
# IIT Kanpur Graduating Student Experience Survey Report

Academic Year 2024–2025

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# Preamble

An institute of higher learning like the Indian Institute of Technology, Kanpur fosters a dynamic academic environment. This is evident in the structure and content its courses, as well as its teaching methods and evaluation processes. All of these are deliberately designed to encourage innovation and experimentation in instruction. This flexibility coupled with knowledgeable and passionate faculty members leads to a wide range of learning experiences for students during their education here. Some of these experiences may be highly conducive to learning while others may fall short of that goal. Understanding the nature of these experiences is therefore essential for improving the overall effectiveness of teaching and learning. Keeping this in mind, the Centre for Education Research and Teaching Excellence conducted a survey among students of the class of 2025. To carry out this task, a committee of faculty members with diverse experience and expertise was constituted. Its composition was as follows:

1. Dr. Vineet Sahu (HSS) Convener
2. Dr. A. R. Harish (EE)
3. Dr. Monica Katiyar (MSE)
4. Dr. Nivedita Bhaktha (DoMS)
5. Dr. Salman Khan (ChE)

The committee thoughtfully designed the survey questions to collect data about and get insights into various aspects of students' learning at IIT Kanpur. The collected data were analysed by Dr. Nivedita Bhaktha using psychometric methods and this report presents the findings of that analysis. It is hoped that the conclusions drawn from the survey will contribute towards making teaching and learning at IIT Kanpur more effective with time.

We plan to repeat this exercise with the class of 2026 so that the conclusions arrived at in this report are further validated.

Manoj K. Harbola

**Acknowledgment:** After writing, ChatGPT was used at some places to refine the language and improve clarity

## Executive Summary

This report presents the key findings from the IIT Kanpur Graduating Student Experience Survey, 2025. The survey, conducted by the Center for Educational Research and Teaching Excellence (CERTEX), gathered responses from 206 graduating students (approximately 70% undergraduate and 30% graduate), offering a comprehensive view of student priorities, perceived institutional support, and the teaching-learning environment at IIT Kanpur.

1. Students overwhelmingly ranked "Career & Employment" as the most important purpose of their education, with "Curiosity for Knowledge" and "Personal Growth" as secondary priorities. "Social Life" was ranked lowest. Most students agreed that IITK supports career development and personal growth, while support for curiosity and social life was rated more variably. The hierarchy of priorities was consistent across both undergraduate and graduate cohorts.

2. Advanced statistical modelling revealed that the importance students assign to a purpose does not always predict their perceived support from IITK, indicating systemic misalignment. "Career" was both well supported and well aligned with its importance, while "Curiosity", despite being higher on the priority, showed signs of insufficient support. The findings highlight the need for IITK to better align support with student priorities.

3. Teaching and Learning Environment at IITK-
    a. Students identified projects or hands-on experiences, board work, and the use of PPT slides as the most effective teaching tools. Traditional methods and practical, project-based learning were especially valued.
    b. Students credited their accelerated learning to interactive teaching, accessible faculty, small class sizes, continuous assessment, diverse resources, and a collaborative peer environment. Project-based and real-world learning experiences were particularly impactful.
    c. Students expressed frustration with rote learning, over-reliance on slides, outdated labs, arbitrary grading, large class sizes, and poor communication. Lack of practical exposure and rigid curricula were also cited as significant barriers.
    d. Key recommendations for improvements included increasing interactive and practical learning, updating curricula, diversifying assessments, improving feedback mechanisms, enhancing industry exposure, and strengthening digital resources. Students also called for smaller class sizes, better faculty training, and more robust support for student well-being.

4. Students anticipate a shift towards skill-based, technology-integrated, and student-centered education. There is concern about the declining relevance of traditional degrees and the need for IITK to adapt to changing educational paradigms. Respondents envision hybrid learning models, greater industry collaboration, and a focus on holistic development.

## Introduction

The Center for Educational Research and Teaching Excellence (CERTEX) was established in January 2025 to develop and improve learning environment at IIT Kanpur (henceforth IITK). As part of its initiatives, the graduating student experience survey 2025, was designed to capture student perceptions regarding the purpose of education, the alignment between their educational priorities and the support received from the institution, and the effectiveness of teaching and learning methods. This survey serves as a vital tool for understanding student experiences and expectations, and for guiding strategic planning to enhance teaching and learning environment at IITK.

## Survey

The survey instrument was developed collaboratively by a committee of faculty members – Nivedita Bhaktha, Vineet Sahu, A. R. Harish, Monica Katiyar, and Salman Khan to ensure comprehensive coverage of key aspects of the student experience. The questionnaire included both closed-ended and open-ended questions, focusing on the following areas:

- **Purpose of Education**: Students were asked to rank four core purposes: Career & Employment, Curiosity for Knowledge, Personal Growth, and Social Life; in order of personal importance.
- **Perceived Support**: For each purpose, students indicated their level of agreement (on a four-point Likert scale: Strongly Disagree to Strongly Agree) with the statement that IITK had enabled them to achieve that purpose.
- **Teaching and Learning Tools**: Students identified which instructional methods and tools they found most and least helpful in their learning process.
- **Future Trends:** Open-ended questions invited students to speculate on the future of undergraduate education and suggest improvements for IITK.

The survey was administered online using Google Forms (link to survey). Invitations were sent to all graduating students, with reminders issued to encourage participation. In total, 211 complete responses were received from about 1224 graduating students. The response rate was about 17%.

## Analysis

The analysis of the graduating student experience survey 2025 employs both quantitative and qualitative methods. For closed-ended questions we will use quantitative methods and provide summary tables and figures to present the distribution of responses, including frequencies, percentages, means, and standard deviations. Rankings of purpose of education are analyzed using descriptive statistics and visualized using grouped and stacked bar charts to illustrate the distribution of priorities among students. Perceived support for each purpose of education is examined using Likert scale response distributions. To assess the alignment between student priorities and perceived institutional support, a misalignment score was calculated for each purpose. The distribution of misalignment scores is summarized using histograms and boxplots, both overall and by educational purpose. Finally, we fit regression models to examine the gap between importance and perceived achievement of various education purposes. Response to open-ended questions will be analyzed using qualitative methods. We will employ text and sentiment analysis highlighted to illustrate student

perspectives on teaching methods and areas for improvement. The text will be cleaned for language, grammatical and syntax errors before analysis using text mining and natural language processing (NLP). Initial thematic coding will be performed followed by full thematic analysis. Wherever applicable, we will perform sentiment analysis.

All analyses will be conducted using R, and the script can be provided upon request for reproducibility and transparency.

## Descriptive Statistics

We received responses from 211 students from both the undergraduate and graduate programmes. However, five responses were from undergraduate students who were either not graduating or dropping out. Those response were not included in the analysis. Our final sample consists of 206 students – 61 students (approx. 30%) are graduating with a graduate degree and 145 students (approx. 70%) are graduating with an undergraduate degree. Students graduating with a B.S., B.Tech, or Double Major degrees are classified as undergraduate students and the students graduating from all other programmes including dual degree and Ph.D. are categorized as graduate students. To maintain fairness and to provide anonymity to the respondents, we have not collected any socio-demographic data or information related to their branch at IITK.

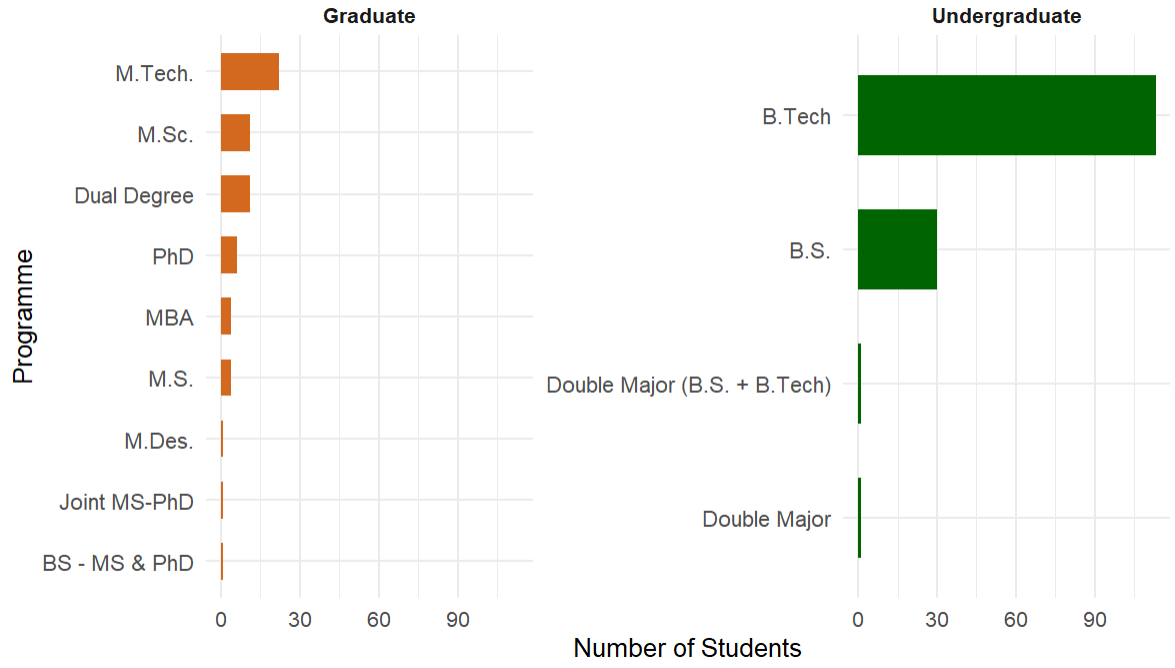


*Figure 1: Study programme of students in the sample.*

## Purpose of Education and Perceived Achievement

Students were asked to rank the following four purposes of education based on their importance (1 = most important and 4 = least important):

1. To build a career and employment (**career**)
2. To satisfy one's curiosity for knowledge (**curiosity**)
3. Personal growth (**growth**)
4. College life (Social factor) (**social**)

We can observe from *Table 1* that building a career and employment is most frequently ranked as the primary purpose of pursuing education at IITK. From *Figure 2*, we can see that satisfying curiosity and personal growth are close, generally ranked as secondary purposes. Social factor (college life) is ranked lowest in importance, indicating students see them as less central to the purpose of education.

*Table 1:* Summary of rank preferences for purpose of education

| Factor | Mean Rank | SD | Importance |
|---|---|---|---|
| Career | 1.89 | 1.02 | High |
| Curiosity | 2.35 | 1.06 | Moderate |
| Growth | 2.25 | 0.87 | Moderate |
| Social | 3.51 | 0.78 | Very Low |

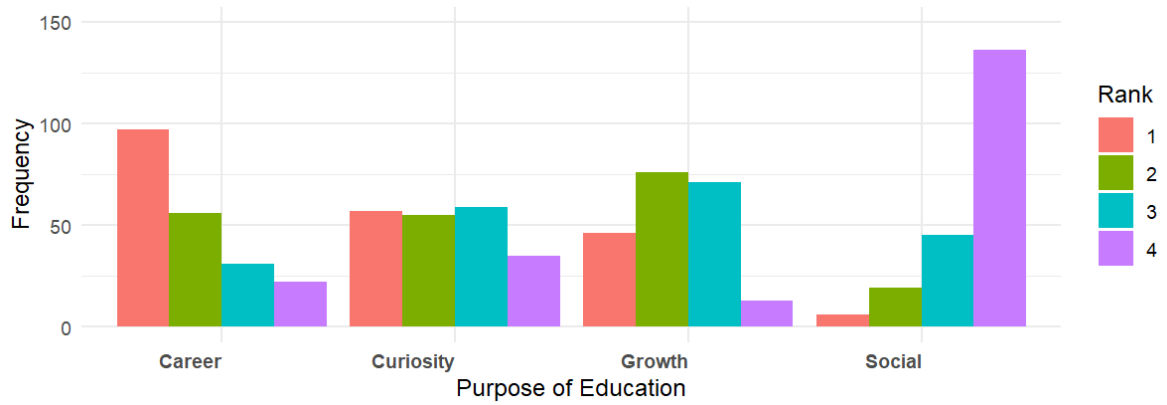


*Figure 2: Distribution of ranks for purpose of education.*

Students also rated their agreement (1 = Strongly agree to 4 = Strongly disagree) with how much IITK enabled them to achieve the four factors listed above. From *Table 2*, we can see that on an average, students agree that IITK supports building a career and personal growth. Satisfaction of curiosity has a slightly higher mean, suggesting more neutral or mixed views.

Social life was generally rated positively, but with more variation.

*Table 2*: Frequency distribution of agreement that IITK has enabled them to achieve the four purposes of education.

| Factor | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Career | 42.2% | 39.8% | 9.2% | 8.7% |
| Curiosity | 21.4% | 42.2% | 23.3% | 13.1% |
| Growth | 40.8% | 42.2% | 11.2% | 5.8% |
| Social | 40.8% | 35.0% | 14.6% | 9.7% |

The stacked bar charts from *Figure 3* reveal a clear hierarchy in student priorities: career and employment are paramount, followed by curiosity and personal growth, with social life being least emphasized as a purpose of education at IITK. This distribution is similar across students from graduate and undergraduate programmes.

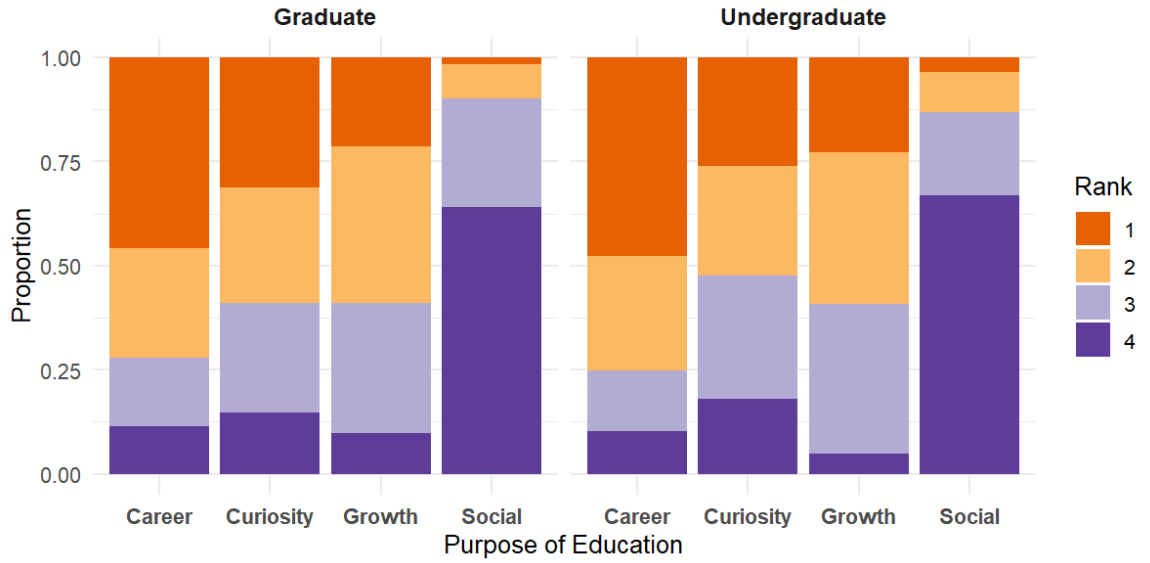


*Figure 3: Distribution of ranks for purpose of education by students graduating with graduate and undergraduate degrees.*

### *Alignment of Importance and Achievement*

It is vital to examine the alignment between the importance a student assigns to a specific educational purpose (their rank) and the degree to which they feel IITK has supported them in achieving it (their perceived achievement). We define misalignment to be the gap between the importance and perceived achievement of the purpose of education. A negative misalignment score indicates that a purpose is ranked as more important than the support

perceived, suggesting unmet expectations. Conversely, a positive score suggests the institution provides more support than the student prioritized for that purpose. The misalignment score ranges from -3 to +3. These gaps are useful for designing interventions for targeted improvements.

Table 3: Mean and standard deviation of misalignment scores for the four purposes of education.

| Purpose | Mean | SD |
|---|---|---|
| Career | 0.049 | 1.393 |
| Curiosity | 0.068 | 1.374 |
| Growth | 0.427 | 1.110 |
| Social | 1.578 | 1.254 |

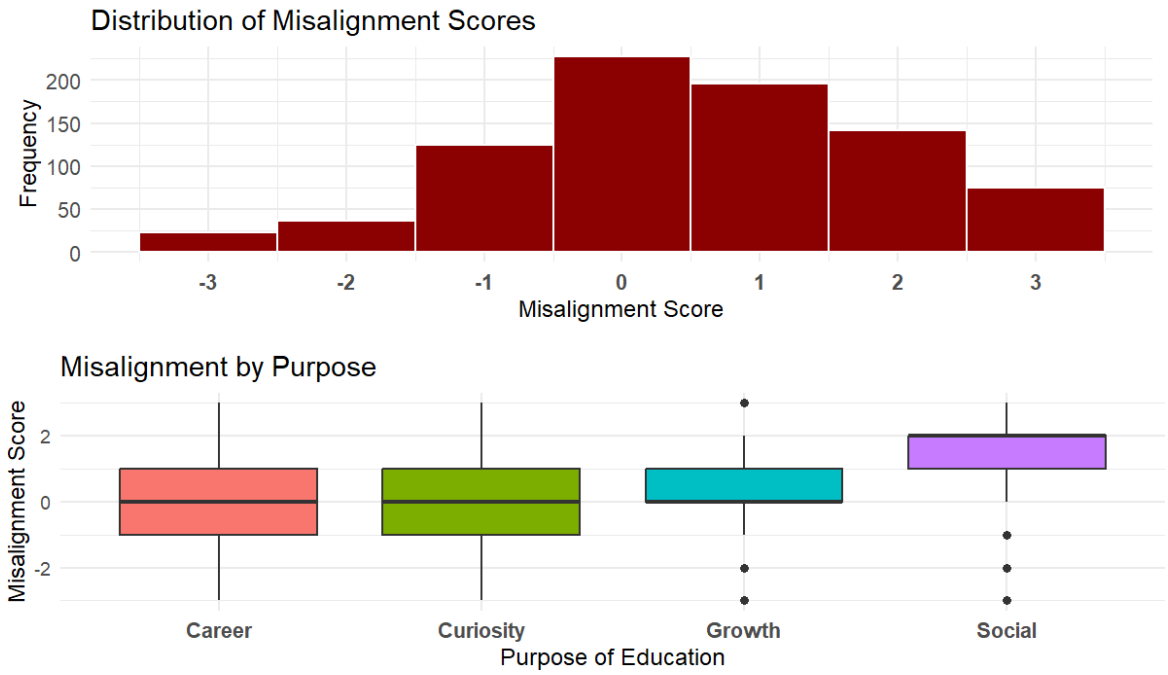


*Figure 4: Histogram of misalignment scores and box-plot of misalignment scores for purpose of education*

We can see from *Table 3* that social life shows the greatest overperformance relative to its expectations. It seems like career and curiosity are areas with little to no mismatch, suggesting IITK is aligned with student motivations there. We do not see significant differences in the distribution of misalignment scores between students belonging to graduate and undergraduate programmes and hence we will not pursue those differences further. However, from *Figure 4* it is clear that even though the mean misalignment score for career, curiosity, and growth is close to zero, there is a lot of variability in its distribution. This is also true for social

factor. Therefore, we will fit a statistical model to understand the association between ranks and misalignment.

## Cumulative Link Mixed Model

To investigate how well IITK supports students in achieving the key purposes of education, we modelled perceived achievement and the degree of alignment (or misalignment) between their educational priorities and their experiences at IITK. Students ranked the importance of four educational purposes: Career, Curiosity, Growth, and Social; and rated the extent to which IITK enabled them to achieve each, using an ordinal Likert scale. Given the ordinal nature of the perceived experience variable (with four response categories), we employed a cumulative link mixed model (CLMM) with random intercepts for each student. This approach accounts for individual differences in baseline perceptions and allows for robust estimation of the relationship between ranked priorities and their perceived support from the institution. Misalignment, defined as the difference between a purpose's importance and the perceived support received, was similarly modelled, with its range (-3 to +3).

We used responses from 206 students retained in the final sample to fit the two regression models described above. Three thresholds were estimated for perceived achievement whereas six thresholds were estimated for the misalignment variable to account for four and 7 categories of the variables respectively. We can observe from the *Table 4* that 'Career' was used as the reference category. This choice was made because a large number of students ranked 'Career' as their top priority, indicating its highest level of importance among the factors considered.

For perceived experience, there is considerable variation among students (SD(intercept) = 1.40) in how they rate the support received from IITK across different purposes. Specifically, rank or prioritization of a purpose does not significantly predict their perceived achievement suggesting a possible misalignment, i.e., students may feel more supported in areas they consider less important. Compared to career, students report significantly lower perceived support from IITK for curiosity. However, the perceived support for growth and social factors does not differ significantly from that for career. The threshold coefficients for the outcome variable indicate that the underlying assumption of normal distribution is satisfied. The model seems to have a good fit.

In case of alignment between importance and perceived achievement of purposes, there is considerable variation among students in misalignment i.e., some students systematically feel more aligned or misaligned across factors than others. We can see that rank is a significant predictor of misalignment between importance and perceived achievement of a factor or purpose of education. As rank increases (i.e. purpose becomes less important), misalignment increases. Compared to career, curiosity has a significantly higher misalignment i.e., IITK supports curiosity less relative to its importance. This is also supported from the model for perceived achievement. The misalignment for growth and social factors does not differ significantly from that for career. The model seems to have a good fit.

Table 4: Results of cumulative link mixed model. Value in the parentheses represent the standard error of the coefficient and the values in the square brackets are the associated p-values.

| | **Perceived Experience** | **Misalignment** |
|---|---|---|
| Rank | 0.14+ | 2.47*** |
| | (0.08) | (0.12) |
| | [0.06] | [<0.01] |
| Career | | |
| Curiosity | -1.11*** | -1.09*** |
| | (0.20) | (0.20) |
| | [<0.01] | [<0.01] |
| Growth | -0.08 | 0.05 |
| | (0.20) | (0.19) |
| | [0.71] | [0.79] |
| Social | -0.01 | 0.05 |
| | (0.24) | (0.23) |
| | [0.97] | [0.84] |
| -3\|-2 | | -0.69* |
| -2\|-1 | | 0.67** |
| -1\|0 | | 2.91*** |
| 0\|1 | | 5.80*** |
| 1\|2 | -0.16 | 8.36*** |
| 2\|3 | 2.23*** | 10.85*** |
| 3\|4 | 3.64*** | |
| SD (Intercept) | 1.40 | 1.33 |
| Observations | 824 | 824 |
| R2 Conditional | 0.402 | 0.751 |
| AIC | 1917.4 | 2070.3 |
| BIC | 1955.1 | 2122.1 |
| RMSE | 1.86 | 1.39 |
| + p < 0.1, * p < 0.05, ** p < 0.01, *** p < 0.001 | | |

To summarize, career is both well supported and well aligned with its importance. Curiosity may be important but less supported, leading to misalignment. There seems to be a systemic issue: support is not aligned with students' priorities. However, we need to be cautious while generalizing the findings as we have a rather small sample size (206 students from the graduating batch of 2025). Moreover, we do not have any information regarding the branch and demographics of the students which is vital for generalizability.

## Teaching and Learning Environment at IITK

### Tools that were helpful in teaching and learning process

Students were asked to select all the tools they found were effective in the teaching and learning process at IITK. The mostly frequently cited tool that was deemed to be helpful was projects or hands-on experiences in the course (133 mentions), followed by board work in the classroom (129 mentions), and then use of PPT slides in classroom (123 mentions). The bar chart (*Figure 5*) provides the frequencies of teaching tools deemed helpful by respondents. The pie chart illustrates the relative popularity of the top 5 tools, highlighting their role in the teaching-learning environment at IITK. The largest shares go to traditional methods (board work, PPTs) and hands-on or project-based learning, with significant contributions from AI/software tools and integrated lab-theory sessions.

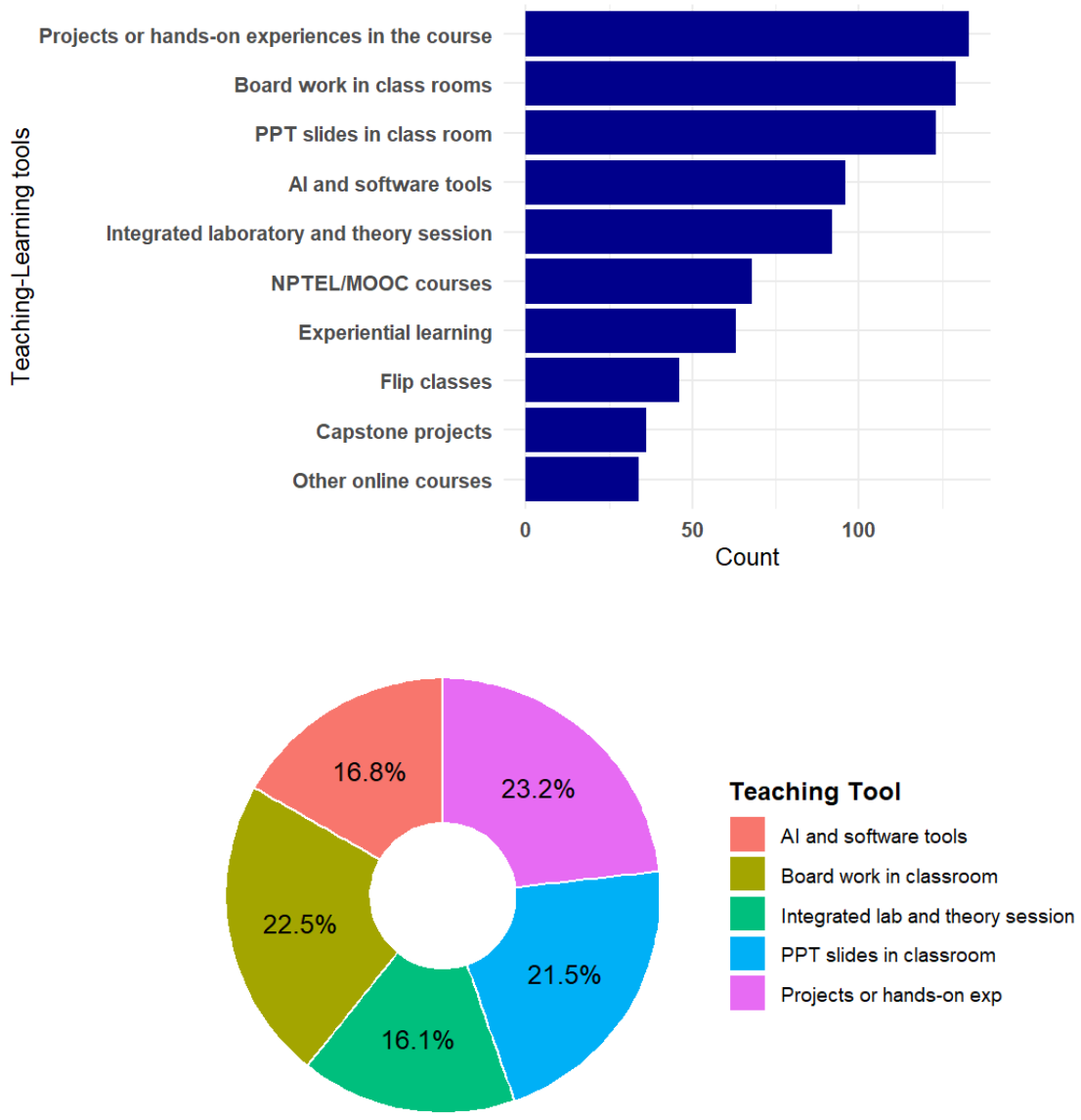


*Figure 5: Bar chart and pie chart of the teaching tools preferred by students.*

## Methods that accelerated student learning

Students were asked to mention the method/s or system/s at IITK that accelerated their learning curve and their reasons behind it. There were 99 responses to this question. The actual responses have been provided in *Appendix A.1*. The responses identify several teaching methods and systemic features at IITK that students feel have positively accelerated their learning curve. The most frequently cited factors include:

1. Project-Based and Hands-On Learning: Students consistently highlight the value of well-designed projects, group projects, and hands-on lab work. These experiences help bridge the gap between theory and application, deepen understanding, and build practical skills relevant to research and industry.
2. Interactive and Engaged Teaching: Professors who teach interactively by asking questions, encouraging discussion, and providing real-world examples, are praised for making classes more engaging and concepts easier to grasp.
3. Board Work and Classroom Problem Solving: Traditional chalk-and-board teaching, especially when paired with worked examples and problem-solving sessions, is seen as highly effective. This method allows for a manageable pace, better note-taking, and clarity of explanation.
4. Accessible and Supportive Faculty: The ability to approach professors for one-on-one doubt clearing, office hours, and approachable attitudes are cited as major accelerators of learning.
5. Small Class Sizes and Tutorials: Smaller classes and tutorial sessions enable more individual attention, easier doubt resolution, and more interactive learning environments.
6. Continuous and Diverse Assessment: Regular quizzes, graded assignments, and component-based grading (including projects, participation, and presentations) encourage consistent effort and reduce the pressure of high-stakes exams.
7. Availability of Learning Resources: Uploaded lecture notes, recorded videos, and access to supplementary materials (including online platforms like NPTEL and Mookit) support self-paced learning and review.
8. Peer Learning and Collaborative Environment: The influence of talented peers, group assignments, and exposure to a diverse student body from different branches and backgrounds are seen as motivating and enriching.
9. Practical and Real-World Relevance: Courses and assignments that relate theory to real-life examples, case studies, or current technologies (such as machine learning or coding) are particularly valued.
10. Freedom and Flexibility: The ability to choose electives, flexible attendance, and self-study options are appreciated for catering to individual learning preferences.

The overall sentiment in these responses is strongly positive, with students expressing appreciation and enthusiasm for methods that foster active engagement, practical application, and supportive learning environments. Key sentiment patterns include:

1. Positive Sentiment: Words and phrases such as "accelerated," "enjoyable," "helped me learn," "boosted learning," "very useful," and "exceptional" reflect a high degree of satisfaction with these methods.
2. Gratitude and Motivation: There is gratitude for motivated professors, accessible resources, and opportunities for creativity and self-driven learning.
3. Constructive Feedback: Some responses note areas for further improvement, such as the need for more hands-on management and entrepreneurial skills, but these are generally framed as suggestions rather than complaints.
4. Recognition of Peer and Environmental Influence: Several responses acknowledge the positive impact of peer pressure, a collaborative atmosphere, and exposure to diverse perspectives.

| Method/System | Frequency | Example Response/Comment |
|---|---|---|
| Project-based and hands-on learning | High | "Projects essentially played a major part in accelerating my learning curve..." |
| Interactive and engaged teaching | High | "Engaged teaching has helped me accelerate my learning...students actively involve..." |
| Board work and classroom problem solving | High | "Teaching by a Professor on the board, hands down, while explaining the entire process..." |
| Accessible and supportive faculty | Medium | "The privilege of directly contacting the professor...accelerated the learning curve." |
| Small class sizes and tutorials | Medium | "Smaller classes - less distraction, individual attention, easy to ask doubts..." |
| Continuous and diverse assessment | Medium | "Regular graded labs...helped me learn concepts and stay up to date." |
| Availability of learning resources | Medium | "Uploaded lecture notes...were very helpful." |

| Method/System | Frequency | Example Response/Comment |
|---|---|---|
| Peer learning and collaborative environment | Medium | "Talented friends and peers..." |
| Practical and real-world relevance | Medium | "Teaching methods such as practical and hands-on experience accelerated the learning..." |
| Freedom and flexibility | Medium | "FREEDOM TO CHOOSE ELECTIVES, NPTEL RECORDED LECTURES..." |

## Methods that hindered student learning

Students were asked to mention the method/s or system/s at IITK that hindered their learning curve and their reasons behind it. There were 103 responses to this question. The actual responses have been provided in *Appendix A.2*. The responses highlight several teaching methods and systemic issues at IITK that students feel have hindered their learning. The most frequently mentioned points include:

1. Over-reliance on PowerPoint (PPT) Slides: Many students criticize the use of slides, stating that professors often read directly from them without elaboration or providing in-depth explanations. This approach is seen as less interactive and less effective compared to board work, leading to superficial understanding and "syllabus inflation," where too much material is covered too quickly.
2. Online/Remote Teaching: Shifting lectures to online mode is reported to reduce motivation and the quality of the learning environment, especially when professors do not engage (e.g., not turning on video).
3. Grading and Assessment Issues: There are complaints about arbitrary grading practices, lack of standardization, and overemphasis on grades rather than learning. Frequent quizzes, surprise tests, and strict deadlines are viewed as stressful and sometimes misaligned with course content.
4. Lack of Practical and Interactive Learning: Students mention a lack of practical demonstrations, hands-on assignments, and in-class problem-solving. Labs are often described as outdated, disconnected from course content, or mere formalities with little actual learning.
5. Large Class Sizes and Low Faculty-to-Student Ratio: High class strength makes it hard for professors to give individual attention, leading to a less interactive environment and discouraging doubt-clearing.
6. Course and Curriculum Structure: The semester system is seen as too rushed, with excessive content crammed into short periods. There is also criticism of compulsory and outdated courses, lack of flexibility, and insufficient alignment with industry needs.
7. Communication and Engagement: Some professors are described as uninterested, rigid, or poor communicators. This, combined with non-interactive teaching and lack of feedback mechanisms, further hinders learning.

8. Resource Availability: Delays in sharing slides, lack of accessible reading materials, and underutilization of platforms like HelloIITK make it difficult for students to keep up.
9. Other Issues: These include lack of coordination between lectures and exams, non-transparent policies, and outdated teaching methods.

The overall sentiment of the responses is predominantly negative, with a tone of frustration and disappointment. The following sentiment patterns are evident:

1. Negative Sentiment: Most comments express dissatisfaction with current teaching methods, particularly the use of slides, lack of interactivity, outdated labs, arbitrary grading, and rigid course structures. Words and phrases like "hinders," "not fair," "ridiculous," "obsolete," "not productive," "lack," "burden," and "useless" underscore strong negative feelings.
2. Constructive Criticism: Some responses offer suggestions for improvement, such as adopting more interactive board work, providing better lecture notes, updating lab experiments, and introducing practical, industry-relevant courses.
3. Resignation and Cynicism: A few responses reflect resignation or cynicism, with statements like "everything is going good" (possibly sarcastic), "mostly 90% methods in IIT Kanpur are useless," or "every faculty of our campus is hindrance to study".
4. Occasional Positive Notes: There are rare mentions of things going well or professors being knowledgeable, but these are often overshadowed by critiques about communication or outdated content.

| Teaching Issue | Frequency | Example Response/Comment |
|---|---|---|
| Overuse of PPT slides | High | "Some professors just read out ppts line by line but don't give in-depth knowledge." |
| Lack of practical/lab work | High | "Labs…are often completely detached from the other courses…students don't learn." |
| Arbitrary/Unfair grading | Medium | "Leaving the grading at the prerogative of the professor alone causes arbitrary grading." |
| Online/remote teaching | Medium | "Lectures shifted to online mode…hinders motivation and environment to learn." |
| Large class size, low interaction | Medium | "Way too high class strength…prof can't give individual attention." |
| Outdated/irrelevant compulsory courses | Medium | "Very old techniques/course are used that are totally irrelevant." |

| Teaching Issue | Frequency | Example Response/Comment |
|---|---|---|
| Rigid course structure, overload | Medium | "Covering a lot of syllabus in such a short semester system hinders real learning." |
| Poor communication/engagement | Medium | "Professors not being approachable for doubts." |
| Lack of resources/materials | Medium | "Not all profs share slides, which made it much harder to understand the concepts." |

## Suggestions for improving teaching and learning environment

Students were asked for suggestions to improve teaching and learning environment at IITK. There were 92 responses to this question. The actual responses have been provided in *Appendix A.3*. The suggestions provided by students for improving the teaching and learning environment at IITK are wide-ranging. The most prominent themes include:

1. Interactive and Practical Learning:
    a. Increase interactive teaching and reduce reliance on PowerPoint slides.
    b. Incorporate more practical work, hands-on projects, and industry-relevant content.
    c. Replace a portion of lectures with tutorials or discussion sessions to deepen understanding.
    d. Encourage group activities and collaborative learning.
2. Faculty and Class Size:
    a. Improve the faculty-to-student ratio and reduce class sizes for more personalized attention.
    b. Hire more professors, especially in specialized and industry-relevant fields.
    c. Provide training for professors on effective teaching methods and incentivize quality teaching.
3. Curriculum and Assessment Reform:
    a. Reduce the number of compulsory courses and allow more electives, especially those aligned with thesis or industry needs.
    b. Update and modernize the curriculum regularly to keep pace with technological advancements and industry trends.
    c. Diversify assessment methods (quizzes, projects, presentations) and reduce the focus on rote learning and traditional exams.
    d. Implement fairer and more transparent grading systems, including automated grading where appropriate.
4. Resource Availability and Digital Tools:
    a. Ensure all lectures and resources are available in video form and lecture notes are uploaded promptly.
    b. Use centralized digital platforms (like Mookit) for materials, assignments, and quizzes.

    c. Provide directories of previous year questions, notes, and supplementary materials.
5. Feedback and Accountability:
    a. Strengthen the student feedback system to ensure actionable outcomes and make faculty more accountable for poor teaching or misconduct.
    b. Allow for more detailed and anonymous feedback, and ensure consequences for repeated negative feedback.
6. Industry and Real-World Exposure:
    a. Invite industry experts and academic researchers for regular talks and seminars.
    b. Collaborate with companies for industry-sponsored courses and projects.
    c. Include more industry-ready courses and practical applications in the curriculum.
7. Student Wellbeing and Flexibility:
    a. Manage course loads to allow sufficient time for self-study and reduce unnecessary academic pressure.
    b. Offer multiple options for course assessment to reduce grade anxiety and encourage learning.
    c. Support mental health and wellness initiatives.
    d. Avoid classes on Saturdays to allow students time for exploration and reflection.
8. Administrative and Policy Suggestions:
    a. Improve grievance redressal mechanisms with guaranteed quick solutions.
    b. Organize more informal student-faculty meetups to build rapport and break down barriers.
    c. Streamline administrative processes to reduce bureaucratic hurdles.

The overall sentiment is a mix of constructive criticism and frustration, with a strong undercurrent of hope for positive change. Key sentiment patterns include:

1. Constructive and Solution-Oriented**:** Many suggestions are specific, actionable, and motivated by a desire to improve learning outcomes and student engagement.

2. Frustration and Disillusionment: There is evident frustration with outdated curricula, ineffective feedback mechanisms, lack of accountability, and administrative inertia. Words and phrases like "useless," "formalities," "not up to the mark," and direct criticisms of departments and policies reflect this.

3. Appreciation for Good Practices: Positive references are made to project-based courses, motivated faculty, and departments or professors who already employ effective teaching methods.

4. Urgency and Demand for Accountability: Some responses express urgency for change, especially regarding curriculum updates, faculty accountability, and the need for more practical, industry-aligned education.

| Suggestion Area | Frequency | Sentiment | Example Response/Comment |
|---|---|---|---|
| More interactive/practical learning | High | Constructive | "Include more practical work and projects in courses - new trending courses to be included like GenAI" |
| Better faculty-student ratio | High | Constructive | "Improve faculty to student ratio and reduce class sizes...individual attention and interactive teaching is not possible in large classes." |
| Curriculum modernization | High | Frustration | "It is high time to realize that this institute and its professors need to continuously evolve their courses..." |
| Diverse and fair assessment | Medium | Constructive | "Multiple options to score for in the course...not all focus is on grade alone but on learning things too." |
| Enhanced feedback/accountability | Medium | Frustration | "Feedback system seems to be improving but where are you making any professor accountable for any wrong deeds..." |
| Industry exposure | Medium | Constructive | "Invite industry experts from the respective fields...students will learn both theory and practical skills." |
| Digital resources and tools | Medium | Constructive | "All lectures and resources should be available for any class in video form on Mookit" |
| Student wellbeing/flexibility | Medium | Constructive | "Give sufficient time for self study, design course more than tough which may bound the syllabus for exam and quiz" |
| Administrative improvements | Medium | Frustration | "Change the faculty and bring more Grievance redressal mechanisms with quick solution redressal guarantee procedure" |

## Future of Educational Institutions

Students were asked for suggestions to improve teaching and learning environment at IITK. There were 66 responses to this question. The actual responses have been provided in *Appendix A.4*. We performed text analysis of the responses, and the following themes emerged:

1. *Shift from Traditional to Skill-Based and Practical Learning*: There is a strong consensus that the current model of rote, theory-heavy education is outdated. Respondents call for a move toward hands-on, skill-based, and interdisciplinary learning, with a focus on real-world applications and industry relevance
2. *Integration of Technology and AI*: Many foresee artificial intelligence, virtual reality, and online resources fundamentally changing how education is delivered and assessed. AI is seen both as a tool for personalized learning and as a challenge to traditional assessment methods, with suggestions to redesign curricula to leverage AI for deeper learning rather than mere fact reproduction
3. *Declining Brand Value of Elite Institutions*: The prestige of institutions like IITs is perceived to be waning as online resources democratize access to quality education. The "IIT tag" is seen as less meaningful unless the institution adapts to new educational paradigms and focuses on unique value propositions beyond degree granting
4. *Need for Faculty-Student Engagement and Empathy*: There is a call for increased mentorship, empathy, and collaboration between faculty and students, moving beyond transactional classroom interactions to holistic personality and skill development
5. *Career Orientation vs. Academic Pursuits*: Students are increasingly focused on employability and job-oriented skills, sometimes at the expense of foundational knowledge and research. This trend is seen as both a response to economic pressures and a risk to the academic and research mission of universities
6. *Challenges in Curriculum and Institutional Culture*: Respondents highlight outdated curricula, lack of practical exposure, and insufficient integration of new technologies as major issues. There's also criticism of bureaucratic inertia, lack of faculty engagement, and the commodification of education
7. **Speculation on Future Trends**:
    - Hybrid and flexible learning models will become mainstream.
    - Skill-based credentials may overtake traditional degrees in importance.
    - Universities may need to adopt models akin to startup incubators, focusing on innovation and entrepreneurship.
    - The division between undergraduate and postgraduate education may blur, with more modular, just-in-time learning pathways

## Further Follow-up

Students were asked if they were interested in a follow-up survey and if so, they were asked to provide their email address. 38 out of 211 respondents have provided their email address for further information.

## Conclusion

The IIT Kanpur Graduating Student Experience Survey, 2025, provides valuable insights into the priorities, experiences, and perceptions of the institute's graduating cohort. Survey results highlight areas where institutional support does not always align with student priorities, most notably in curiosity for knowledge and social engagement.

The analysis of misalignment scores underscores the importance of regularly assessing the fit between what students value and what the institution delivers. It is encouraging to note that many students feel well-supported in their academic pursuits, but the survey results also point to opportunities for IITK to further enhance teaching and learning environment. Specifically, there is a clear call for more practical, hands-on learning experiences, greater emphasis on skill development, and a more vibrant and inclusive campus life.

As higher education continues to evolve in response to technological, economic, and social changes, IITK must remain proactive in adapting its curriculum, teaching methods, and student support systems. In summary, this survey serves as both a reflection of student experiences and a roadmap for institutional growth. By reflecting on the student feedback and survey results, IITK can continue to lead as a premier institution of higher learning, shaping the future of education in India.