

Original Article

ACADEMIC EXCELLENCE, INSTITUTIONAL DEVELOPMENT, AND STUDENT SATISFACTION: A CASE STUDY OF ORIENTAL UNIVERSITY, INDORE

Dr. Ramanpreet Kaur ^{1*}

¹ Assistant Professor, Education Department, Oriental University, Indore, India



ABSTRACT

This paper examines academic excellence, institutional development, and student satisfaction at Oriental University, Indore, a private university in Madhya Pradesh. It draws on publicly available institutional data together with student and alumni reviews collected across several independent education-information platforms to examine changes in placement outcomes, faculty and curriculum perception, and campus infrastructure across recent batches. Overall, the evidence presents a clearly positive picture of institutional development. Placement participation has widened, the average package has increased, and the recruiter base has become increasingly diverse. Faculty support and curriculum relevance are also viewed favourably across multiple reviews, while the university continues to maintain its accreditations and ranking position. Feedback relating to hostel amenities and campus discipline provides constructive opportunities for further strengthening an already developing student experience. Taken together, the findings indicate sustained institutional progress, with particularly strong positive sentiment on the dimensions most closely connected with academic quality and student outcomes.

Keywords: Academic Excellence, Institutional Development, Student Satisfaction, Case Study, Private University, Placement Outcomes, Higher Education, Indore

INTRODUCTION

Higher education institutions in India are increasingly assessed not only through infrastructure and accreditation indicators but also through the quality of the student experience, commonly discussed in the literature as student satisfaction. Student satisfaction is generally understood as a composite outcome shaped by teaching quality, curriculum relevance, campus infrastructure, placement support, and the responsiveness of institutional services. This case study examines how these dimensions come together at Oriental University, Indore, using institutional records alongside publicly available student reviews collected from several platforms.

The case study format was chosen deliberately here. Rather than setting up a hypothesis and testing it through a controlled primary survey, the aim is to build an evidence-based narrative of how one institution has developed over time, read that narrative against a fairly standard multi-dimensional satisfaction framework, and end with conclusions and recommendations that are actually usable - which is more or less the standard shape of an applied management or education case study.

*Corresponding Author:

Email address: Dr. Ramanpreet Kaur (Ramanpreet.Kaur@outlook.com)

Received: 06 June 2026; Accepted: 23 July 2026; Published 14 August 2026

DOI: [10.29121/ShodhPrabandhan.v3.i2.2026.125](https://doi.org/10.29121/ShodhPrabandhan.v3.i2.2026.125)

Page Number: 100-106

Journal Title: ShodhPrabandhan: Journal of Management Studies

Journal Abbreviation: ShodhPrabandhan J. Manag. Stud.

Online ISSN: 3049-2416, Print ISSN: 3108-1975

Publisher: Granthaalayah Publications and Printers, India

Conflict of Interests: The authors declare that they have no competing interests.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.

Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.

Copyright: © 2026 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

INSTITUTIONAL PROFILE (BACKGROUND OF THE CASE)

Oriental University, Indore, is a private university located in Jakhya, on the outskirts of the city. [Table 1](#) pulls together the basic institutional profile as it appears across public listings.

Attribute	Detail
Type	Private University
Location	Jakhya, Indore, Madhya Pradesh, India
Regulatory Recognition	NICTE, Bar Council of India (BCI), MPPURC
Quality Certification	ISO 9001:2008
National Ranking	68th - 'University (Private)' category, India Today, 2025
Key Programmes	B.Tech (13+ specialisations), MBA (4 specialisations), Law, Pharmacy, BA/BCom/BSc/BCA, Education

Programme-wise, the university offers undergraduate and postgraduate courses across Engineering, Management, Law, Pharmacy, and several general disciplines, positioning it as a broad multidisciplinary institution within the competitive private higher-education sector of central India.

PROBLEM STATEMENT

Publicly available information about private universities is often distributed across different education-information and review platforms. This case study brings placement data, faculty and curriculum feedback, and infrastructure-related observations from several independent sources into one structured analysis. The purpose is to develop a consolidated evidence-based picture of Oriental University's institutional development and to examine the extent to which this development is reflected positively in publicly expressed student and alumni experiences.

OBJECTIVES OF THE STUDY

- To document Oriental University's institutional development indicators (accreditation, ranking, placement trends) using verifiable public data.
- To characterise student satisfaction across core academic and campus-life dimensions using independently sourced review data.
- To identify institutional strengths and opportunities for further development through a structured SWOT analysis.
- To draw evidence-based recommendations for further strengthening institutional development and student satisfaction.

LITERATURE REVIEW

In institutional research, academic excellence is usually broken down into curriculum quality, faculty competence, research output, and graduate outcomes - not one single number but a bundle of related indicators. Student satisfaction gets modelled in a similar way, as a function of perceived service quality across both academic and non-academic dimensions. Across Indian higher-education satisfaction studies, the dimensions that keep coming up as the biggest drivers are teaching, administration, infrastructure, and placement support. This paper does not try to build a new theoretical model on top of that; instead, it borrows this already well-established framework - faculty and teaching, curriculum, infrastructure, placements, and campus life - and uses it simply as a lens to organise and read the Oriental University data.

RESEARCH METHODOLOGY

This study follows a qualitative-descriptive, secondary-data case study design. The main parameters are laid out in [Table 2](#).

Parameter	Detail
Study Type	Descriptive, secondary-data case study
Data Sources	Shiksha.com, CollegeDunia, GetMyUni, JustDial, Careers360 (public listings & student/alumni reviews)

Primary Survey Conducted?	No - findings are a synthesis of existing public review data
Unit of Analysis	Institutional profile + aggregated individual student/alumni review statements
Analysis Technique	Thematic categorisation across five dimensions (Faculty, Curriculum, Infrastructure, Placements, Campus Life), cross-checked across independent platforms

Every review excerpt and figure used in the study was treated transparently as a publicly expressed student or alumni perspective. Where numerical figures varied across sources, such as placement percentages reported by students from different departments or batches, the figures were presented side by side so that the diversity of available experiences remained visible. This approach preserves the original character of the source material and supports a balanced interpretation of institutional performance. The nature and scope of these secondary data sources are discussed further in Section 11.

DATA ANALYSIS AND FINDINGS

PLACEMENT AND INSTITUTIONAL DEVELOPMENT INDICATORS

Table 3 and Figure 1 bring together the placement-related figures found across institutional and review-platform sources. For the 2024-25 academic year, the reported figures put 886 students as placed, at an average package of INR 5.30 LPA. This is higher than the INR 3.5-4.5 LPA range quoted by students from earlier batches in department-level reviews, indicating a positive movement in placement outcomes while recognising that the figures come from different types of public sources.

Indicator	Reported Figure	Source
Overall students placed (AY 2024-25)	886 students placed	Shiksha.com placement data
Average package (2025)	INR 5.30 LPA	Shiksha.com placement data
Highest package (2024 drive)	INR 72 LPA	Shiksha.com placement data
Highest package (alumni review, IT/CSE, exceptionally high reported figure)	Up to INR 1.12 Cr	CollegeDunia student review
Placement rate - Mechanical Engineering (alumni-reported)	80-90%	Shiksha.com student review
Recruiters cited by students	TCS, Infosys, Wipro, Cognizant, Capgemini, Hyundai, Alembic, HCL, Accenture	Shiksha.com / CollegeDunia reviews

Figure 1

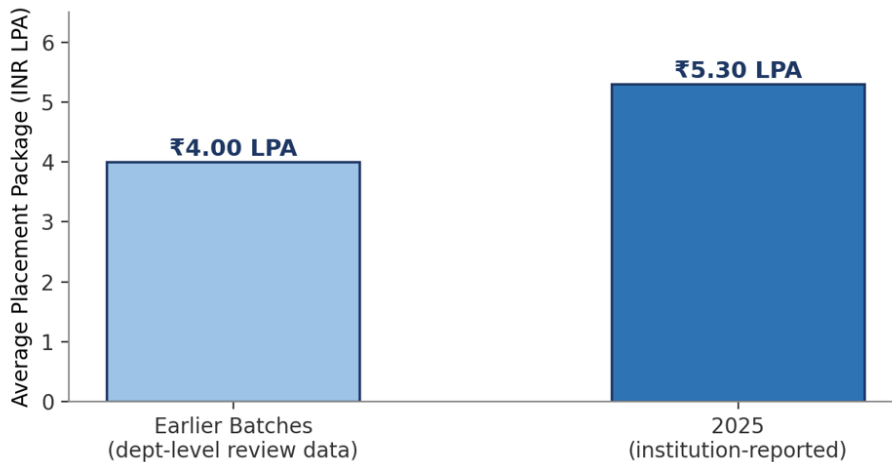


Figure 1 Average Placement Package Has Risen from An Earlier-Batch Range of Roughly INR 3.5-4.5 LPA to a Reported INR 5.30 LPA in 2025

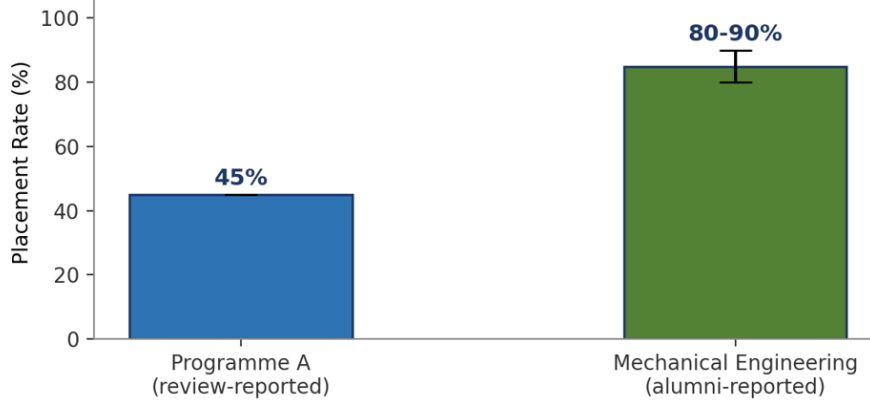
Figure 2

Figure 2 Selected Department/Course-Level Placement Rates, As Self-Reported by Students Across Different Batches on the Reviewed Education Platform.

The recruiters that come up repeatedly in these reviews - TCS, Infosys, Wipro, Cognizant, Capgemini, Hyundai, Alembic, among others - suggest a recruiter base that is both fairly diverse and recognisable. Together with the upward package trend, this supports a positive interpretation of institutional development and placement momentum.

STUDENT SATISFACTION ACROSS CORE DIMENSIONS

Table 4 and Figure 3 bring together student sentiment across the six dimensions that appeared most frequently in the reviewed sources. Faculty support, curriculum relevance, placements, and core infrastructure emerge as consistently positive themes across multiple independent platforms. Feedback relating to hostel amenities and campus discipline is largely improvement-oriented and identifies practical opportunities through which the university can further enrich the overall student experience.

Dimension	Predominant Student Sentiment (secondary review data)
Faculty & Teaching	Positive - reviewers describe faculty as supportive, well-qualified, with conceptually focused instruction
Curriculum Relevance	Positive - several reviewers rate curriculum relevance highly (e.g., 10/10 in one review)
Infrastructure (classrooms, library, Wi-Fi)	Positive - classrooms described as spacious; library and Wi-Fi availability noted favourably
Hostel & Campus Life	Positive with further enhancement opportunities - reviewers appreciate hostel capacity and food quality, while suggestions for additional water coolers and sports facilities indicate clear scope for continued campus development
Placements	Positive overall trend - rising average packages and broadening recruiter base year-on-year, while outcomes naturally differ across programmes and batches
Discipline & Campus Environment	Generally positive with scope for further strengthening - clearer and more consistent communication of campus discipline practices can further enhance the student experience

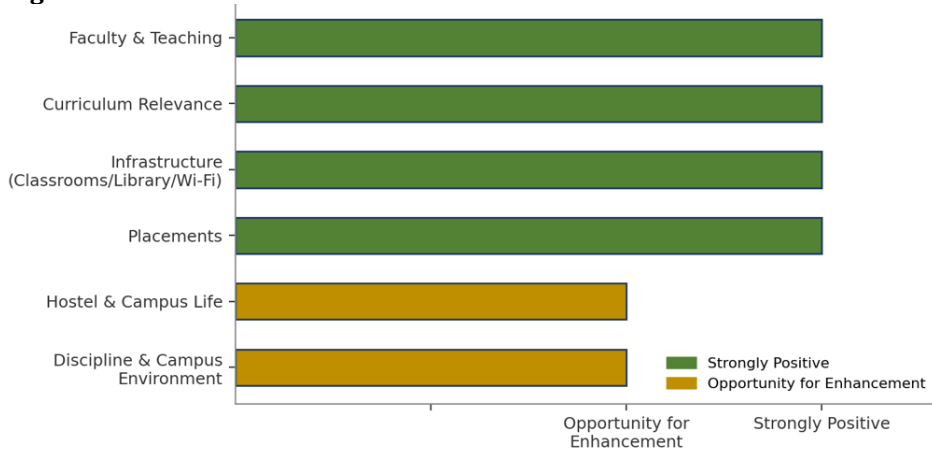
Figure 3

Figure 3 Four of Six Assessed Dimensions Show Strongly Positive Sentiment, While Hostel/Campus Life and Discipline Present Constructive Opportunities for Further Enhancement.

ASWOT ANALYSIS

Figure 4 reorganises the findings into a constructive SWOT-style analysis, translating the descriptive evidence into strategic implications for continued institutional development.

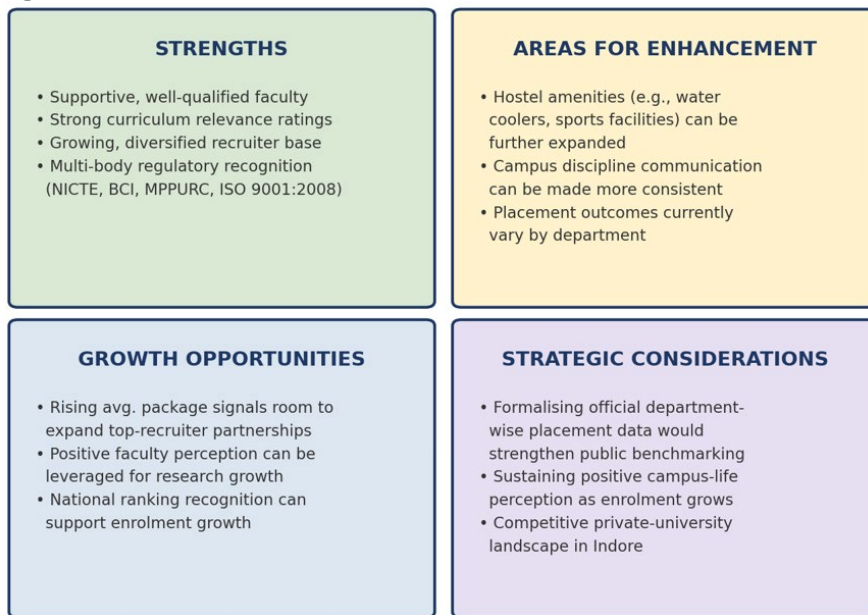
Figure 4

Figure 4 Constructive SWOT Analysis Synthesising Institutional Strengths, Areas for Enhancement, Growth Opportunities, and Strategic Considerations Identified from the Case Data.

DISCUSSION

Taken together, the publicly available student sentiment regarding Oriental University is clearly positive, particularly on the dimensions most closely associated with academic outcomes, including teaching quality, curriculum relevance, and placement development. Feedback on campus-life infrastructure and discipline provides practical directions for further enhancement and can be viewed as part of the university's continuing development as its student community expands. The strong perception of core academic delivery, combined with the rising average package and widening recruiter base shown in Figure 1, supports the interpretation that the institution is following a sustained upward development trajectory.

KEY POSITIVE FINDINGS

- Rising average placement package (from department-level figures of roughly INR 3.5-4.5 LPA in earlier batches to a reported INR 5.30 LPA average in 2025).
- A diversified and recognisable recruiter base spanning IT services, manufacturing, and finance.
- Consistently favourable independent reviews of faculty supportiveness and conceptual teaching quality across multiple, unrelated review platforms.
- Positive perception of core infrastructure - classrooms, library resources, and campus Wi-Fi connectivity.
- Continued regulatory recognition (NICTE, BCI, MPPURC) and ISO 9001:2008 certification, alongside a national private-university ranking [India Today. \(2025\)](#).

RECOMMENDATIONS

- Continue strengthening hostel amenities, including water-cooler coverage and sports facilities, to further enrich the positive campus-life experience.
- Further strengthen clear and consistent communication of campus discipline policies across departments to support an organised and student-friendly campus environment.
- Enhance institutional transparency by publishing department-wise placement statistics officially, enabling students and stakeholders to access clear and comparable placement information.
- Continue expanding recruiter partnerships in higher-package sectors to build on the positive placement momentum already evident.
- Introduce a structured primary student-satisfaction survey to complement the present secondary-data findings and provide an additional statistical basis for future institutional planning.

SCOPE AND DATA CONSIDERATIONS

The study is intentionally designed as a secondary-data case study based on publicly available institutional information and student/alumni review platforms. This approach offers the advantage of bringing together perspectives from multiple independent sources and allows the study to present a broad picture of publicly expressed student experience. Because the data represent voluntary public reviews rather than a university-wide probability survey, the findings are most appropriately interpreted as a structured synthesis of public sentiment rather than as population estimates. Placement percentages and package figures reported across platforms are therefore presented in their available form, with source differences retained for transparency. A future primary student-satisfaction survey may complement these findings and provide an additional quantitative perspective for institutional benchmarking.

CONCLUSION

Taken as a whole, the publicly available institutional and student-reported data indicate that Oriental University, Indore is progressing on a clearly positive institutional development path. This progress is particularly visible in placement growth, favourable perceptions of faculty and curriculum, and the quality of core academic infrastructure. Continued attention to hostel amenities and campus-environment practices can further strengthen the student experience and support the university's ongoing growth. A structured primary student-satisfaction survey in the future would complement the present findings and provide an additional statistical foundation for institutional benchmarking and continuous quality enhancement.

ACKNOWLEDGMENTS

None.

REFERENCES

- Abdullah, F. (2006). Measuring Service Quality in Higher Education: Hedperf Versus Servperf. *Marketing Intelligence and Planning*, 24(1), 31–47. <https://doi.org/10.1108/02634500610641543>
- Careers360. (2026). Oriental University, Indore: Admission, Courses, Fees, Placements and Facilities.
- Careers360. (n.d.). Top Artificial Intelligence and Machine Learning Colleges in Indore. Retrieved August 13, 2026, from
- CollegeDunia. (n.d.). Aditya Dangi's Review on Oriental University, Indore. Retrieved August 13, 2026, from

- CollegeDunia. (n.d.). Oriental University, Indore: Reviews on Placements, Faculty and Facilities. Retrieved August 13, 2026, from DeShields, O. W., Jr., Kara, A., and Kaynak, E. (2005). Determinants of Business Student Satisfaction and Retention in Higher Education: Applying Herzberg's Two-Factor Theory. *International Journal of Educational Management*, 19(2), 128–139. <https://doi.org/10.1108/09513540510582426>
- Elliott, K. M., and Healy, M. A. (2001). Key Factors Influencing Student Satisfaction Related to Recruitment and Retention. *Journal of Marketing for Higher Education*, 10(4), 1–11. https://doi.org/10.1300/J050v10n04_01
- GetMyUni. (n.d.). Oriental University Reviews on Placements, Faculty, Facilities and More. Retrieved August 13, 2026, from Hai, N. C. (2022). Factors Affecting Student Satisfaction with Higher Education Service Quality in Vietnam. *European Journal of Educational Research*, 11(1), 339–351. <https://doi.org/10.12973/eu-jer.11.1.339>
- India Today. (2025). Oriental University Indore: Accreditation and Awards.
- JustDial. (n.d.). Oriental University Reviews, Jakhya, Indore. Retrieved August 13, 2026, from Kanwar, A., and Sanjeeva, M. (2022). Student Satisfaction Survey: A Key for Quality Improvement in the Higher Education Institution. *Journal of Innovation and Entrepreneurship*, 11, Article 27. <https://doi.org/10.1186/s13731-022-00196-6>
- Kärnä, S., and Julin, P. (2015). A Framework for Measuring Student and Staff Satisfaction with University Campus Facilities. *Quality Assurance in Education*, 23(1), 47–66. <https://doi.org/10.1108/QAE-10-2013-0041>
- Oriental University. (2023). Institutional Information for Quality Assessment (IIQA).
- Oriental University. (2024). About Oriental University: Placements, Programmes, Awards and Rankings.
- Shiksha.com. (n.d.). Oriental University, Indore: Fees, Admission, Courses, Placement, Ranking, Cutoff and Reviews. Retrieved August 13, 2026, from Shiksha.com. (n.d.). Oriental University, Indore: Reviews on placements, faculty and facilities. Retrieved August 13, 2026, from Surya Bahadur, G. C., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., and Dhungana, B. R. (2024). The effect of higher education service quality on satisfaction among business students in India and Nepal. *Cogent Education*, 11(1), 2393521. <https://doi.org/10.1080/2331186X.2024.2393521>
- Wilkins, S., and Balakrishnan, M. S. (2013). Assessing student satisfaction in transnational higher education. *International Journal of Educational Management*, 27(2), 143–156. <https://doi.org/10.1108/09513541311297568>
- Yusoff, M., McLeay, F., and Woodruffe-Burton, H. (2015). Dimensions driving business student satisfaction in higher education. *Quality Assurance in Education*, 23(1), 86–104. <https://doi.org/10.1108/QAE-08-2013-0035>