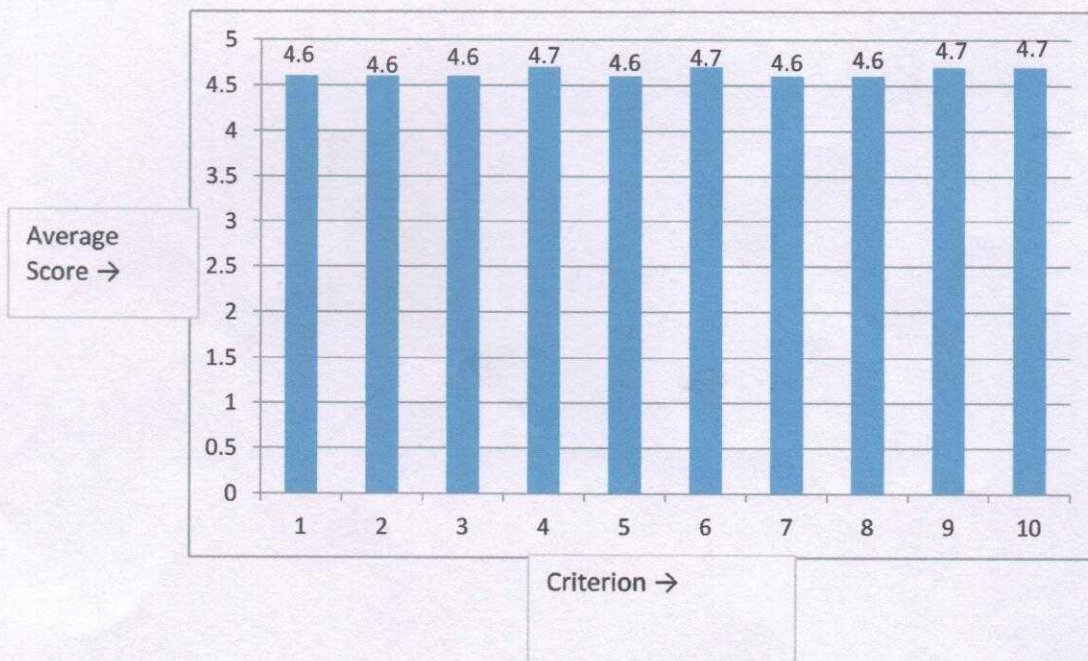


Fig 5: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in Table II

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

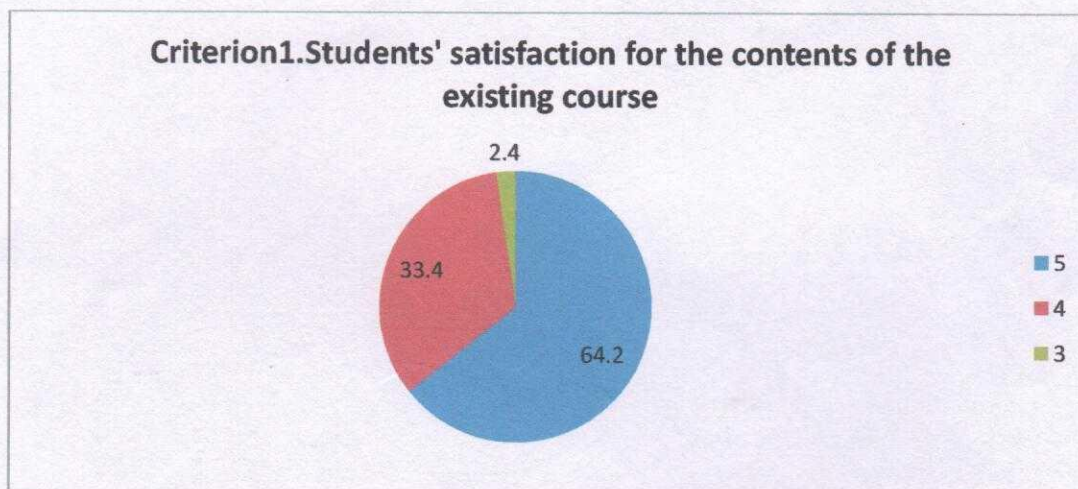


Fig 6: Pie chart analysis on the feedback received with respect to satisfaction over the course content

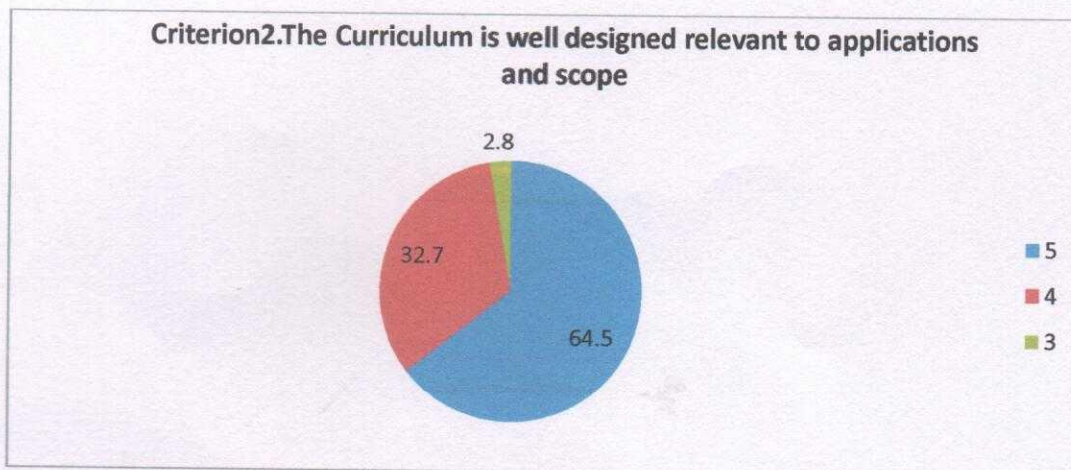


Fig 7: Pie chart analysis on the feedbacks received with respect to relevance of the curriculum and its scope

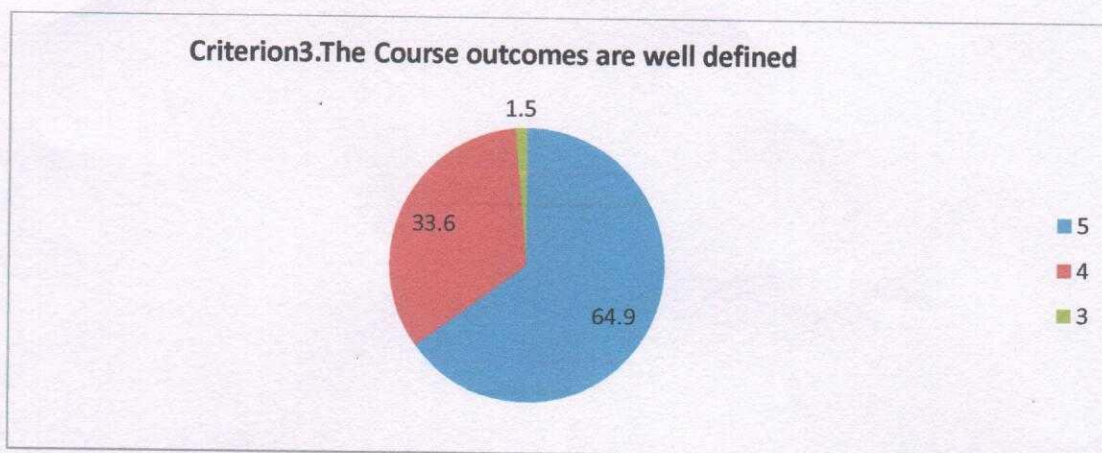


Fig 8: Pie chart analysis on the feedbacks received with respect to the course outcomes to course in the curriculum

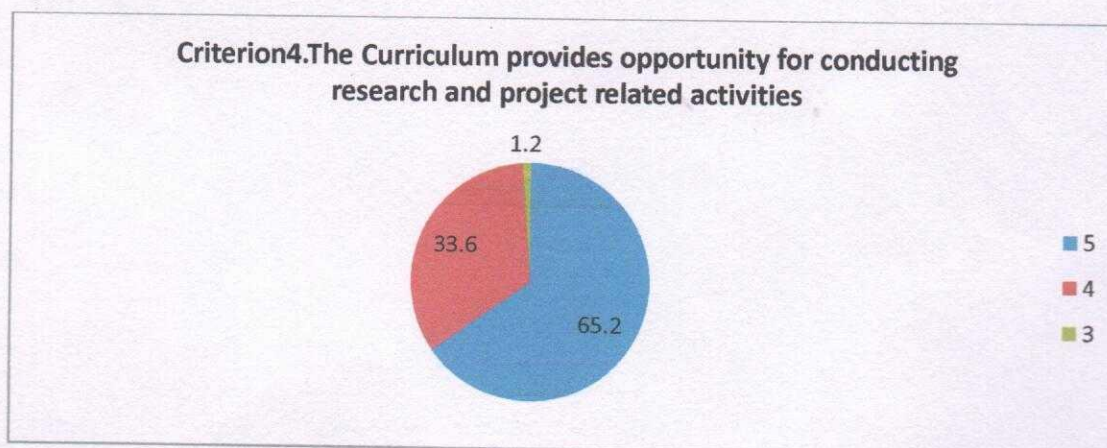


Fig 9: Pie chart analysis on the feedbacks received based on the opportunities for project and research aspects associated with the curriculum

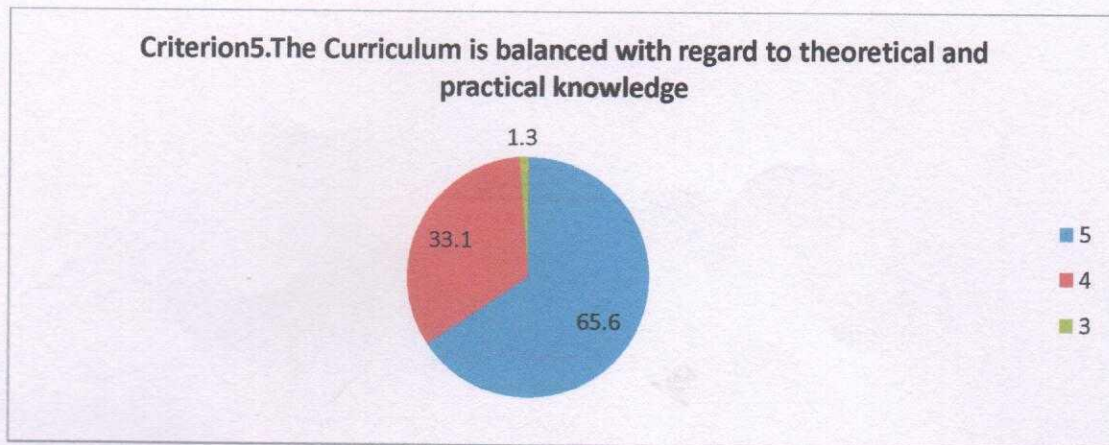


Fig 10: Pie chart analysis on the feedbacks based on the theoretical knowledge and practical aspects associated with the curriculum

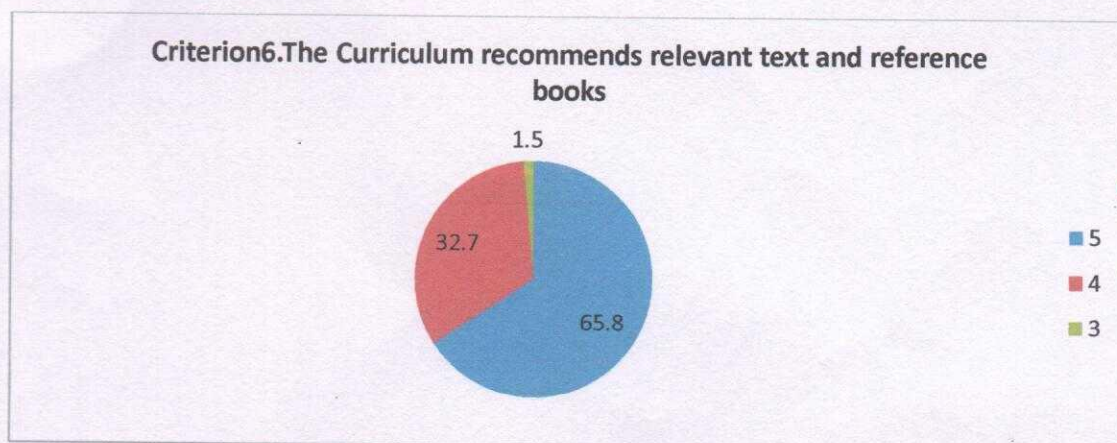


Fig 11: Pie chart analysis on the feedbacks received with respect to appropriate of the text and reference books provided to the students

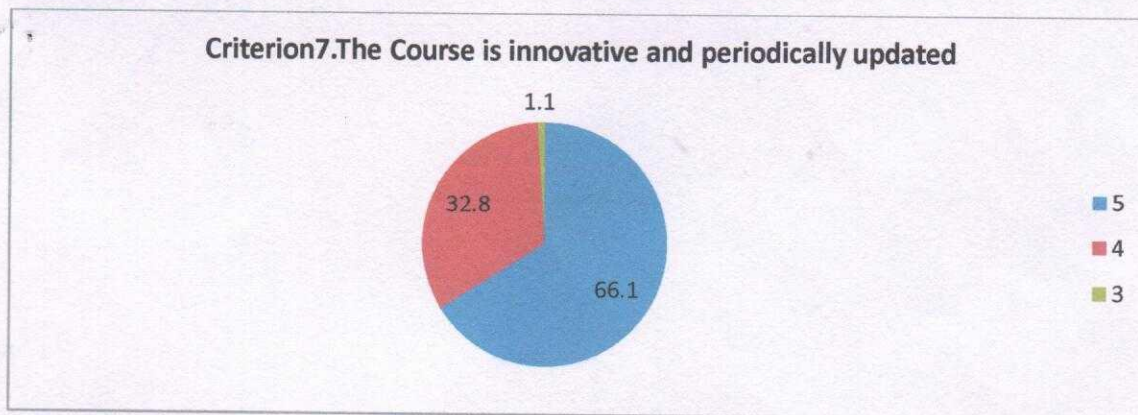


Fig 12: pie chart analysis based in the feedback received with respect to course updation

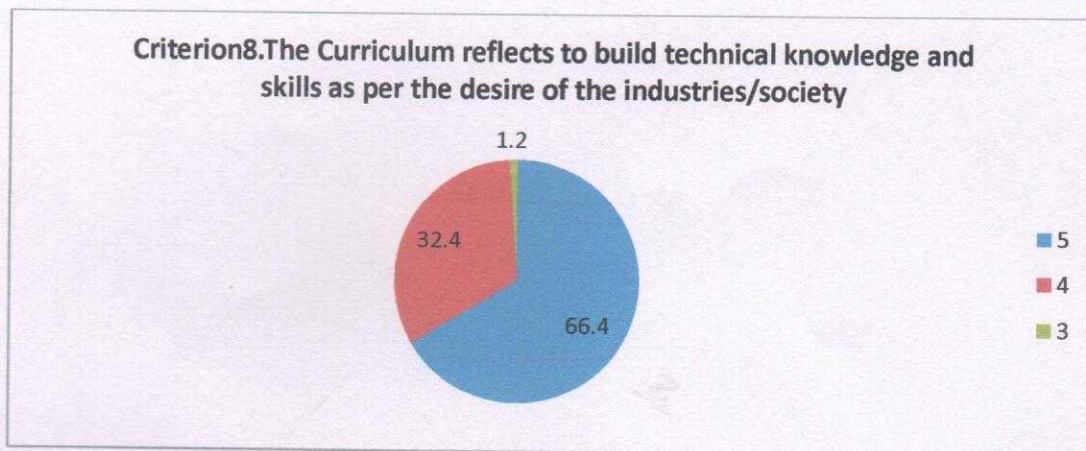


Fig13: Pie chart analysis with respect to the feedback received with respect to technical knowledge and industry relevant skills provided through the curriculum

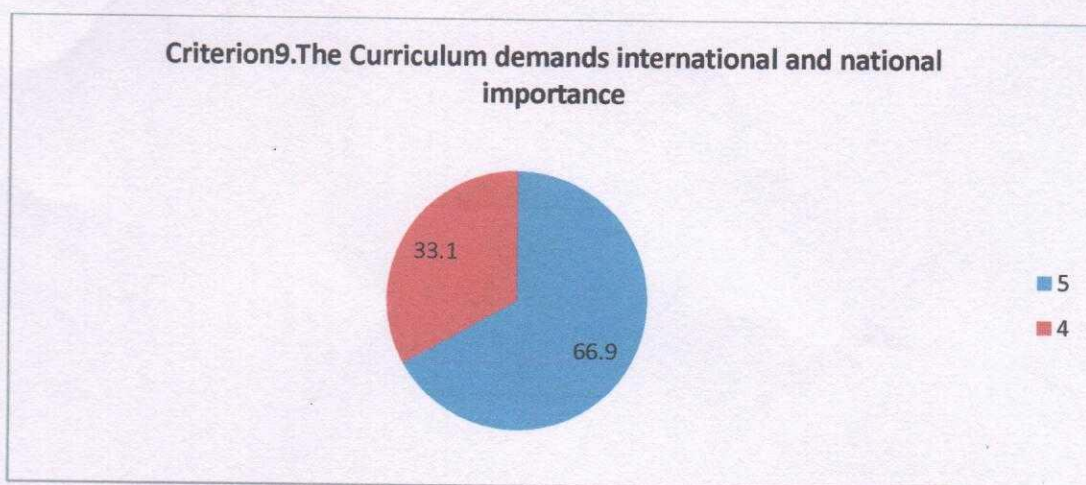


Fig 14: Pie chart analysis with respect to the feedback received with respect to the curriculum addresses issues of national & international relevance.

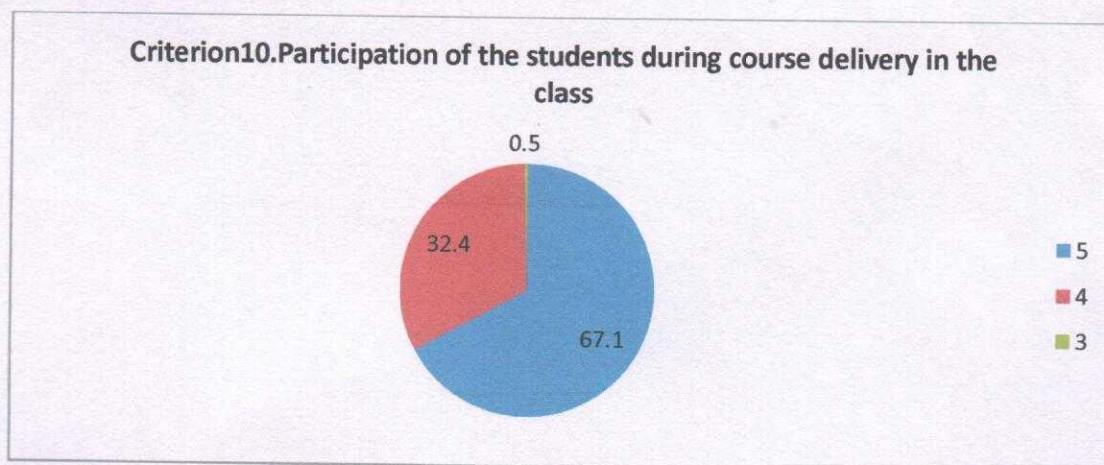


Fig 15: Pie chart analysis on the feedbacks received with respect to actual involvement of the students in different course activities

## 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)**

SI No	Criterion	Average Score (Scale of 5)
1	Course content and outcome	4.7
2	Faculty	4.7
3	Laboratory & equipments	4.7
4	Project guidance	4.7
5	Opportunity to Learn / Innovate	4.8
6	Evaluation System	4.8
7	Library facilities	4.6
8	Hostel facilities	4.6
9	Healthcare facilities	4.7
10	Sports & other Recreational facilities	4.6
11	Additional facilities (Bank, Transport, Canteen etc.)	4.7
12	Training & Placement	4.7
13	Tutor – mentoring System	4.6
14	Grievance redressal	4.6
15	Attitude of University employees	4.8



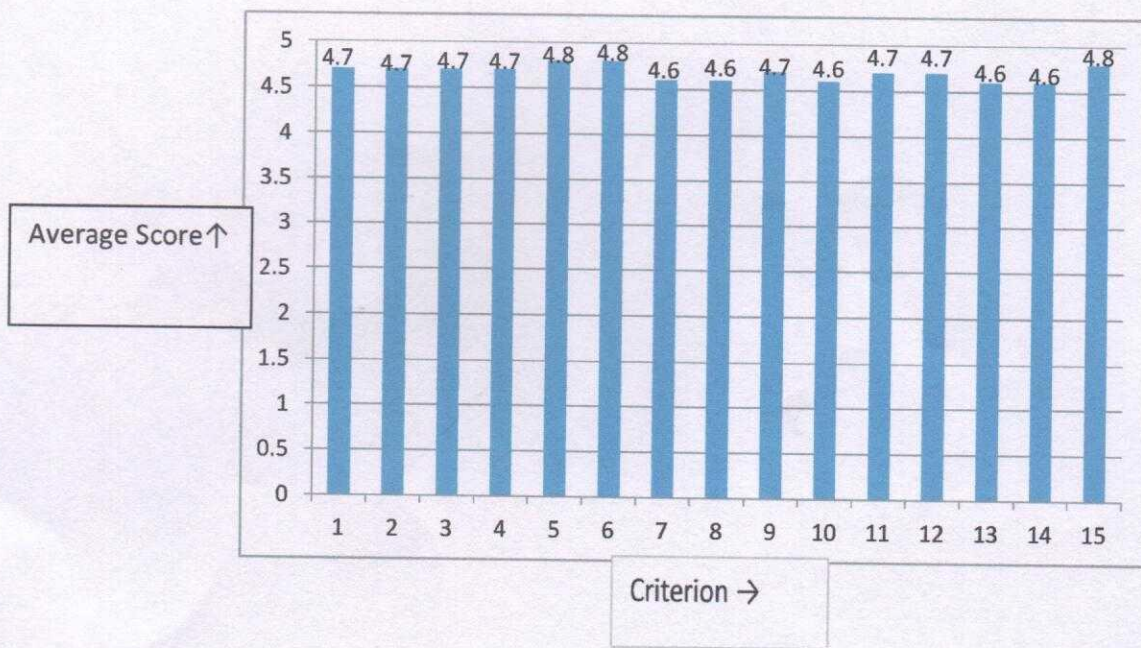


Fig 16: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in table III

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

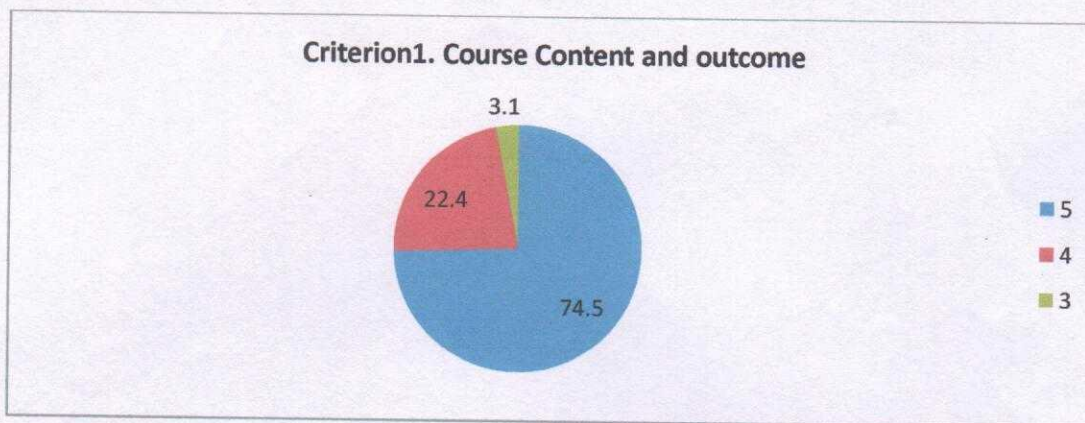


Fig 17: Pie Chart analysis on the feedbacks received from alumni on Course Curriculum

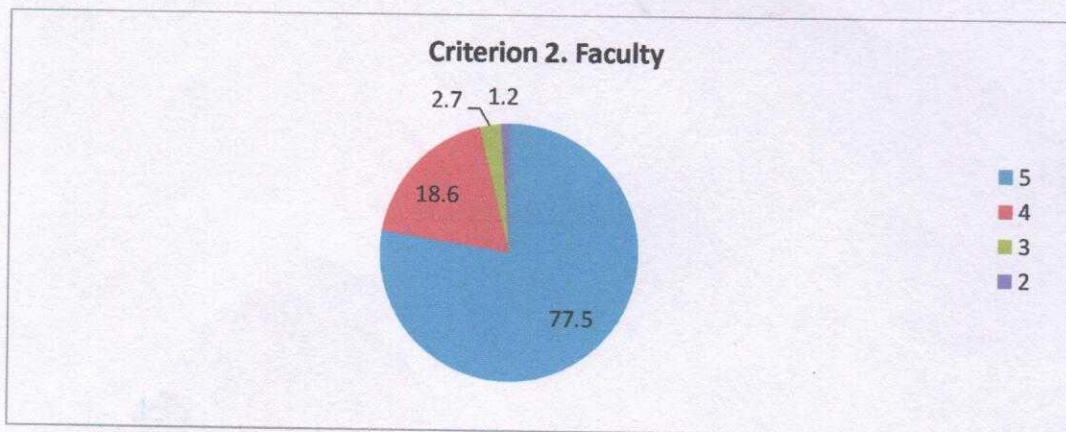


Fig 18: Pie Chart analysis on the feedbacks received from alumni on Faculty

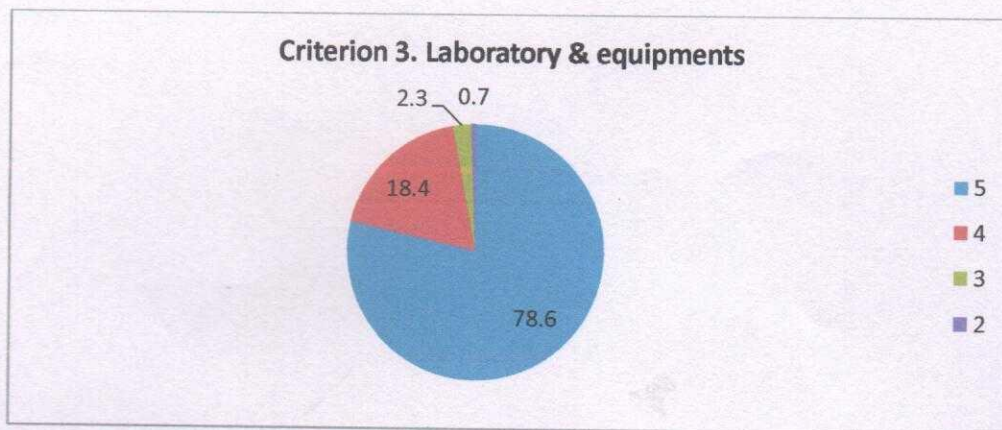


Fig 19: Pie Chart analysis on the feedbacks received from alumni on Laboratory & equipments

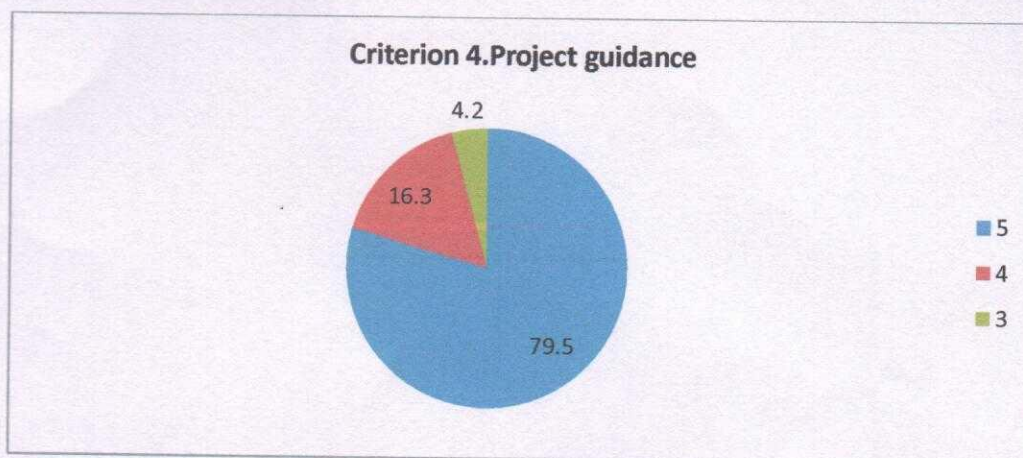


Fig 20: Pie Chart analysis on the feedbacks received from alumni on Project guidance

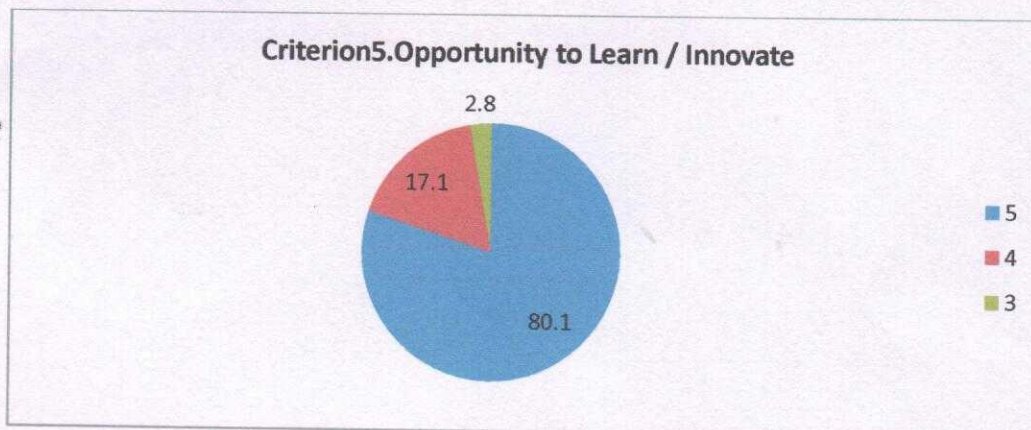


Fig 21: Pie Chart analysis on the feedbacks received from alumni on Opportunity to Learn / Innovate

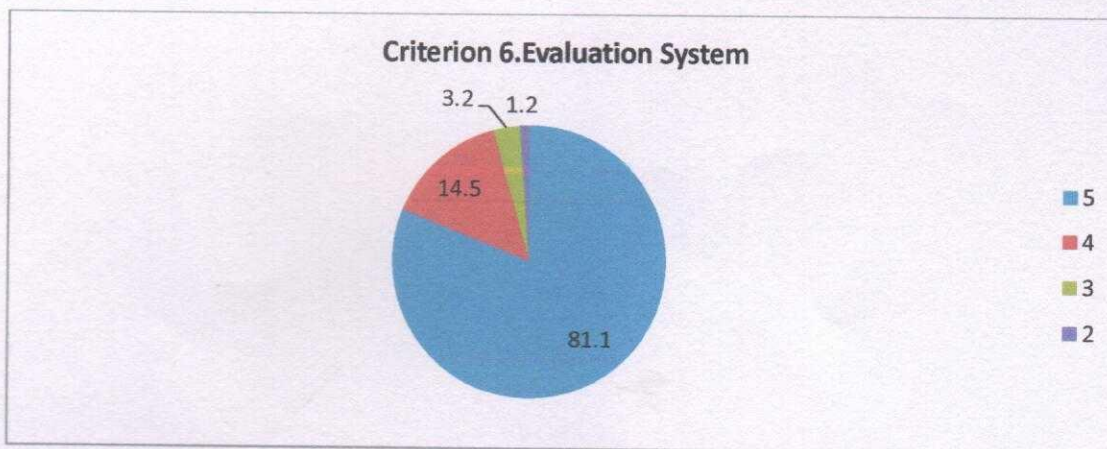


Fig 22: Pie Chart analysis on the feedbacks received from alumni on Evaluation System

## EMPLOYERS FEEDBACK

### Feedback analysis of Employers Responses

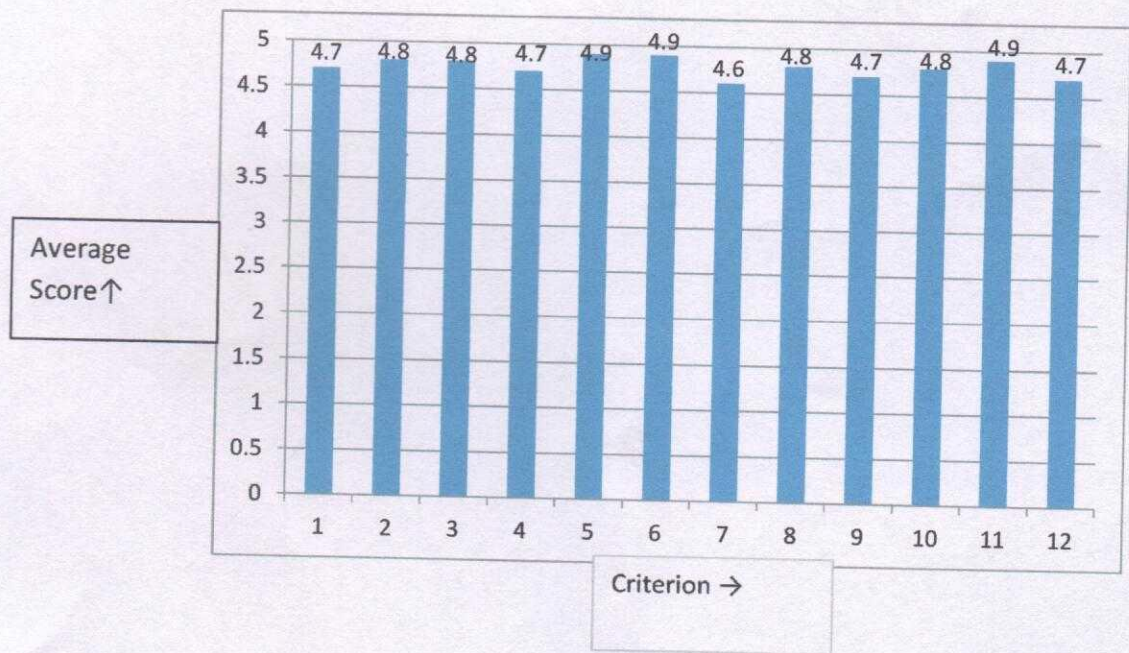
#### Frequency per Year- 1

The employer's responses have been collected against the different criteria points mentioned in Table IV. The feedback response form is provided Appendix 4

**Table IV: Criteria points and average score (Employers)**

Sl No	Criterion	Average Score (Scale of 5)
<b>FEEDBACK ON STUDENTS</b>		
1.	Technical Knowledge / Skills	4.7
2.	Communication skills	4.8
3.	Personal interest & Involvement	4.8
4.	Innovativeness & Creativity	4.7
5.	Responsible & Reliable	4.9
6.	Effective team member / leader	4.9
7.	Effectively address work place problems	4.6
8.	Overall contribution to meet organizational goal	4.8
<b>FEEDBACK ON INSTITUTION</b>		
9	Course content and outcome	4.7
10	Training of the students	4.8
11	Attitude of University Employees	4.9
12	Hospitality and logistic support	4.7





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

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

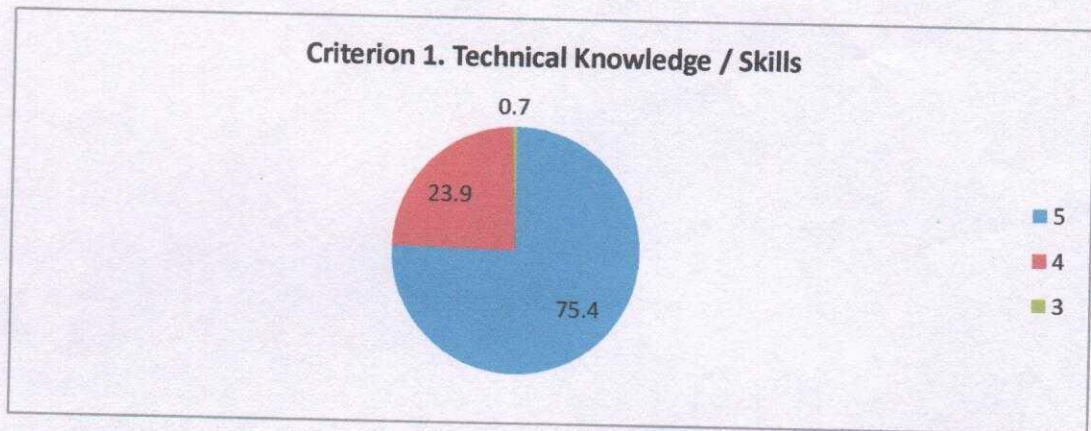


Fig 24: Pie chart analysis on the feedbacks received from recruiters on Technical Knowledge / Skills

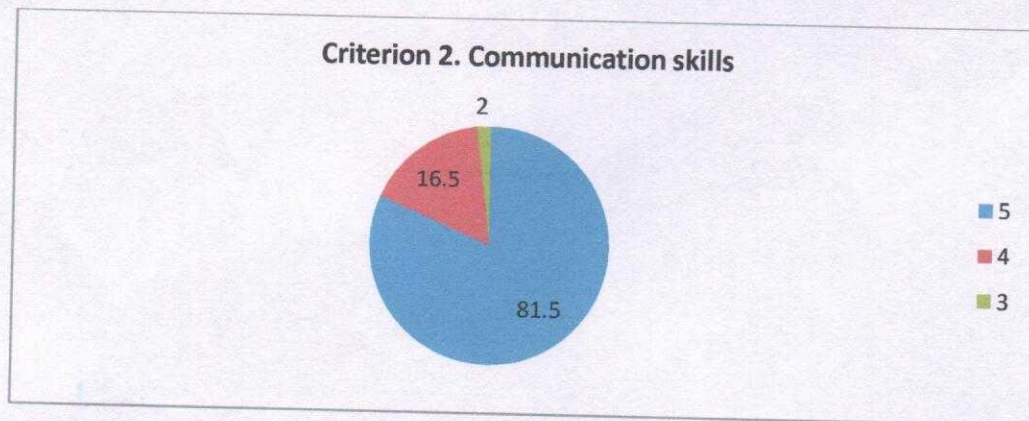


Fig 25: Pie chart analysis on the feedbacks received from recruiters on Communication skills

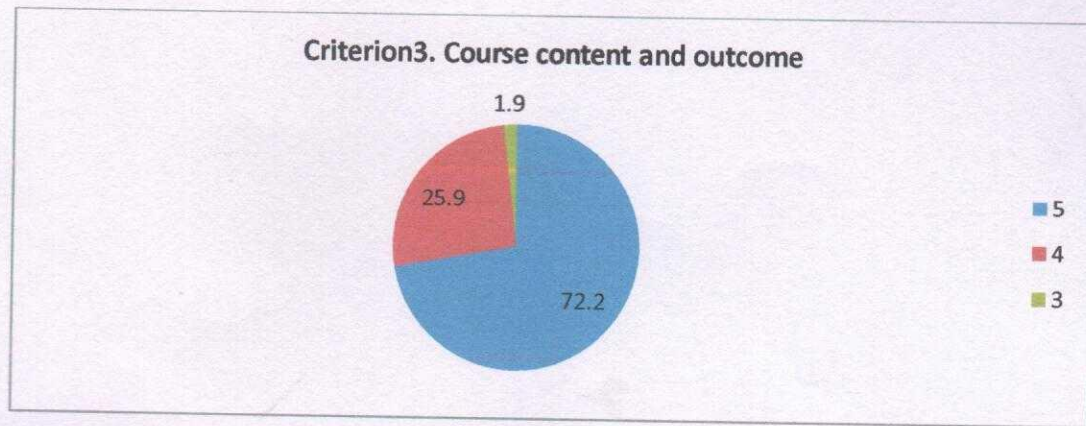


Fig 26: Pie chart analysis on the feedbacks received from recruiters on Course curriculum

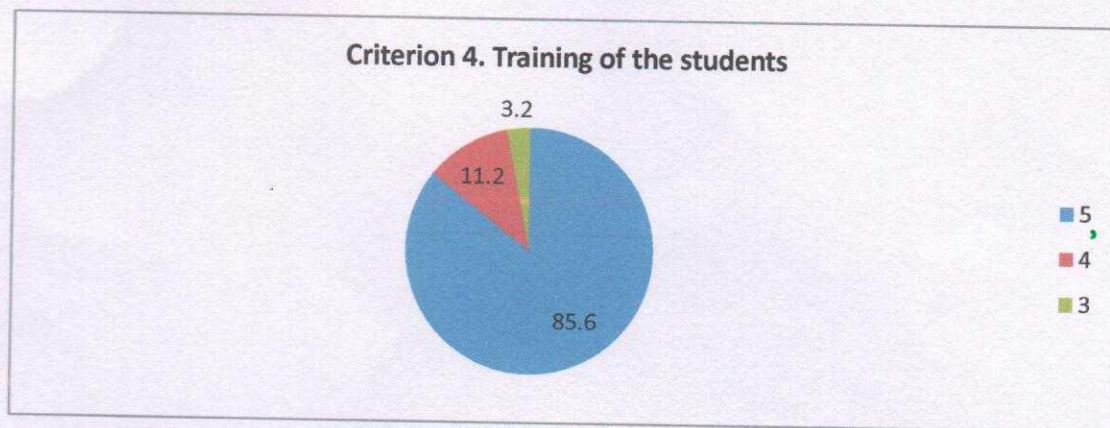


Fig 27: Pie chart analysis on the feedbacks received from recruiters on Training of the students

## 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 V below. The feedback response form is provided Appendix 4

**Table V: Criteria points and average score (Parents)**

Sl No	Criterion	Average Score (Scale of 5)
1	Admission procedure	4.5
2	Curriculum and teaching learning process	4.6
3	Competence and commitment of faculty	4.3
4	Student mentoring system	4.5
5	Environment and ambience	4.4
6	Academic Infrastructure	4.6
7	Learning resources (Laboratory, Library, Internet etc.)	4.6
8	Health care facilities	4.7
9	Sports, games and other extracurricular facilities	4.8
10	Support services (Hostel, Transport, Canteen, etc.)	4.3
11	Training and placement	4.5
12	Timely publication of results	4.4
13	Grievance redressal	4.4
14	Attitude of the institute employees	4.7
15	Parental pride and respect for the Deemed University	4.4



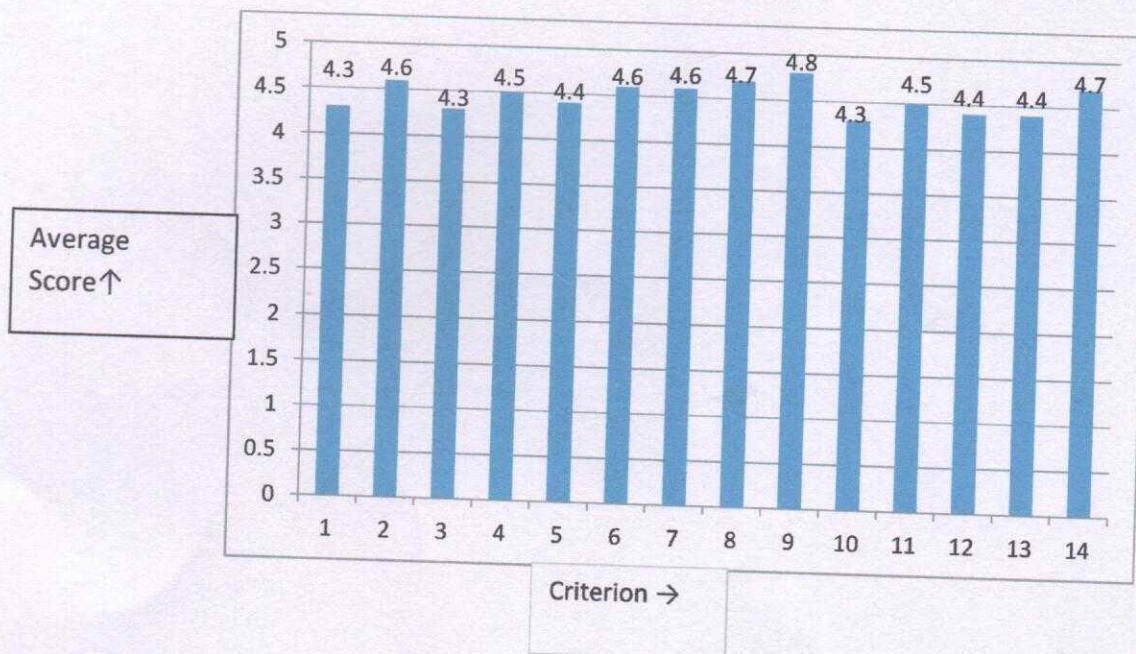


Fig 28: Bar graph for average scores against each criterion (on a scale of 5) as mentioned in Table V  
**Feedback on Curriculum Development (5 Point Scale)**

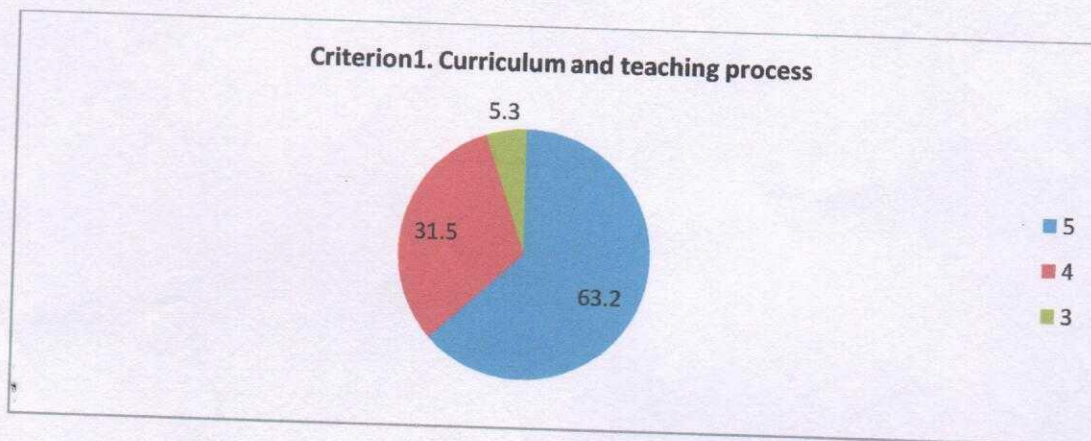


Fig 29: Pie chart analysis on the feedbacks received from parents on the Curriculum and teaching learning process

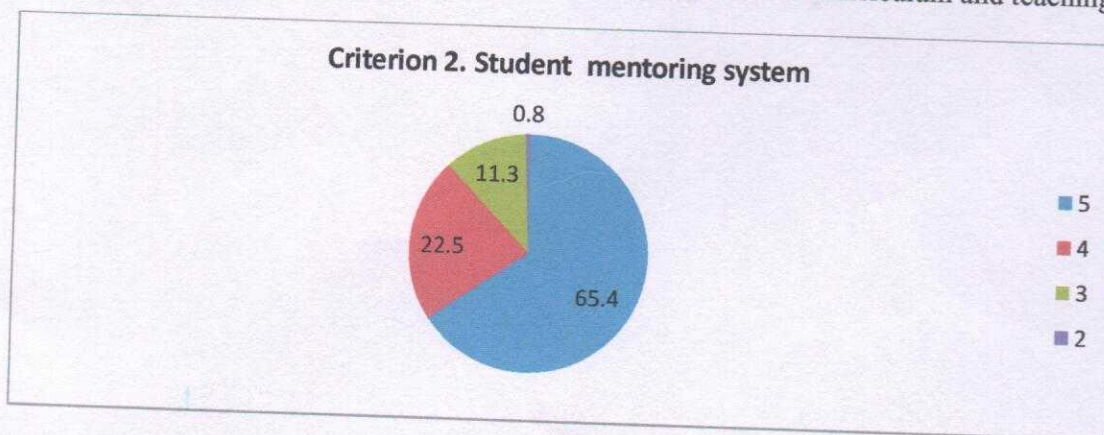


Fig 30: Pie chart analysis on the feedbacks received from parents on the Student mentoring system

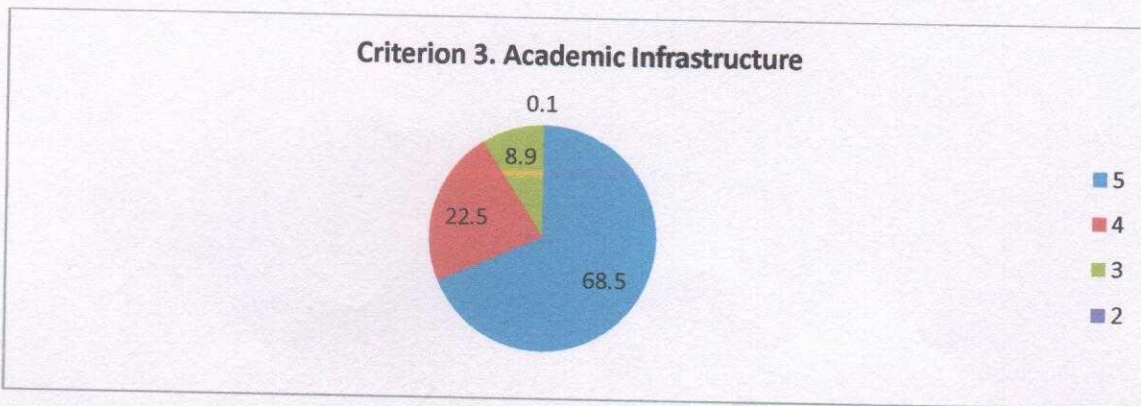


Fig 31: Pie chart analysis on the feedbacks received from parents on the Academic Infrastructure

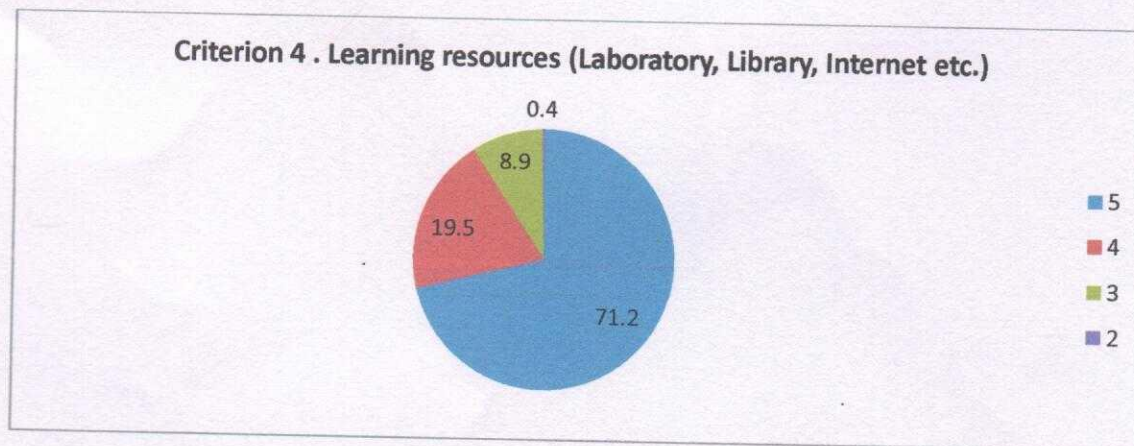


Fig 32: Pie chart analysis on the feedbacks received from parents on the Learning resources (Laboratory, Library, Internet etc.)

## FEEDBACK ANALYSIS

- The feedback data was collected from the stakeholders i.e. Students, Teachers, Alumni, Employers and Parents.
- In general positive feedbacks were received as all the stakeholders expressed their satisfaction with respect to curriculum-content and outcome.
- The students are highly satisfied with the objectives, knowledge and skill of the course.
- The teachers felt that the curriculum is balanced with theory and practicals. They also feel happy about the participation of students during course delivery.
- The alumni felt the library facilities are excellent.
- The employers rated highly the communication skills of the students.
- The parents rated highly about the teaching-learning and learning resources.
- The students suggested for Wi-Fi connectivity in all class rooms, sharing of class notes in e-mode.
- The stakeholders suggested evening doubt clearing classes.
- The stakeholders also suggested training to students for competitive examinations.

## ACTION TAKEN REPORT

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

- **Well-Equipped Class rooms:**  
As desired by the students and to facilitate ICT based teaching - Learning process, all class rooms were fitted with over head projectors. Each class room is also equipped with 24X7 Wi-Fi connectivity.
- **Learning Resources:**  
To equip the students with ICT based Teaching and learning, it became desirable to share the learning resources among the students. Accordingly, a provision has been created in the SAP portal and all the teachers were asked to upload their class presentations after every class to be used by students as and when required.
- **Online Doubt clearing session:**  
As suggested by students, online doubt clearing sessions were held in the evening hours after the normal class hours. This facilitates the students to clear the doubts if any immediately.
- **Online Evaluations:**  
To maintain transparency in the evaluations system as per the suggestion of IQAC, the University adopted online evaluations practice. The scanned answer sheets are shared among the faculty members for evaluations instead of physical mode of evaluations.
- **Institution of School of Public Health:**  
On demand by various corners and realizing the need and relevance, the School of Public Health has been started operating from 2015-16.
- **Establishment of School of Leadership:**  
The School of Leadership has been established by the University to prepare the students for various competitive examinations such as Indian Civil services, Indian Engineering services and judicial services. The school has the necessary academic scaffolding to provide comprehensive training program for these prestigious examinations. The school also provides short term training program for Banking, PSU examinations etc.



Director, IQAC

Date: 28/04/2016

Director IQAC  
KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY  
DEEMED TO BE UNIVERSITY



## KIIT UNIVERSITY INTERNAL QUALITY ASSURANCE CELL

### MINUTES OF MEETING

MEETING NO: KQAC/M1/2016    DATE/TIME: 30.04.2016/  
11.30am

VENUE: CH 4, C-6

#### Members Present

Prof. P.P.Mathur, Vice Chancellor	-	Chairman
Prof.S.Nanda, Head, CIR	-	Vice-Chairman
Prof. B. Mohanty, Ex VC, UU of Culture,	-	External Expert
Prof. J. K. Parida, Professor, Utkal University	-	External Expert
Dr. Suman Bhattacharya, National Head, ODL, TCS SMB-	-	External Expert
Prof. B. C. Dash, Principal, KIMS	-	Member
Prof. R. C. Dash, Principal, KIDS	-	Member
Prof.M.N.Das, Professor, School of Computer Engg	-	Member
Prof.R.N.Subudhi, Professor, School of Management	-	Member
Prof. A. Sonawane, Professor, School of Biotechnology-	-	Member
Prof.Prafulla Kumar Mishra, Professor, School of Law-	-	Member
Prof. Tanmaya Mohanty, Professor, School of Mech	-	Member
Mr. D.N.Dwivedy, Management Representative	-	Member
Dr.S.Samanta, Registrar	-	Member
Mr.H.K.Nayak, Finance Officer	-	Member
Nominee from students (Abhisek Mohanty)	-	Member
Nominee from Alumni (Ramachandra Acharya)	-	Member
Prof.B.C.Guru, Director, (QA)	-	Member Secretary

#### FOLLOW UP OF ACTION RECOMMENDED IN PREVIOUS MEETING

1.	Students feedback form hosted in SAP. The feedbacks have been collected. The analysis has been initiated.
2.	Teachers' feedback form could not be uploaded in SAP.
3.	Filled in Feedback forms from parents, alumni and employers have been received and analyzed.
4.	The summary sheet of feedback analysis result is attached
5.	SSR prepared and uploaded
6.	NAAC accreditation team visit is over. The recommendations have been received.
7.	Three executive staff members have been appointed in QA Cell.





**KIIT UNIVERSITY**  
**INTERNAL QUALITY ASSURANCE CELL**

ITEM NO	RECOMMENDED ACTION	RESPONSIBILITY	SCHEDULE
1.	Academic Audit to be taken up. Team comprising of Senior academic functionary will take up the audit and focus on the teaching-learning process.	Dean, QA Cell	15.06.2016
2.	FDP 2016 will focus on developing teachers' skill in usage of modern concepts. The training will be imparted by professional agencies wherever possible.	Head, Research Chair	30.06.2016
3.	The QA Cell will facilitate the PBAS related activities and complete the process	Dean, QA Cell	31.07.2016
4.	ABET accreditation may be sought for.	Deans of Schools of Engineering	31.05.2016
5.	Preparation of a draft to implement NAAC recommendations for quality enhancement of the institution	Committee to be constituted	31.07.2016

MEMBER SECRETARY

DIRECTOR, QA  
KALINGA INSTITUTE OF INDUSTRIAL TECHNOLOGY  
DEEMED TO BE UNIVERSITY  
BHUBANESWAR

CHAIRMAN





**Kalinga Institute of Industrial Technology**

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