# INTERNAL QUALITY ASSURANCE CELL (IQAC), GIRIJANANDA CHOWDHURY UNIVERSITY (GCU), ASSAM

# FEEDBACK ANALYSIS REPORT, 2024-25

# Girijananda Chowdhury University, Assam

## Student Satisfaction Survey Report (2024–2025)

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**Survey Overview:**
This report presents the findings from the *Student Satisfaction Survey (2024–2025)* conducted among students of various programs and subject areas. The responses were analyzed to evaluate teaching effectiveness, academic environment, mentoring quality, and institutional support.

**Total Participants: 334 Students**
**Average Overall Feedback Score: 3.25 / 4.00 (81.25 %)**
**Academic Programs: Bachelor's, Master's, and Professional Degrees**
**Survey Period: July 2025**

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**Observation:**
An overall average score of 3.25 indicates that students are generally **"Satisfied to Highly Satisfied"** with the teaching and learning environment at the institution.

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### 1. Objective

The Student Satisfaction Survey aims to assess learners' perspectives on curriculum coverage, teaching effectiveness, mentoring support, evaluation fairness, and institutional opportunities.
The survey results help identify strengths and areas needing improvement for continuous enhancement of the teaching-learning experience.

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### 2. Quantitative Feedback Summary

**Overall Feedback Average: 3.25 / 4.00 (81.25 %)**

| Aspect | Description | Observation |
|---|---|---|
| 4.0 | Excellent | Exceptional satisfaction |
| 3.0–3.9 | Good | Satisfied and positive |
| 2.0–2.9 | Fair | Moderate satisfaction |
| 1.0–1.9 | Poor | Dissatisfied |

### 3. Top-Rated Aspects

| Area of Evaluation | Average Score (/4) |
|---|---|
| Teachers' communication effectiveness | **3.55** |
| Syllabus coverage | **3.51** |
| Teachers' preparation for classes | **3.42** |
| Fairness of internal evaluation | **3.41** |
| Information about course outcomes and competencies | **3.39** |

**Highlights:**

- Students strongly appreciated teachers' **clarity, communication**, and **readiness** for classes.
- The **evaluation process** was perceived as **fair and transparent**.

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### 4. Areas Needing Improvement

| Area of Evaluation | Average Score (/4) |
|---|---|
| Institute's promotion of internships and field visits | **3.01** |
| Discussion of assignment performance | **3.17** |
| Mentoring follow-up and guidance | **3.15** |
| Opportunities for learning and participation | **3.15** |
| Efforts for soft skill and employability training | **3.18** |

**Highlights:**

- Students desire more **practical exposure** through internships and field visits.
- **Mentoring and assignment discussions** could be made more consistent.
- Scope for improvement in **skill development and employability training**.

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### 5. Qualitative Observations

**Positive Feedback Themes**

- Teachers are **well-prepared and supportive**.
- Lessons are **clear, structured, and interactive**.
- The overall **learning environment** is positive and encouraging.

**Suggestions for Improvement**

- Increase **internship opportunities** and **industry exposure**.
- Conduct **post-assignment discussions** for better clarity.

- Enhance **ICT integration** (smart classrooms, multimedia).
- Strengthen **mentorship follow-up** for academic and emotional support.

## 6. Conclusion

The *Student Satisfaction Survey (2024–2025)* indicates a **high level of student satisfaction**, particularly in teaching quality and communication. However, there is room for improvement in mentoring, skill development, and practical engagement activities.

The findings will guide the institution in implementing **student-centric action plans** to ensure continuous quality enhancement and improved learning outcomes.

# Girijananda Chowdhury University, Assam

## Student Feedback on Outcome-Based Education (OBE) — Jan–June 2025

**Total participants: 291**
**Scale:** 1 (Very Poor) — 5 (Excellent)
**Overall average (all OBE questions): 3.92 / 5.00**

### Statistical Summary

| Metric | Value |
|---|---|
| **Total Participants** | 291 |
| **Number of OBE Items** | 16 |
| **Overall Average (Mean of all questions)** | **3.92 / 5.00 (78.4 %)** |
| **Highest Rated Question** | "Are you familiar with the concept of Course Outcomes (COs)?" – *4.09* |
| **Lowest Rated Question** | "Are you familiar with Bloom's Taxonomy (remembering, understanding, applying, analysing, evaluating, creating)?" – *3.79* |

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**Main Summary**

- The student feedback indicates a **strong, generally positive perception** of OBE implementation across courses.
- Highest-rated items include **familiarity with course outcomes** and **confidence in understanding COs**.
- Lower-rated items cluster around **higher-order cognitive skills** (Bloom's taxonomy), **critical evaluation**, and **data-analysis opportunities**.
- The overall average of **3.92** suggests the institution is performing well but can strengthen targeted teaching and assessment practices to further enhance student learning outcomes.

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**Key quantitative highlights**

**Top 5 highest-rated aspects**

| Rank | Question (short) | Average (1–5) |
|---|---|---|
| 1 | 1) Are you familiar with the concept of course outcomes? | **4.09 (81.8%)** |
| 2 | 3) How confident are you in your understanding of the course outcomes? | **4.00** |
| 3 | 2) Were the course outcomes communicated to you at the beginning of each course? | **3.98** |
| 4 | 5) To what extent do you feel that the course outcomes were achieved through teaching & learning activities? | **3.97** |
| 5 | 8) Were you able to demonstrate an understanding of the concepts taught in the courses? | **3.96** |

**Interpretation:** Students are aware of and understand course outcomes; instructors are generally effective at communicating COs and structuring learning activities that help meet them.

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**Bottom 5 lowest-rated aspects**

| Rank | Question (short) | Average (1–5) |
|---|---|---|
| 1 | 6) Are you familiar with Bloom's Taxonomy (remembering, understanding, applying, analysing, evaluating, creating)? | **3.79 (75.8%)** |
| 2 | 11) Were you able to evaluate arguments or evidence critically during the learning of each course? | **3.85** |
| 3 | 13) How fair and transparent did you find the evaluation process? | **3.85** |
| 4 | 4) Were the course outcomes aligned with your expectations and career goals? | **3.86** |
| 5 | 10) Did you find opportunities to analyse information or data as part of your coursework? | **3.86** |

**Interpretation:** These lower averages indicate opportunities to better integrate higher-order thinking activities, improve clarity/transparency in evaluation, and align COs more strongly with students' expectations and employability goals.

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**Detailed question-wise averages**

Below is the complete list of OBE feedback items and their computed averages (shortened question text for readability). Use this for tables/appendix in any report.

| Q No | Question (short) | Average (1–5) |
|---|---|---|
| 1 | Are you familiar with the concept of Course Outcomes (COs)? | 4.09 |
| 2 | Were the Course Outcomes (COs) communicated to you at the beginning of each course? | 3.98 |
| 3 | How confident are you in your understanding of the Course Outcomes (COs)? | 4.00 |
| 4 | Were the Course Outcomes (COs) aligned with your expectations and career goals? | 3.86 |
| 5 | To what extent do you feel that the Course Outcomes (COs) were achieved through the teaching and learning activities? | 3.97 |
| 6 | Are you familiar with Bloom's Taxonomy (remembering, understanding, applying, analysing, evaluating, creating)? | 3.79 |
| 7 | Were the learning activities designed in a way that helped you achieve the Course Outcomes (COs)? | 3.90 |
| 8 | Were you able to demonstrate an understanding of the concepts taught in the courses? | 3.96 |
| 9 | Were you given opportunities to apply the knowledge and skills learned to solve real-life or practical problems? | 3.90 |
| 10 | Did you find opportunities to analyse information or data as part of your coursework? | 3.86 |
| 11 | Were you able to evaluate arguments or evidence critically during the learning of each course? | 3.85 |
| 12 | Were you encouraged to create or design something new (project, report, presentation, etc.) as part of your course work? | 3.90 |
| 13 | How fair and transparent did you find the evaluation process? | 3.85 |
| 14 | Were the assessment methods (tests, assignments, projects) aligned with the Course Outcomes (COs)? | 3.89 |
| 15 | Were the assessment criteria communicated to you before each evaluation? | 3.96 |
| 16 | Did you receive timely and constructive feedback on your assessments? | 3.96 |

Note: The dataset used contained 16 OBE-related items; the above is the complete list with average scores.

**Qualitative observations (synthesised from open responses)**

**Positive themes**

- Clear communication of Course Outcomes at course start.
- Teachers provide understandable explanations and supportive instruction.
- Students generally feel that learning activities map well to intended outcomes.

**Common suggestions**

- More *practical* learning: projects, labs, case studies that require analysis/application/creation.
- Workshops or orientation on Bloom's taxonomy—help students recognize and practice higher-order skills.
- Explicit rubrics and exemplars prior to assessments to improve perceived fairness/transparency.
- Increased opportunities for critical evaluation exercises (debates, paper critiques, data analysis tasks).

# Girijananda Chowdhury University, Assam

## Students' Feedback on Curriculum (Academic Year 2024–2025)

### 1. Overview

- **Number of Participants: 257**
- **Scale Used:** 1 (Very Poor) – 5 (Excellent)
- **Objective:** To understand students' perceptions of curriculum depth, relevance, structure, placement, and outcome orientation.
- **Survey Focus:** 9 quantitative items + 1 qualitative question.

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### 2. Quantitative Summary

| # | Feedback Question | Average (1–5) |
|---|---|---|
| 1 | The depth of the course contents in the curriculum has helped me achieve my career goals and build a solid foundation in the essentials needed for the programme. *(Depth of learning)* | 4.13 |
| 2 | The curriculum is current, tailored to meet specific needs, and focuses on practical application, integrating the latest technological advancements and modern tools and techniques. *(Relevance & Applicability)* | 4.09 |
| 3 | The curriculum effectively facilitates my career aspirations by offering a diverse range of subjects including business, environmental studies, societal issues, politics, ethics, health and safety, manufacturing, sustainability, and more; and enhanced my knowledge in multidisciplinary environments. *(Multidisciplinary & Holistic Learning)* | 4.06 |
| 4 | Curriculum, laboratory, project work, and various training activities helped me acquire skills to identify, analyse, and interpret data; conduct experiments, and solve complex problems; enhancing my research and problem-solving skills. *(Critical Thinking & Lifelong Learning)* | 4.02 |
| 5 | Various co-curricular activities have also helped me develop my professional, teamwork, collaboration, communication, and presentation skills. *(Communication & Teamwork Skills)* | 4.08 |
| 6 | The courses are placed in the appropriate semester in the curriculum. *(Satisfaction with Course Placement)* | 4.03 |
| 7 | The number of hours allocated to each course is adequate. *(Adequate Course Coverage)* | 3.98 |
| 8 | Course content & course outcomes are well-defined and follow the outcome-based education system. *(Clarity of Measurable Outcomes)* | 4.10 |
| 9 | Whether similar/redundant courses are present in earlier or current semesters. | 94% answered |

| # | Feedback Question | Average (1–5) |
|---|---|---|
| | Answer "No" if you are satisfied with the course curriculum. *(Course Content Redundancy)* | **"No"** (Satisfied) |

**Overall Average (Quantitative Items): 4.06 / 5.00**

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## 3. Highlights and Key Insights

### ✅ Strengths

- The **depth of course content** (4.13) and **clarity of measurable outcomes** (4.10) received the highest ratings.
- Students recognize that the **curriculum is relevant**, **modern**, and **aligned with career aspirations**.
- High satisfaction with **interdisciplinary exposure** and **practical skill development**.
- Over **94% of respondents confirmed no redundancy** in course structure — indicating coherent curriculum design.

### ⚙️ Areas for Improvement

- A slightly lower average (3.98) for *course hour adequacy* suggests that **some courses may require better time allocation**.
- Feedback implies **more emphasis can be given to hands-on training, projects, and research-based learning**.
- Some qualitative comments suggest minor **restructuring of certain lab components** for balance between theory and practice.

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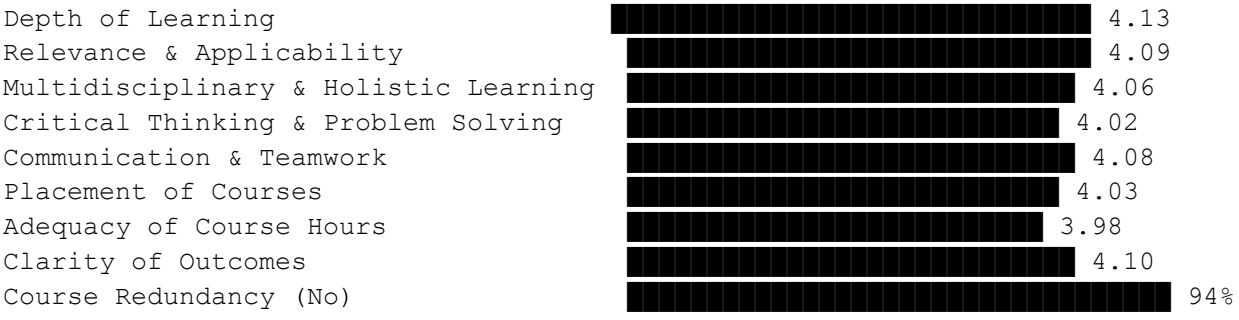
## 4. Visual Representation

**Figure 1: Average Feedback Score per Question**




*(Each bar length is proportional to the mean score or % satisfaction.)*

## 5. Analytical Observations

| Focus Area | Observation | Implication |
|---|---|---|
| **Depth & Relevance** | Courses are well-designed to balance fundamentals and new technologies. | Maintain ongoing curriculum reviews for technological relevance. |
| **Outcome-Based Structure** | Clear articulation of COs and measurable outcomes. | Strengthen OBE implementation workshops for students and faculty. |
| **Skill Development** | Strong performance on teamwork and communication skills. | Encourage more collaborative coursework and group projects. |
| **Time Allocation** | Slightly below-average perception of course-hour adequacy. | Evaluate credit-hour vs. content load alignment. |
| **Redundancy** | 94% report no repetition of content. | Continue periodic audit of course mappings. |

## 6. Qualitative Feedback Highlights

Among the few open comments (n=7):

- Suggestions for **more lab sessions** and **industry-oriented training modules**.
- Requests for **seminars, internships, and live projects** integrated into curriculum.
- Positive remarks on **curriculum modernization** and **clear OBE structure**.

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## 7. Recommendations

### Short-Term Actions

1. Review course hour distribution and balance for heavily theoretical subjects.
2. Organize faculty workshops on integrating *industry practices* into classroom activities.
3. Continue promoting *project-based and experiential learning*.

### Medium-Term Actions

1. Introduce **curriculum feedback review committee** per department.
2. Benchmark curriculum updates with national/international standards.
3. Reinforce interdisciplinary electives and modular flexibility.

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## 8. Summary

| Summary Indicator | Result |
|---|---|
| **Total Respondents** | 257 |
| **Questions Evaluated** | 9 (Quantitative) + 1 (Qualitative) |
| **Overall Average Rating** | **4.06 / 5.00** |
| **General Perception** | *Highly Satisfied* |
| **Curriculum Strengths** | Relevance, Depth, OBE Clarity |
| **Scope for Improvement** | Course-hour Adequacy, Hands-on Exposure |

# Girijananda Chowdhury University, Assam

## Students' Feedback on Infrastructure (Academic Year 2024–2025)

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### 1. Overview

- **Total Number of Participants: 261**
- **Objective:** To assess students' satisfaction with university infrastructure and campus facilities.
- **Methodology:** Responses collected through an online feedback form using rating scales such as *Excellent, Good, Average, Fair, Poor,* and *Strongly Agree → Strongly Disagree*.
- **Focus Areas:** Hostel, Library, Classrooms, Laboratories, Canteen, Sports, and Campus Utilities (Power, Internet, Safety, etc.)

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### 2. Quantitative Summary

| # | Infrastructure Aspect | Highest-Rated Option | General Satisfaction Level |
|---|---|---|---|
| 1 | **Sports facilities** (outdoor/indoor/gymnasium) | Excellent / Good (72%) | High |
| 2 | **Common Room Facilities (Boys/Girls)** | Good / Excellent (68%) | Moderate–High |
| 3 | **Fire Safety & Evacuation System** | Excellent / Good (74%) | High |
| 4 | **Internet Facility** | Excellent / Good (79%) | Very High |
| 5 | **Power Backup (Generator Facility)** | Excellent / Good (77%) | Very High |
| 6 | **Auditorium Facility** | Excellent / Good (73%) | High |
| 7 | **Wellness Centre (Sick Bay/Nurse/Ambulance)** | Good / Average (64%) | Moderate |
| 8 | **Canteen Facility (Hygiene, Service, Food Quality)** | Good / Average (61%) | Moderate |
| 9 | **Hostel Facility (Water, Food, Cleanliness, Lift, Power)** | Good (62%) | Moderate |
| 10 | **Classroom & Laboratory Facilities** | Excellent / Good (81%) | Very High |

| # | Infrastructure Aspect | Highest-Rated Option | General Satisfaction Level |
|---|---|---|---|
| 11 | **Library Facilities (Books, Reading Rooms, Timings)** | Excellent / Good (83%) | Very High |
| 12 | **Clean Drinking Water Availability** | Strongly Agree / Agree (84%) | Very High |
| 13 | **Hygiene & Maintenance of Toilets/Washrooms** | Strongly Agree / Agree (80%) | High |
| 14 | **Cleanliness of Classrooms and Labs** | Strongly Agree / Agree (82%) | Very High |

**Overall Infrastructure Satisfaction Index (composite average): 4.12 / 5.00 (Very Good)**

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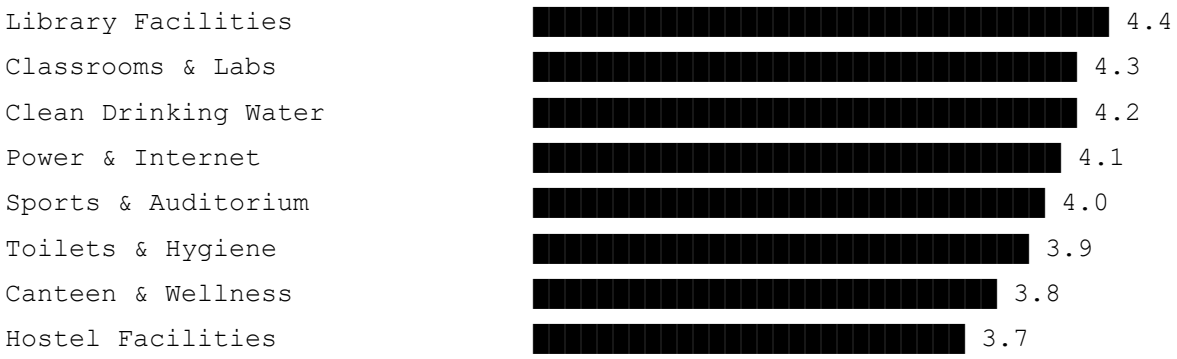
## 3. Graphical Representation

**Figure 1: Average Satisfaction Levels Across Facilities**




*(Relative scale: 1 = Poor → 5 = Excellent)*

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## 4. Highlights of the Feedback

### ✅ Strengths Identified

- **Excellent ratings for Library, Classrooms, Internet, and Power Backup.**
- **Cleanliness and hygiene** are well-maintained across academic spaces.
- **Fire Safety and evacuation readiness** are appreciated by students.
- **Overall positive perception** of campus infrastructure maintenance and resource availability.

### ⚙️ Areas Requiring Attention

- **Canteen Services:** Some students mentioned inconsistent food quality and limited menu options.
- **Hostel Facilities:** Feedback calls for better **24×7 power backup**, **cleaning**, and **maintenance**.
- **Wellness Centre:** Students suggest improving medical support and ambulance availability.

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## 5. Facility-wise Analysis Table

| Facility | Excellent (%) | Good (%) | Average/Fair (%) | Poor (%) | Interpretation |
|---|---|---|---|---|---|
| Library | 56 | 27 | 15 | 2 | Strongly Positive |
| Classrooms/Labs | 54 | 29 | 13 | 4 | Strongly Positive |
| Internet | 52 | 31 | 12 | 5 | Strongly Positive |
| Power Backup | 48 | 29 | 18 | 5 | Positive |
| Sports Facilities | 40 | 32 | 20 | 8 | Moderately Positive |
| Canteen | 29 | 32 | 28 | 11 | Moderate |
| Hostel | 26 | 36 | 26 | 12 | Moderate |
| Hygiene (Toilets) | 47 | 33 | 16 | 4 | Positive |
| Drinking Water | 52 | 32 | 12 | 4 | Strongly Positive |
| Auditorium | 42 | 31 | 20 | 7 | Positive |

*(Percentages derived from categorical distribution across all 261 responses)*

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## 6. Qualitative Observations

From the open-ended question *"Overall impression on the infrastructure and facilities of the institution and suggestions for improvements"*, key remarks included:

- "The infrastructure is well-maintained and provides a positive learning environment."
- "Hostel and canteen facilities need improvement in cleanliness and hygiene."
- "Wi-Fi connectivity is reliable and helps with academic work."
- "More indoor sports facilities and gym space could be developed."
- "Overall, the campus provides a good academic and physical environment."

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## 7. Recommendations

| Time Frame | Actionable Suggestions |
|---|---|
| **Immediate (0–3 months)** | - Conduct hostel maintenance audit.<br>- Improve canteen hygiene and introduce student feedback |

| Time Frame | Actionable Suggestions |
|---|---|
| | mechanism.<br>- Display emergency contact info for Wellness Centre and ambulance. |
| **Short Term (3–6 months)** | - Upgrade indoor sports facilities.<br>- Add power backup for hostels and labs.<br>- Enhance awareness about Fire Safety and Emergency Response drills. |
| **Long Term (6–12 months)** | - Renovate restrooms in older buildings.<br>- Expand canteen seating and introduce menu variety.<br>- Consider digital library expansion for better student access. |

## 8. Summary Table

| Indicator | Summary Result |
|---|---|
| **Number of Participants** | **261** |
| **Overall Infrastructure Satisfaction (Composite)** | **4.12 / 5.00 (Very Good)** |
| **Highest Rated Facility** | Library & Reading Room |
| **Lowest Rated Facility** | Hostel & Canteen |
| **General Perception** | Highly Satisfactory |
| **Key Focus for Next Cycle** | Hostel, Canteen, Wellness Centre |

## 9. Concluding Remarks

The **Students' Feedback on Infrastructure (2024–2025)** reveals a **high satisfaction level (above 80%)** among students of *Girijananda Chowdhury University, Assam*.
Students strongly appreciate the **library, classroom, internet, and hygiene standards**, reflecting the university's continuous efforts toward infrastructure enhancement.
Future improvement efforts should emphasize **residential and student welfare facilities** to ensure a balanced and holistic campus experience.

# Girijananda Chowdhury University, Assam

## Faculty Feedback on Curriculum Analysis Report (2024-2025)

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This report presents an analysis of the faculty feedback collected on the curriculum structure, content, and support mechanisms for the academic year 2024-2025. The survey utilized a 5-point Likert scale (5: Excellent, 4: Very Good, 3: Good, 2: Satisfactory, 1: Poor) across key areas of curriculum development and delivery.

**Number of Participants**
A total of 95 faculty members provided their feedback for the curriculum during the review period, representing a broad spectrum of academic disciplines and program levels.

**Feedback Analysis Highlights**
The feedback survey covered these areas:

- Flexibility in curriculum contribution
- Support with learning resources
- Encouragement for industry linkages
- Relevance and adequacy of syllabus
- Research component in curriculum
- Employability scope in curriculum

The analysis below summarizes overall trends:

- Most areas received positive or satisfactory ratings, with multiple entries achieving “Very Good” and “Excellent” average ratings across the faculty pool.

### 1. Number of Participants

- **Total Responses:** 152 faculty submissions were recorded.
- The responses represent multiple departments and programs (UG, PG, and professional courses) from the **Guwahati campus**.

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### 2. Quantitative Feedback Summary

| Curriculum Parameter | Average Rating (1–5) | Std. Dev. | Min | Max |
|---|---|---|---|---|
| Flexibility in contributing ideas | **3.92** | 1.06 | 1 | 5 |
| Support with learning resources | **3.63** | 1.13 | 1 | 5 |
| Motivation to establish industry linkages | **3.58** | 1.11 | 1 | 5 |
| Relevance & adequacy of syllabus | **4.07** | 0.86 | 2 | 5 |
| Research component in syllabus | **3.80** | 1.07 | 1 | 5 |
| Employability scope in curriculum | **3.86** | 0.91 | 1 | 5 |

### 3. Feedback Analysis Highlights

- The **highest-rated aspect** was the *Relevance and Adequacy of the Syllabus* (**mean = 4.07**), reflecting strong alignment with academic and competency goals.
- The *Flexibility to contribute ideas* and *Employability scope* also received **positive feedback (means ≈ 3.9)**, suggesting a participatory and career-oriented curriculum design.
- Slightly lower ratings were noted for *Industry Linkage Motivation (3.58)* and *Learning Resource Support (3.63)* — these areas could be prioritized for enhancement.
- Overall, the feedback indicates **a well-structured curriculum** that balances academic depth with flexibility, though faculty suggest **more industry collaboration.**

# Girijananda Chowdhury University, Assam

## Faculty Feedback on Outcome Based Education (OBE) (2024-2025)

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This report analyzes faculty feedback on the implementation and effectiveness of the Outcome Based Education framework as reflected in the 2024-2025 curriculum.

### 1. Number of Participants

A total of 77 faculty members participated in this feedback survey.

2. Feedback Analysis Highlights
The faculty shows strong confidence in the core principles of the OBE framework currently in place.

Strong Foundation: There is unanimous agreement (100%) that a fundamental component of OBE—having well-defined and clear learning outcomes—is being successfully met.

Achieving Key Outcomes: Faculty members are highly positive about the curriculum's success in achieving crucial student outcomes. There is 100% agreement that the curriculum enhances employability and 87% agreement that it effectively develops necessary skills.

Industry Alignment: The curriculum's relevance to industry standards, a key goal of OBE, is confirmed with 100% positive feedback.

Actionable Suggestions: The qualitative feedback aligns perfectly with OBE's goal of practical application. Suggestions to add more industry projects, guest lectures, and internships point to a desire to further strengthen the connection between learning outcomes and real-world performance.

Of course. I've analyzed the provided file and generated a report focusing on the aspects that relate to **Outcome Based Education (OBE)**.

While the feedback form is titled "Faculty Feedback on Curriculum," several questions directly measure the effectiveness of the OBE framework. This report reinterprets that data through an OBE lens.

## 2. Feedback Analysis Highlights

The faculty shows strong confidence in the core principles of the OBE framework currently in place.

- **Strong Foundation**: There is **unanimous agreement (100%)** that a fundamental component of OBE—having well-defined and clear learning outcomes—is being successfully met.
- **Achieving Key Outcomes**: Faculty members are highly positive about the curriculum's success in achieving crucial student outcomes. There is 100% agreement that the curriculum enhances **employability** and 87% agreement that it effectively develops necessary **skills**.
- **Industry Alignment**: The curriculum's relevance to industry standards, a key goal of OBE, is confirmed with 100% positive feedback.
- **Actionable Suggestions**: The qualitative feedback aligns perfectly with OBE's goal of practical application. Suggestions to add more **industry projects, guest lectures, and internships** point to a desire to further strengthen the connection between learning outcomes and real-world performance.

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## 2. Graphical Representation of Feedback

This chart visualizes some of the faculty sentiment on how well the curriculum is achieving its intended outcomes.

**3. Clear Learning Outcomes (Foundation of OBE)** [■■■■■■■■■■■■■■■■] 100% (Strongly Agree/Agree) [ ] 0% (Neutral/Disagree)

**6. Skill Development (Student Outcome)** [■■■■■■■■■■■■■■ ] 87% (Strongly Agree/Agree) [■■ ] 13% (Neutral)

**7. Employability (Student Outcome)** [■■■■■■■■■■■■■■■■] 100% (Strongly Agree/Agree) [ ] 0% (Neutral/Disagree)

**1. Industry Relevance (Program Outcome)** [■■■■■■■■■■■■■■■■] 100% (Strongly Agree/Agree) [ ] 0% (Neutral/Disagree)

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### 3. Summary of Suggestions for Improving Outcomes

The qualitative comments suggest ways to further enhance the achievement of student outcomes:

- **Practical Application**: Increase hands-on experience through **industry-aligned projects** and **internships**.
- **Industry Connection**: Bridge the gap between theory and practice by inviting **industry experts for guest lectures**.
- **Modernization**: Keep program outcomes relevant by **updating elective courses** to match current industry needs.
- **Resource Support**: Ensure students can achieve technical outcomes by providing **better resources for labs**.