CENTURION UNIVERSITY
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CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENTODISHA

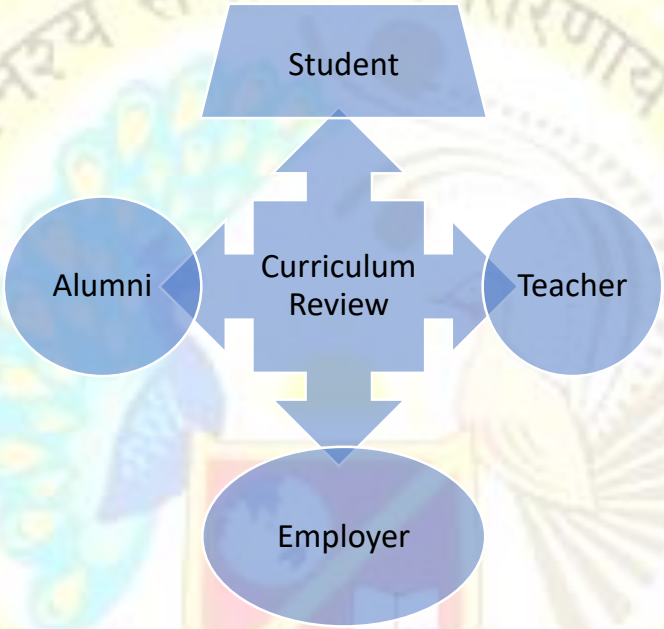
FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

2022-2023

Feedback on Curriculum Analysis Report

(Academic Session 2022-2023)

The University prepares its syllabus keeping in view the Programmes outcomes, Programme Specific outcomes and the course outcomes with local, regional and global relevance. The university takes into account the feedback from all its stakeholders namely; student, alumni, academia, employers. The feedback from its stakeholders is taken annually through a questionnaire.

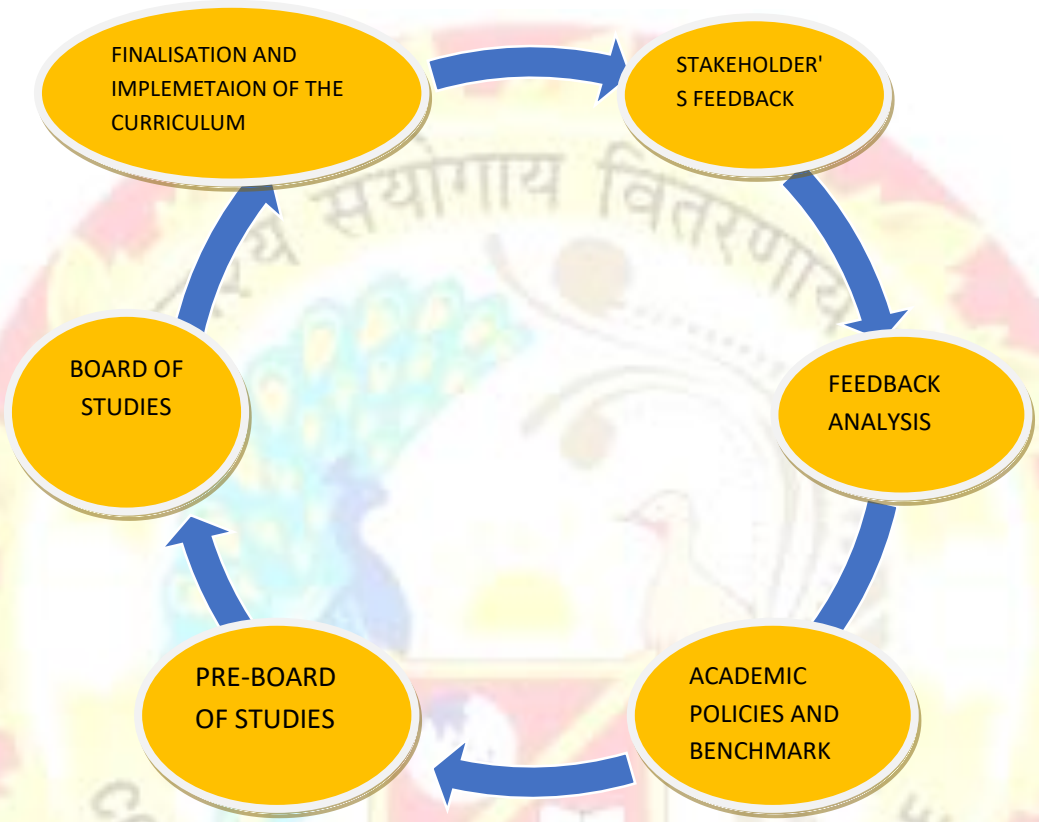


Internal Quality Assurance Cell (IQAC) at the university creates a feedback questionnaire that is collected manually and online (Google forms) from all stakeholders (students, alumni, teachers, and employers) through mails. The feedback collected is analysed and the same is shared with the various departments and schools. The same becomes the input for the syllabus revision.

FEEDBACK PROCEDURE OF THE UNIVERSITY

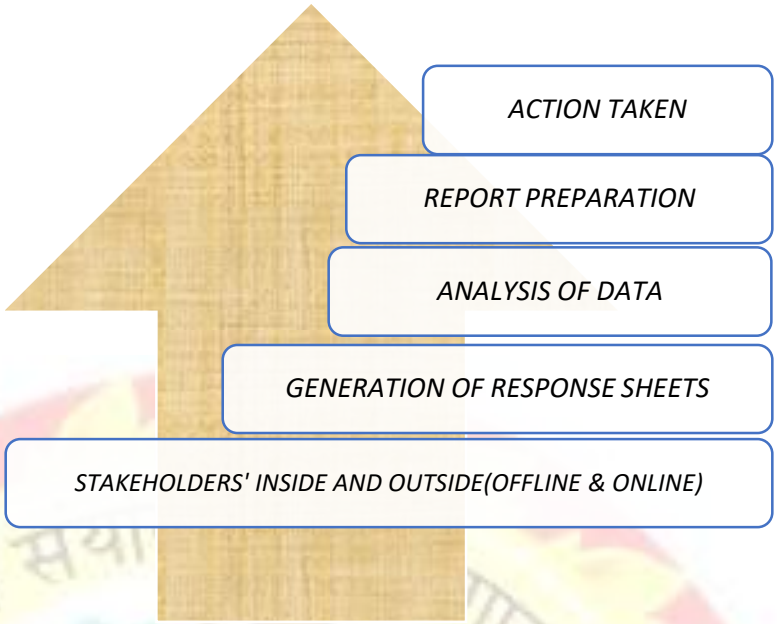
Curriculum is one of the most important components of the teaching-learning process; hence it must be assessed on a regular basis. Stakeholder input is

extremely valuable in Curriculum Design and Development because it provides valuable information for improving many aspects of teaching, learning, assessing, and capacity. Curriculum design and development necessitates appropriate need-based inputs and professional consultation. Centurion University has created all of the necessary provisions for receiving accurate input on various curriculum-related activities from students, teachers, alumni, and employers. The steps of curriculum development are as follows:



The process of developing curriculum for various programmes begins with an assessment of the existing curriculum, taking into account student needs, industry skills, and job placements. The curriculum inspection includes information on syllabus development as well as overall programme experience. Every academic year, this activity of collecting comments on the curricula from university stakeholders was recorded.

Curriculum advancement and audit involves a thorough and complete review of the current curriculum, which must go through several stages with the active participation and dedication of students, teachers, alumni, and academic professionals from other universities.



At the end of each academic year, students' feedback is recorded in several sessions using a structured manner. Prior to the end of the semester, students are asked to provide feedback on the curriculum via Google forms. The feedback collected is taken into account during the curriculum review process. A curriculum review committee meeting will be held to evaluate the collated feedback from all stakeholders. After a thorough consideration of the useful feedback, the curriculum review committee makes different changes to the curriculum while remaining true to the present plan. Following a careful examination of input, these adjustments were proposed in the Board of Studies meeting and IQAC. On the advice of the BOS members and the IQAC, suggested changes are integrated into the curriculum.

ACADEMIC YEAR 2022-2023

STUDENT FEEDBACK ANALYSIS

Feedback for the academic year 2022-2023 was collected from all the stakeholders in a structured feedback personally and through mail. Feedback was collected during Board of Studies from invited Academicians as well as from Industry experts. Besides these, feedback was collected from Industry during campus drives too.

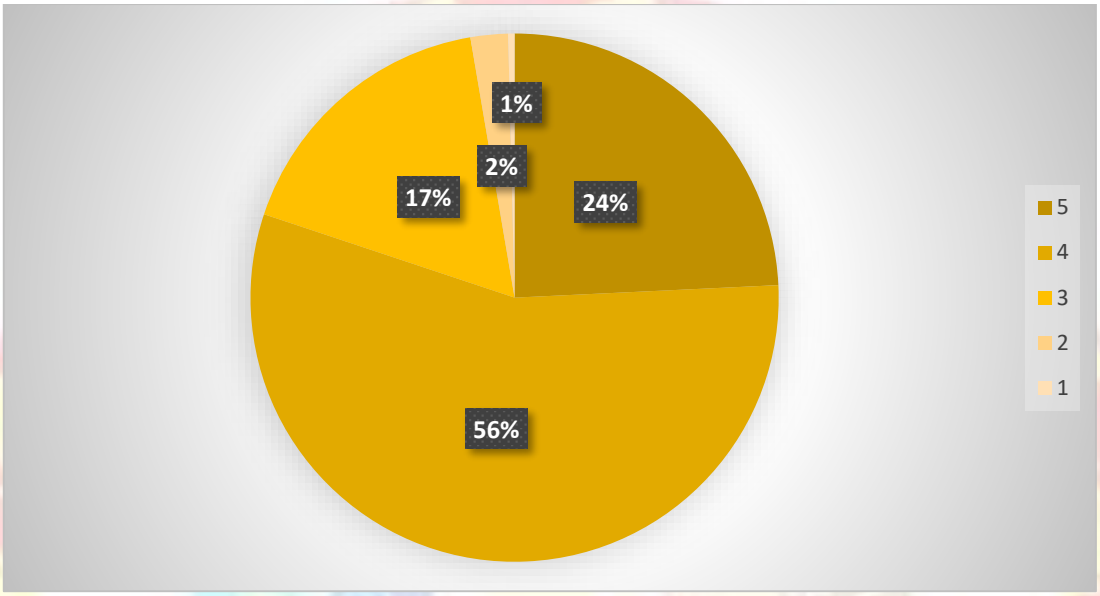
Feedback of around **1789** students of various courses was collected in the session 2022-2023.

RESPONSE COUNT

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The courses that you have studied match with the expected course learning outcomes.	433	1000	308	41	7
Q.2	The curriculum has right mix of theory, practical and project	474	1000	256	51	8
Q.3	Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others.	447	950	318	61	13
Q.4	.The syllabus and pedagogy generated interest in the course.	359	1016	353	54	7
Q.5	The content of courses is able to increase your knowledge and skills to pursue higher education	521	966	246	45	11
Q.6	.Curriculum equipped you with necessary technical skills required by the industry	373	1009	332	57	18
Q.7	The domain courses offered are in consonance with the technological advancements.	398	960	362	60	9
Q.8	The Practical courses gave you an effective hands-on experience	432	977	301	61	18
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to	452	980	291	45	21

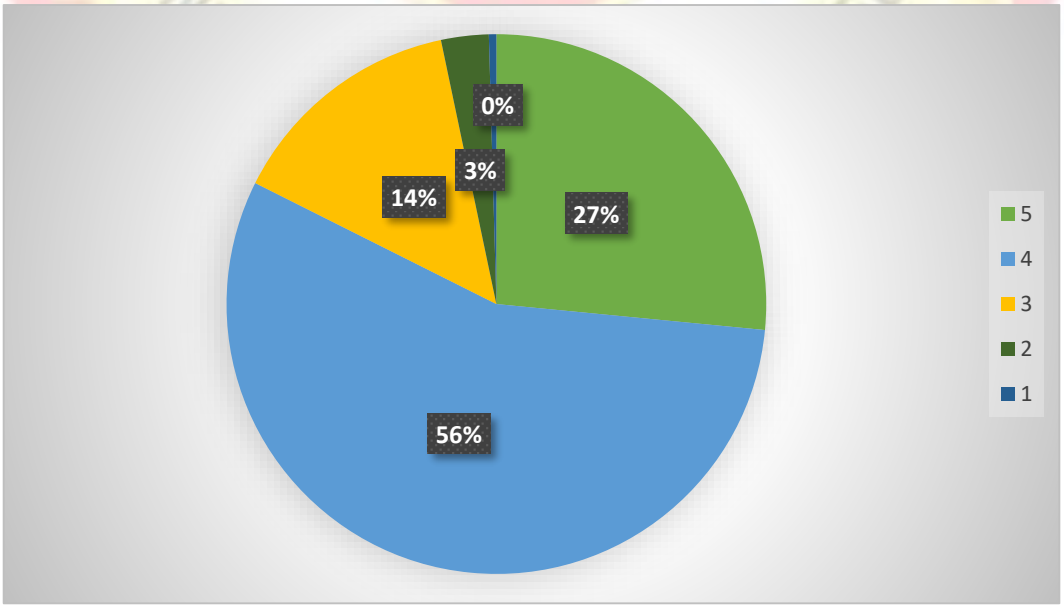
	practice.					
Q.10	You are satisfied with the course combination you have chosen as per CBCS.	400	974	350	50	15

1. The courses that you have studied match with the expected course learning outcomes.



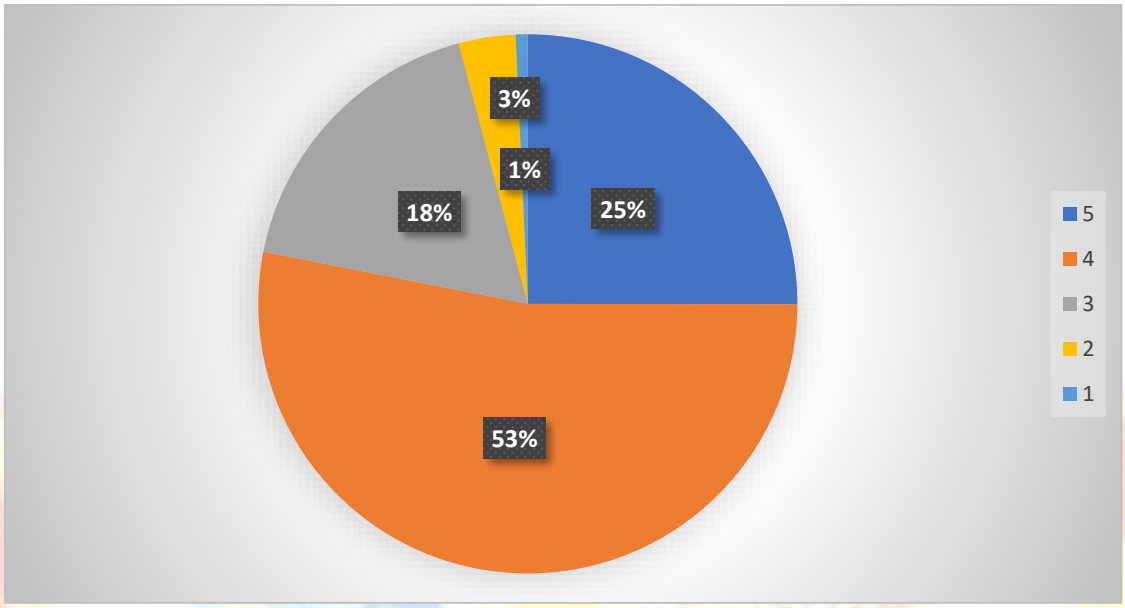
Approximately 56% of students strongly agree, and 24% agree that the courses align well with the expected outcomes. Conversely, 2% of students disagree, and 1% strongly disagrees. The university consistently endeavors to align course outcomes with the content to ensure that students can effectively apply their skills in the workplace.

2. The curriculum has right mix of theory, practical and project



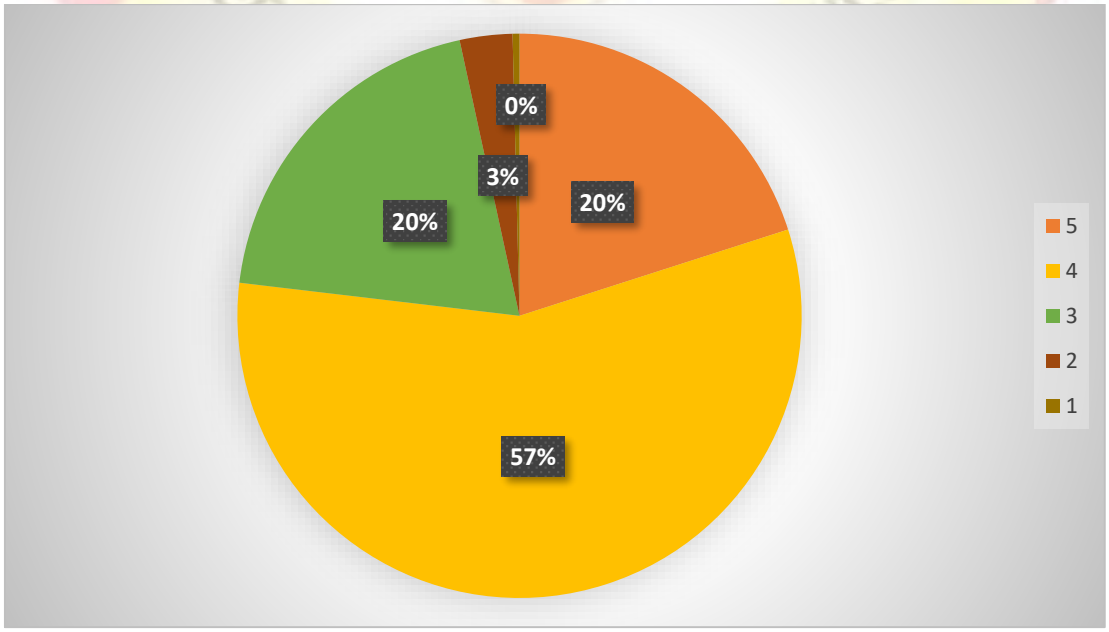
The chart illustrates that approximately 27% of students strongly agree, and 56% agree that the curriculum strikes a suitable balance between theory, practical application, and projects. Conversely, 4% of students disagree and have voiced their dissatisfaction. The University places a significant emphasis on providing practical knowledge and exposure to various mini and major projects for students.

3. Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others.



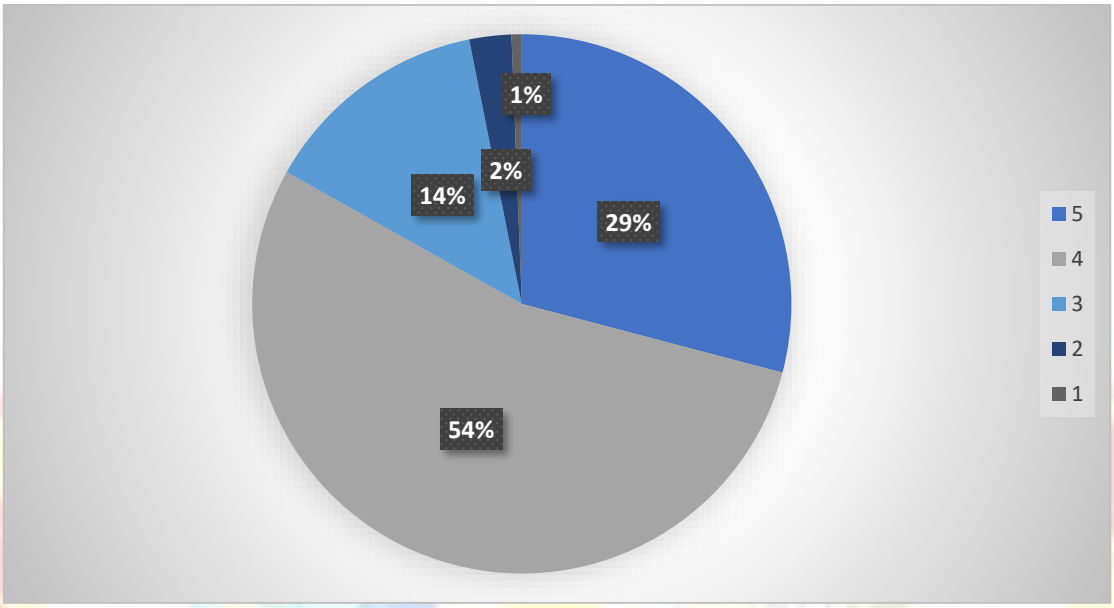
The graph above indicates that 25% of students strongly agree, and 53% agree with the accessibility of learning materials. In contrast, 3% of students disagree, and 1% strongly disagrees. Faculty members are making concerted efforts to create and update content in the CUTM Courseware. Additionally, the library receives recommendations from faculty periodically to procure books and enhance student resources.

4. The syllabus and pedagogy generated interest in the course.



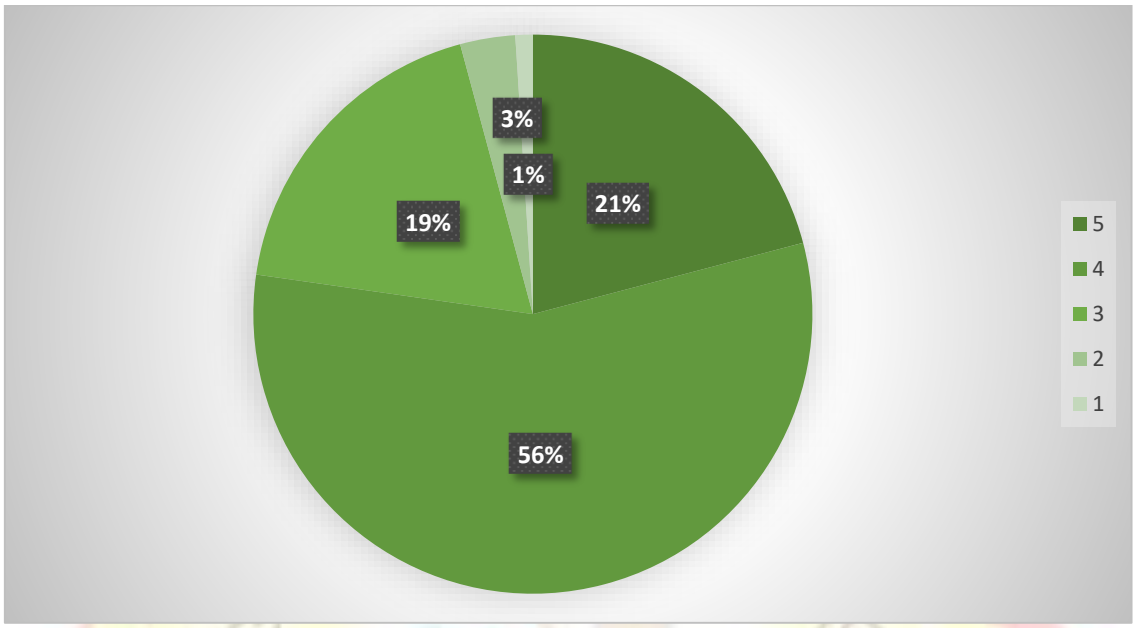
The graph illustrates that approximately 20% of students strongly agree, and 57% agree that the syllabus and pedagogy are engaging. Conversely, around 3% of students disagree. To foster interest, teachers incorporate various online resources and YouTube videos into their classes. Faculty members employ diverse modes, such as presentations and quizzes during internal examinations, to generate student interest.

5. The content of courses is able to increase your knowledge and skills to pursue higher education



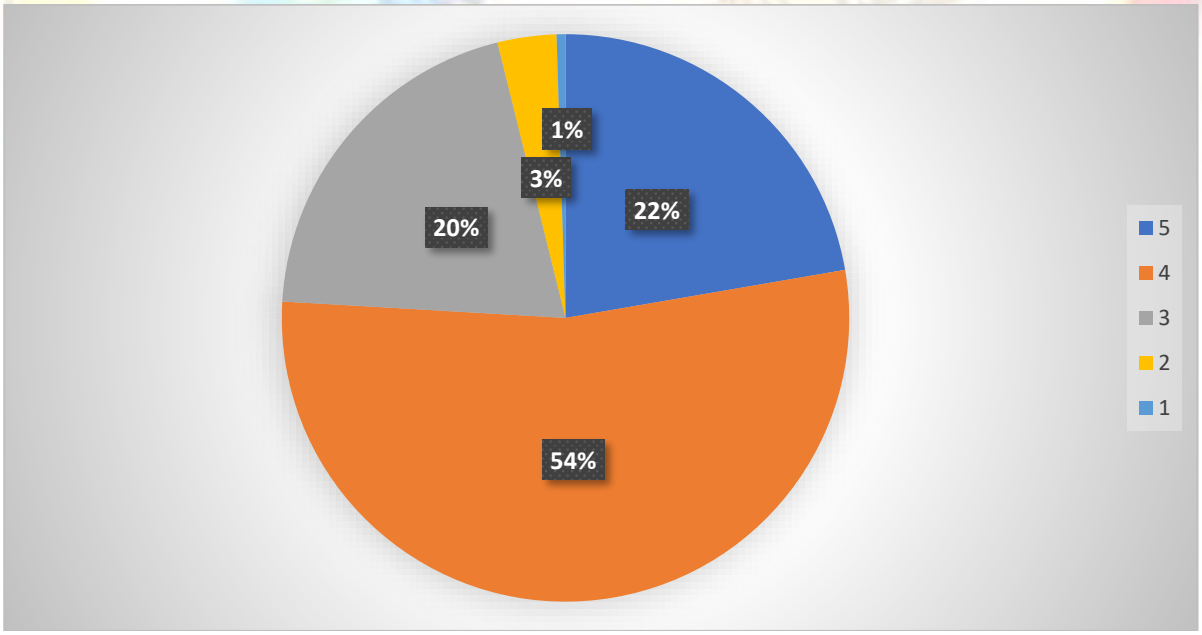
The majority of teaching and learning methods revolve around addressing real-life problems. An examination of the feedback received indicates that students perceive these courses as directly applicable to real-world challenges. The chart depicts the distribution of responses, with 29% of students strongly agreeing and 54% agreeing that the course content enhances their knowledge and skills for further education. Meanwhile, 2% of students disagree, and 1% strongly disagrees.

6. Curriculum equipped you with necessary technical skills required by the industry



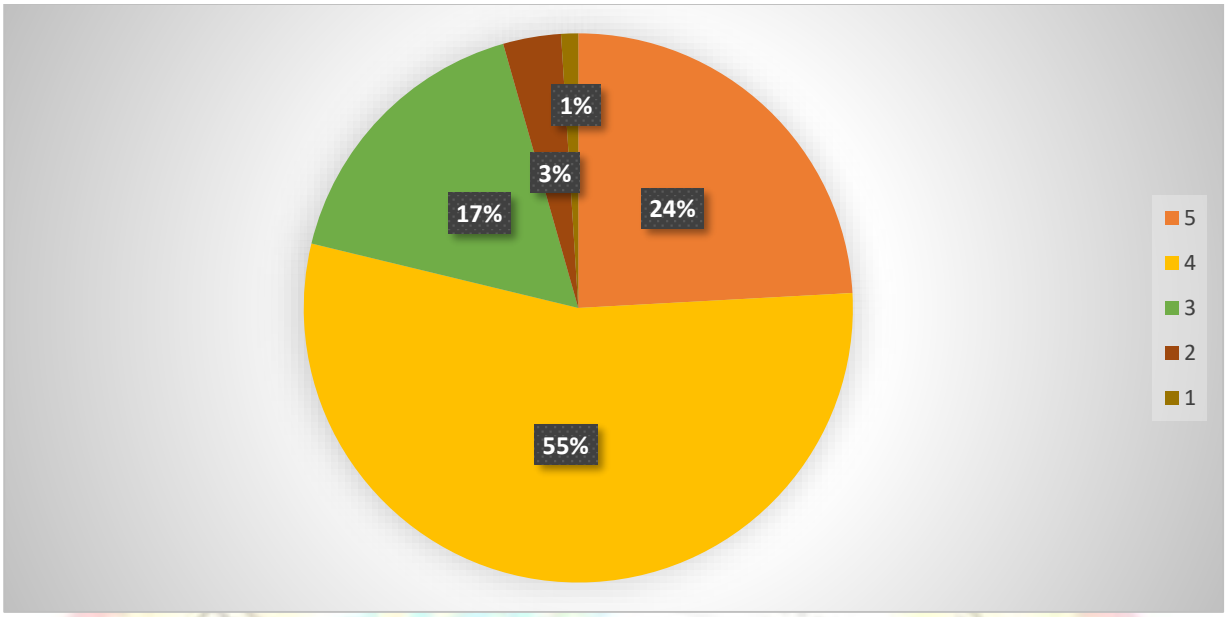
The chart indicates that approximately 21% of students strongly agree, and 56% agree that the curriculum has equipped them with the essential technical skills demanded by the industry. The curriculum seamlessly integrates industry-relevant skills. Conversely, about 3% of students disagree, and 1% strongly disagree. The University is committed to delivering outcome-based, industry-oriented interdisciplinary education to cater to the diverse needs of students.

7. The domain courses offered are in consonance with the technological advancements



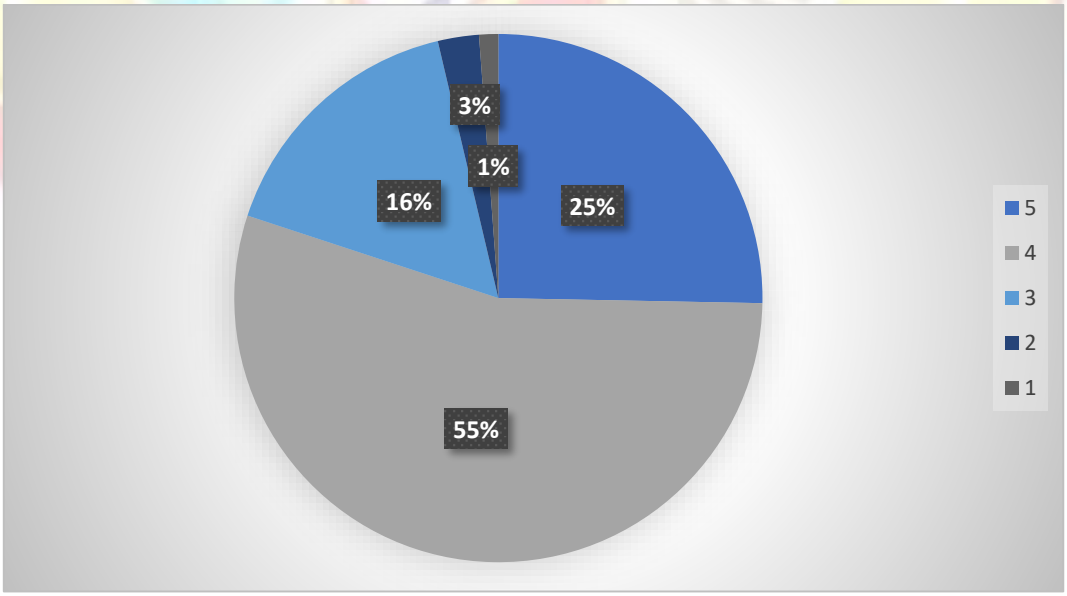
Upon analyzing the feedback, it is evident that approximately 22% of students strongly agree, and 54% agree that the domain courses provided to them are both valuable and interesting. Students have the flexibility to choose courses aligned with their interests from the diverse offerings within the program. A majority of students expressed agreement regarding the importance of these domain courses in securing job placements and meeting industry demands. Only 3% of students disagree, and 1% strongly disagree.

8. The Practical courses gave you an effective hands-on experience



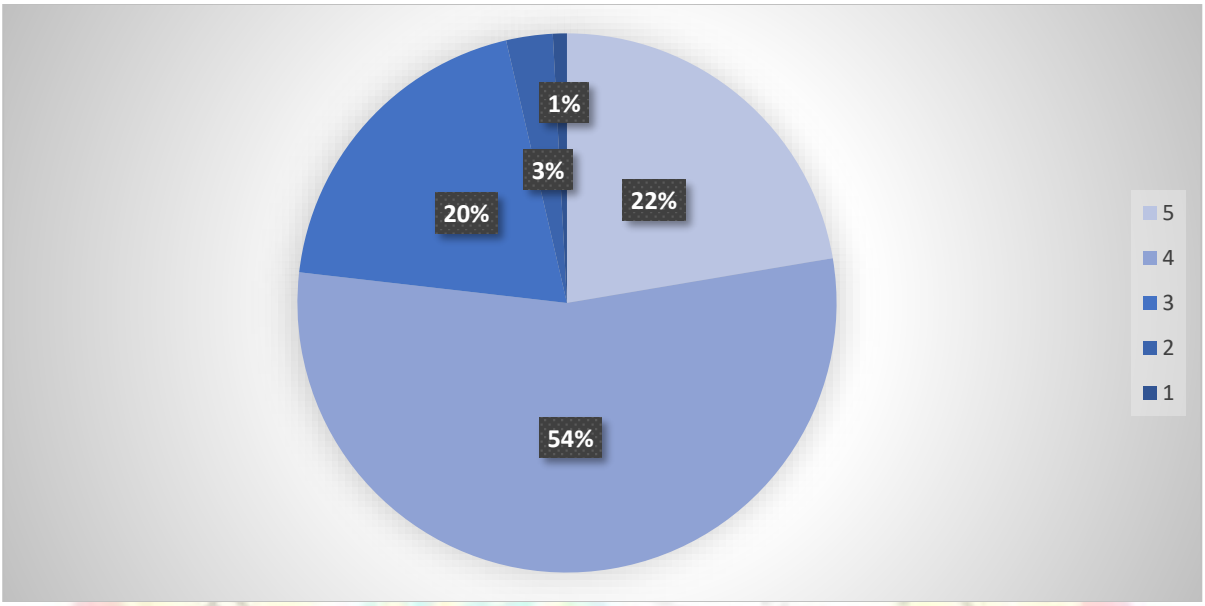
The curriculum provides practical experience to students through various means such as projects, live projects, and workshops, utilization of industry-relevant software, study tours, industrial visits, and industry training/internships. According to the chart, 24% of students strongly agree, and 55% agree that the curriculum indeed offers hands-on experience through projects, live projects, workshops, and the use of industry-relevant software. On the other hand, 3% of students disagree, and 1% strongly disagrees with the curriculum. Students are consistently encouraged to actively engage in live projects.

9. The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.



A survey was conducted to assess the effectiveness of lab experiments and academic tasks among students. The results indicate that approximately 25% of students strongly agree, and 55% agree that academic tasks and lab experiments are beneficial in grasping the practical application of concepts. In contrast, 3% of students disagree, and 1% strongly disagree with this assessment.

10. You are satisfied with the course combination you have chosen as per CBCS.



Under the Choice Based Credit System (CBCS), students select their courses with the assistance and guidance of teachers, mentors, and the Head of the Department (HOD). The survey results reveal that about 22% of students strongly agree, 54% agree, while 3% disagree, and 1% strongly disagrees with this approach.

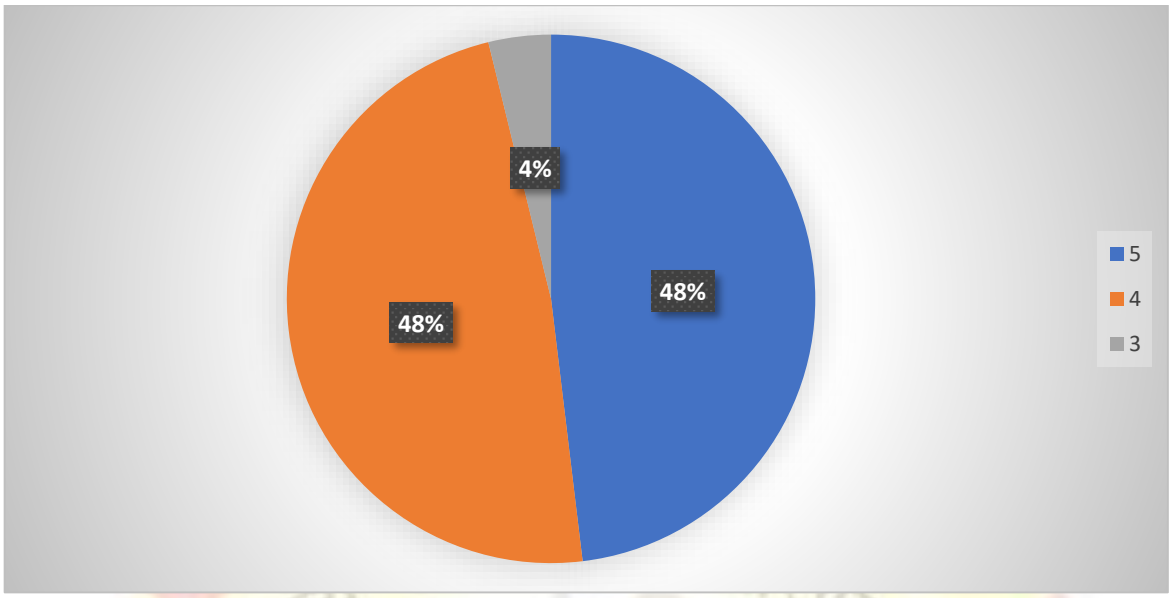
TEACHER FEEDBACK ANALYSIS

The University consistently conducts pre-Board of Studies meetings with all faculty members throughout the academic year. The primary focus of these sessions is to enhance the quality of pedagogical strategies, course content, learning materials provided to students, student performance, and research activities. Faculty members actively contribute valuable suggestions and feedback on the teaching-learning process and research initiatives during these meetings. External academicians are invited to participate in the Board of Studies, where inputs from both internal senior faculty and external subject experts are thoroughly discussed and debated. Suggestions deemed beneficial are then presented for implementation. Teachers are authorized to revise course contents based on these insights, following formal approval in the Board of Studies.

Feedback of around **134** teachers of various courses was collected in the session 2022-2023

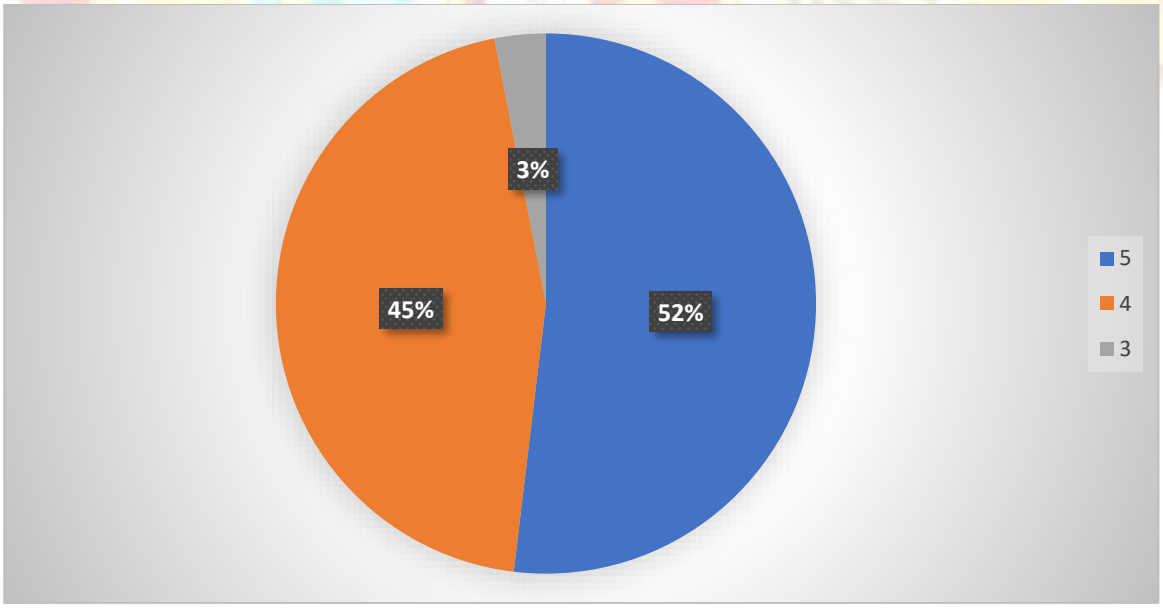
Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	68	61	5	0	0
Q.2	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.	69	61	4	0	0
Q.3	The books prescribed and course contents in cutm courseware as reference materials are relevant and updated.	60	65	8	1	0
Q.4	The curriculum has right mix of Theory, Practical and Project.	78	52	3	1	0
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	70	59	4	1	0

1. **Syllabus is need based with respect to the recent advancements**.



Taking into account the evolving trends and technologies in both industry and academia, the curriculum undergoes continuous updates with insights from industry experts and academicians. External experts are invited to deliver expert lectures and engage actively with students. Valuable suggestions from these experts are periodically integrated into the curriculum. Feedback from recruiters during placement drives is also taken into consideration to ensure students and the curriculum are well-prepared for the industry. The analysis shows that 48% of teachers strongly agree, 48% agree, and approximately 4% of faculty members are neutral towards recent curriculum advancements.

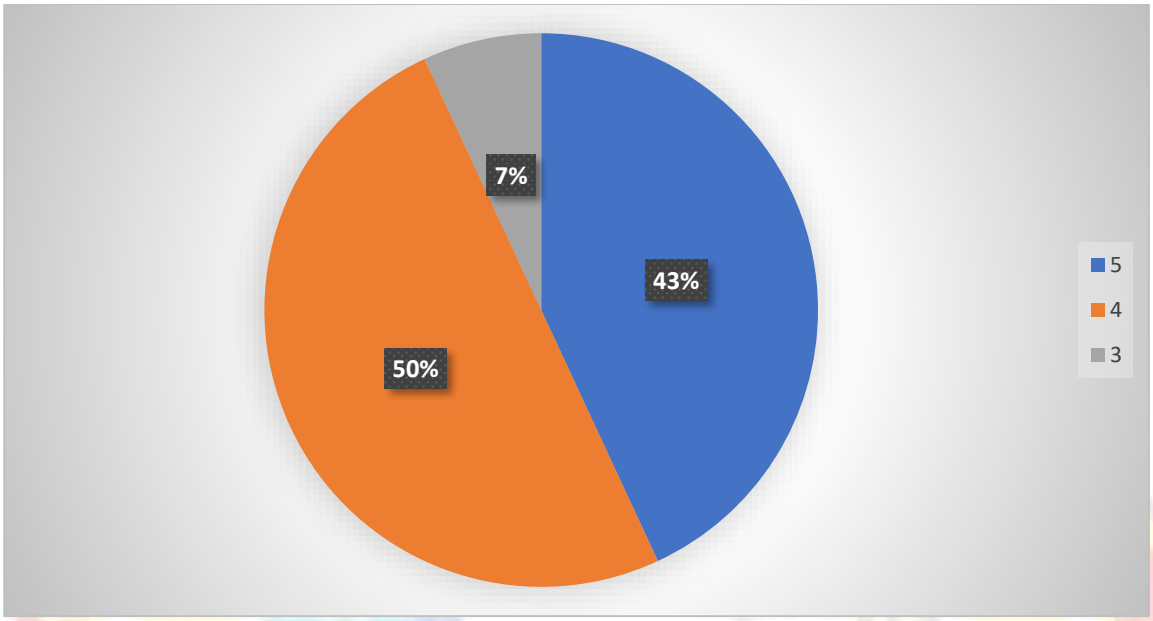
2. Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.



The curriculum offers extensive opportunities for students to apply and demonstrate their learning in diverse contexts, emphasizing a deeper understanding and comprehensive coverage of content. The graph presents the distribution of responses. Approximately 52% of

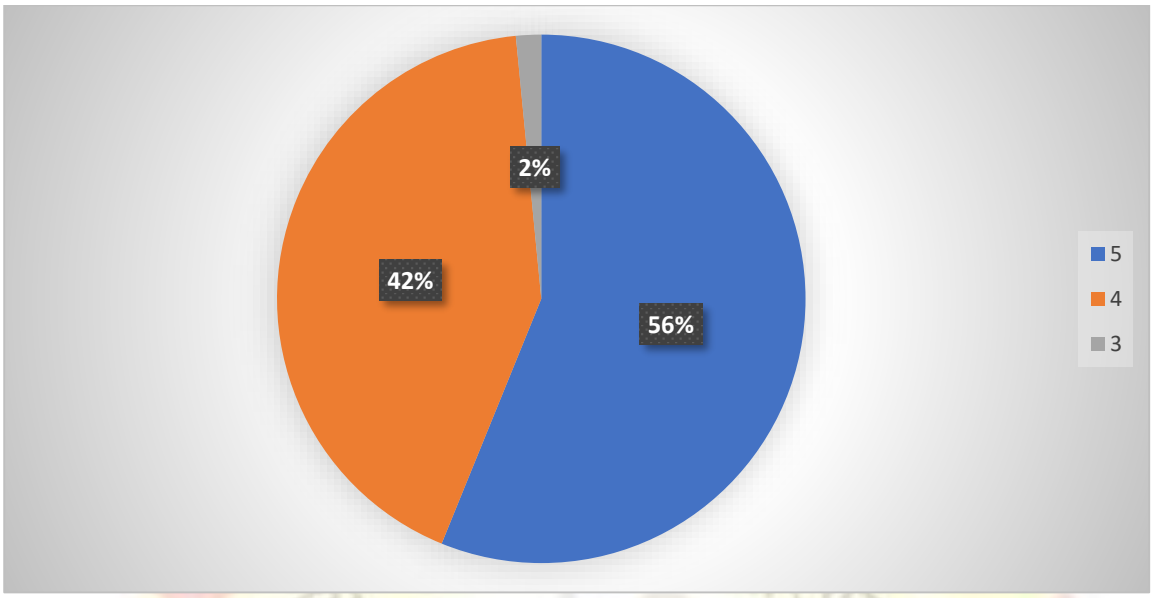
teachers strongly agree, and 45% agree with the breadth and depth of the syllabus's course content, while 3% expressed a neutral stance.

3. **The books prescribed and course contents in cutm courseware as reference materials are relevant and updated.**



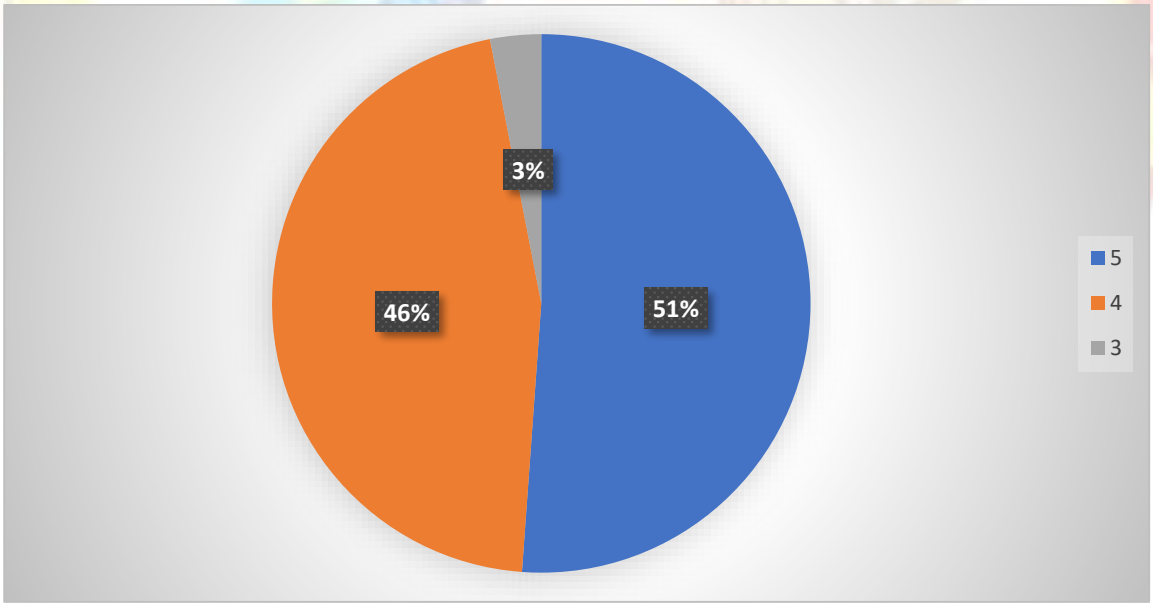
Textbooks, reference books, and CUTM Courseware Contents serve as frameworks that assist students in organizing and managing their learning. These resources are crucial for obtaining information about their course content. Textbooks and reference books play a key role in helping students grasp concepts thoroughly and become familiar with the course material. Teachers use CUTM Courseware contents in the classroom, which includes YouTube links, practice test links, and course materials. The graph depicts the percentage of respondents. According to the survey, 43% of teachers strongly agree, and 50% agree with the availability of textbooks, reference books, and Courseware contents for students, while 3% expressed a neutral stance.

4**. The curriculum has right mix of Theory, Practical and Project**.



The graph illustrates the distribution of respondents. According to the analysis, it was discovered that 56% of faculties strongly agree, and 42% agree and are content with the readiness of academic tasks, practical experiments, and projects in alignment with the instruction plans. Additionally, a small percentage of 2% did not provide any feedback.

5. The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.



The assessment of learning levels from academic tasks involves a range of activities such as worksheets, class tests, assignments, presentations, quizzes, sessions, practical work, design problems, projects, etc. These activities offer an excellent platform for acquiring the knowledge and skills necessary for pursuing higher education, employment, and entrepreneurship. The chart above illustrates the percentage of respondents. A majority of

51% of teachers strongly agrees, and 46% agree with the learning levels derived from academic tasks and support the statement mentioned above, while 3% expressed a neutral stance.

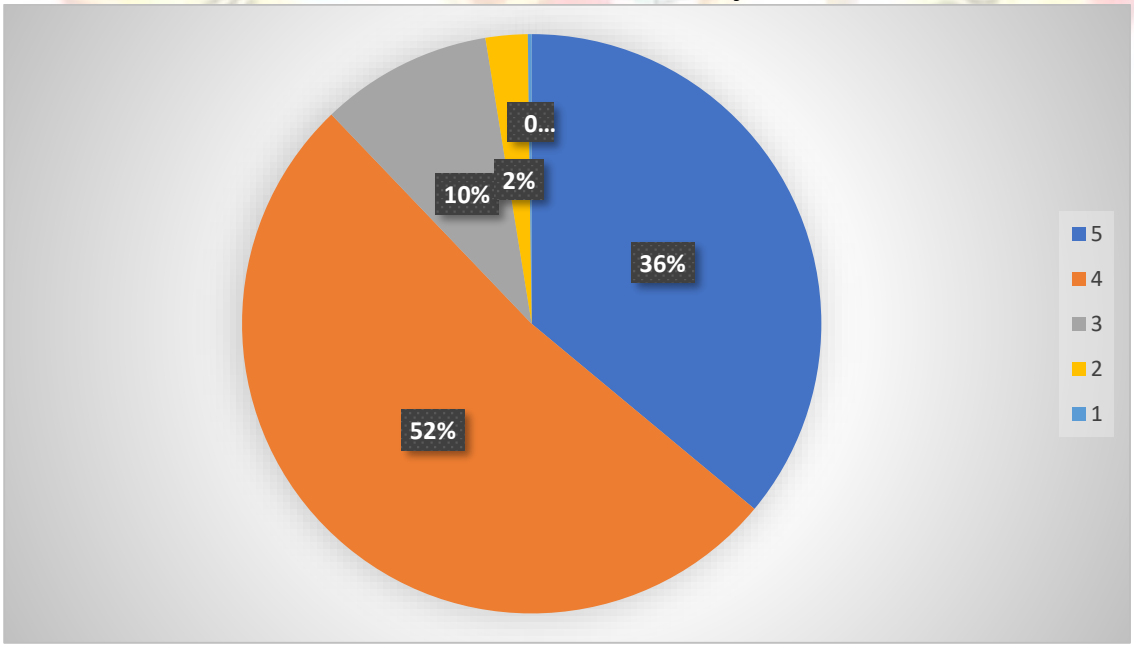
ALUMNI FEEDBACK ANALYSIS

In the session2022-2023, our University collected and analyzed the feedback from around **474** alumni of various courses. Valuable suggestions made by the alumni are put forward before the Academic Council for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	171	245	46	11	1
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	146	242	63	20	3

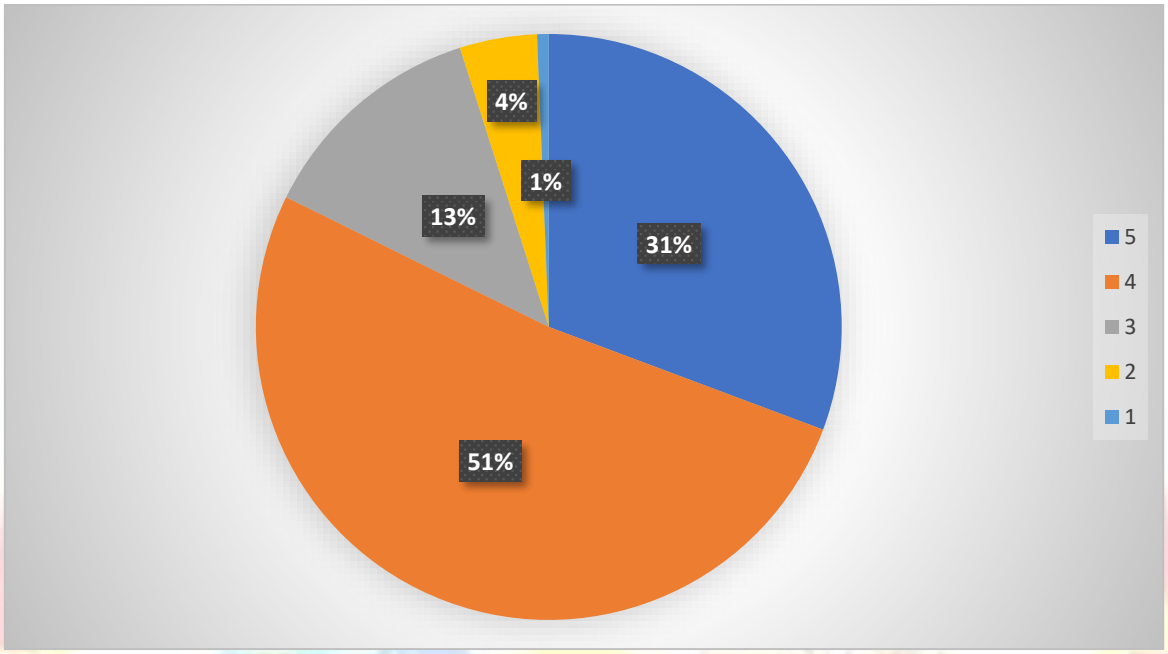
Q.3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	147	235	76	14	2
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	174	231	61	6	2
Q.5	How do you rate the curriculum in written and oral communication abilities?	172	237	53	9	3
Q.6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?	172	237	53	9	3
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	164	235	60	13	2

1. The current syllabus is adequately updated from the one followed during your course of study.



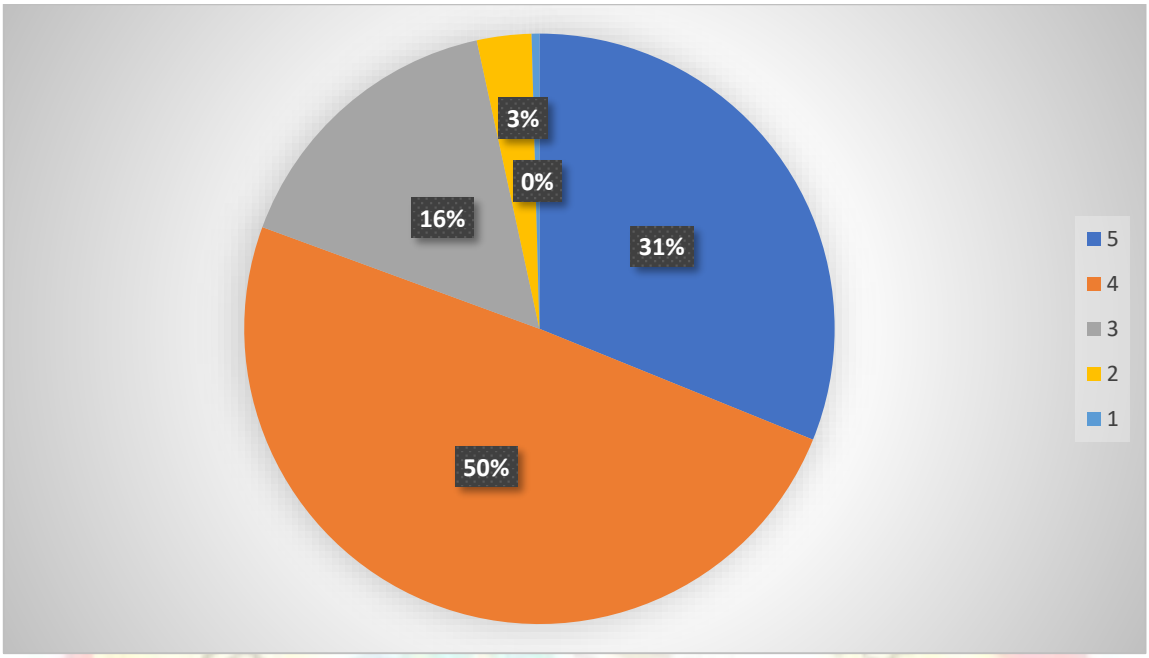
Adapting to the dynamic trends and technologies in industry and academia, the syllabus undergoes constant updates based on valuable input from industry experts, academicians, and employers. In relation to the mentioned criteria, 36% of alumni strongly agree, 52% agree, and 2% disagree with the courses being offered.

2. Does the curriculum have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



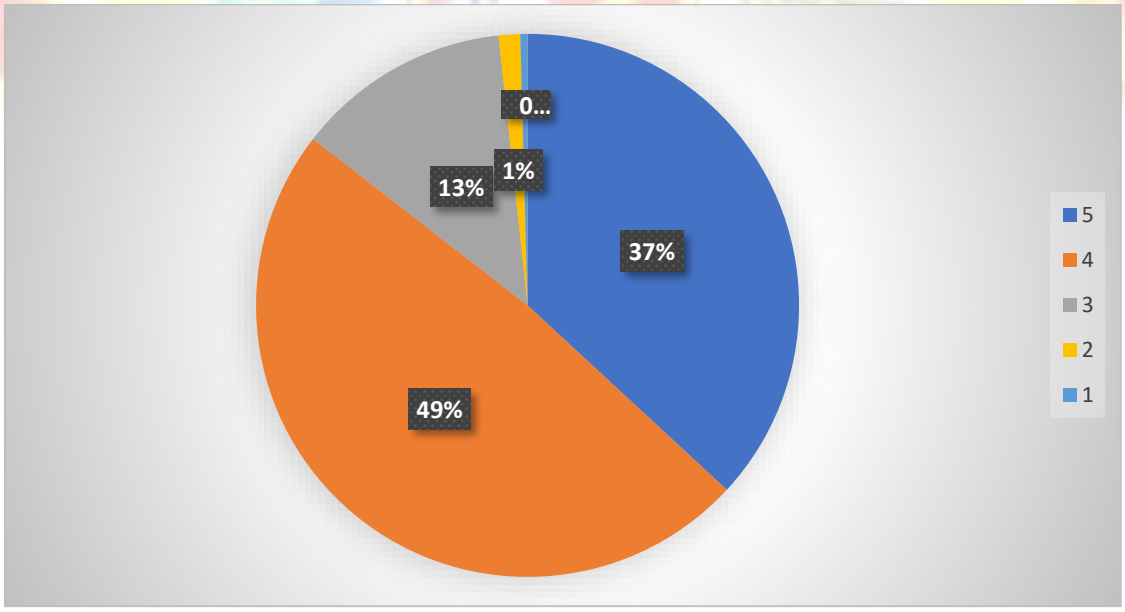
The majority of alumni concur that a significant portion of teaching and learning practices focuses on solving real-life problems. An analysis of the feedback received vividly demonstrates that students perceive these courses as relevant to real-world challenges, and the syllabus's specified course content is deemed appropriate and comprehensive for a thorough understanding of the topics. Approximately, 31% of alumni strongly agree, and 51% agree, while 4% disagree, and 1% strongly disagree regarding the University's adopted assessment pattern for individual courses, considering it useful in grasping the application of concepts.

3. Does the curriculum have reasonable practical and laboratory skills for analysis and design?



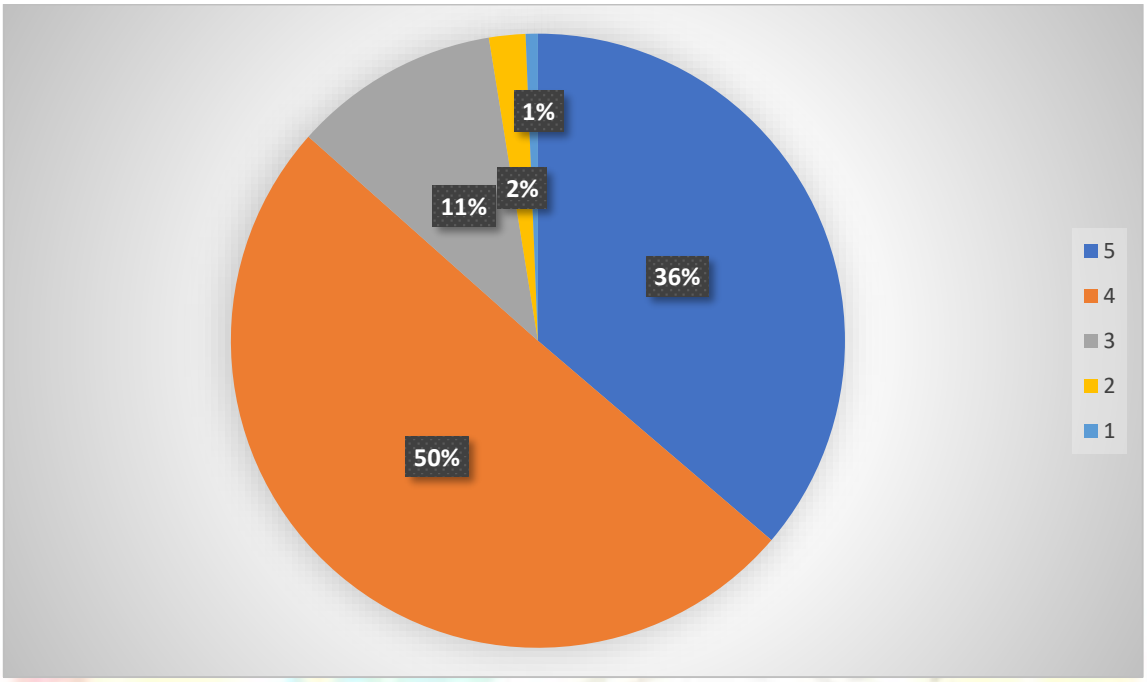
To ensure effective student learning, theoretical and practical courses are integrated within the same term. Students acquire diverse concepts during classroom sessions and are given the chance to apply these concepts in the same semester, enabling them to analyze and design. The graph illustrates the percentage of respondents. According to this analysis, it was observed that 31% of alumni strongly agree, and 50% agree with the readiness of academic tasks and practical experiments as per the instruction plans. Additionally, 3% of alumni disagree.

4. How do you rate the curriculum with respect to professional ethics and behavior?



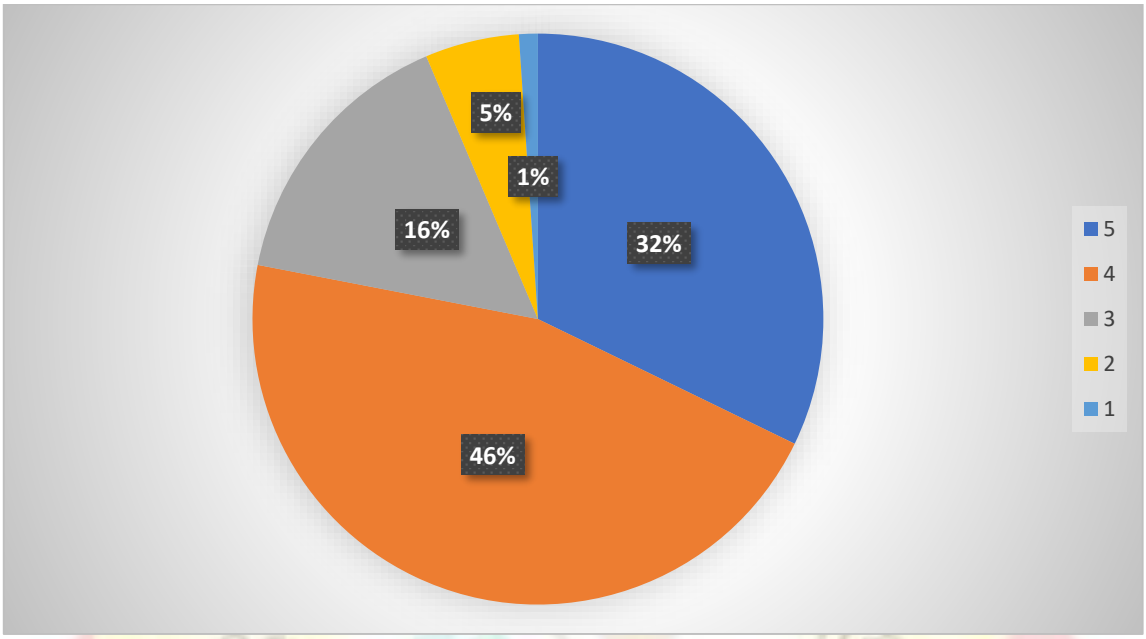
The curriculum encompasses not just theoretical knowledge but is also structured to instill professional and behavioral ethics in students, preparing them to be presentable and equipped for the external world. Approximately 37% of alumni strongly agree, and 49% agree with the inclusion of professional ethics and behavioral inputs in the curriculum, while about 1% of alumni express disagreement.

5. How do you rate the curriculum in written and oral communication abilities?



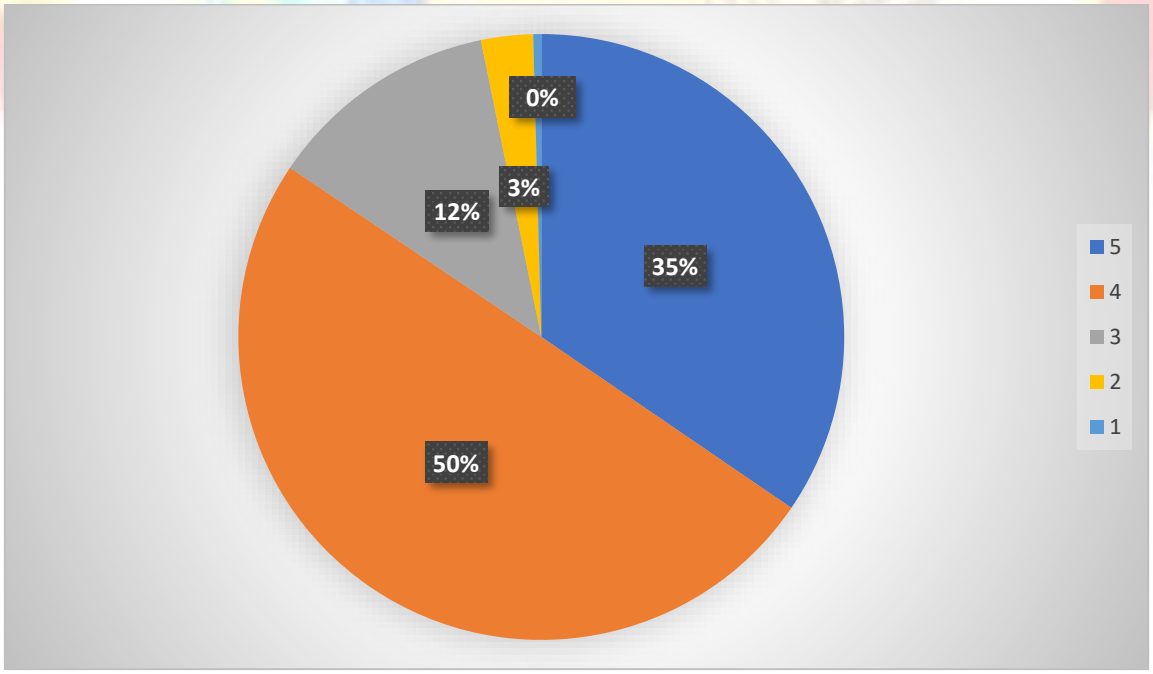
The curriculum is thoughtfully crafted to incorporate courses on professional development and communication skills. These communication skill courses empower students to adeptly navigate diverse conflicts. Students gain proficiency in participating confidently in challenging conversations and utilizing nonverbal communication skills such as gestures, body language, and voice tones effectively. About 36% of alumni strongly agree, and 50% agree with the level of input on Professional Enhancement/Communication skills in the curriculum, while 2% of alumni disagree, and 1% strongly disagree with the aforementioned statement.

6. Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?



Numerous communication skill and personality development courses are part of the classroom instruction, supplemented by workshops as an integral component of the curriculum, contributing to enhanced placement opportunities for students. The graph illustrates the percentage of respondents. According to this analysis, it was observed that 32% of alumni strongly agree, and 46% agree in this context. Conversely, 5% of alumni disagree, and 1% strongly disagrees.

7. Overall satisfaction for the current program in meeting its educational objectives.



Alumni expressed a robust consensus regarding their overall satisfaction with educational objectives. The curriculum is meticulously designed with clearly defined educational objectives and learning outcomes. The analysis reveals that 35% of alumni strongly agree,

and 50% agree with the recent curriculum concerning educational objectives. Conversely, 3% of alumni disagree.

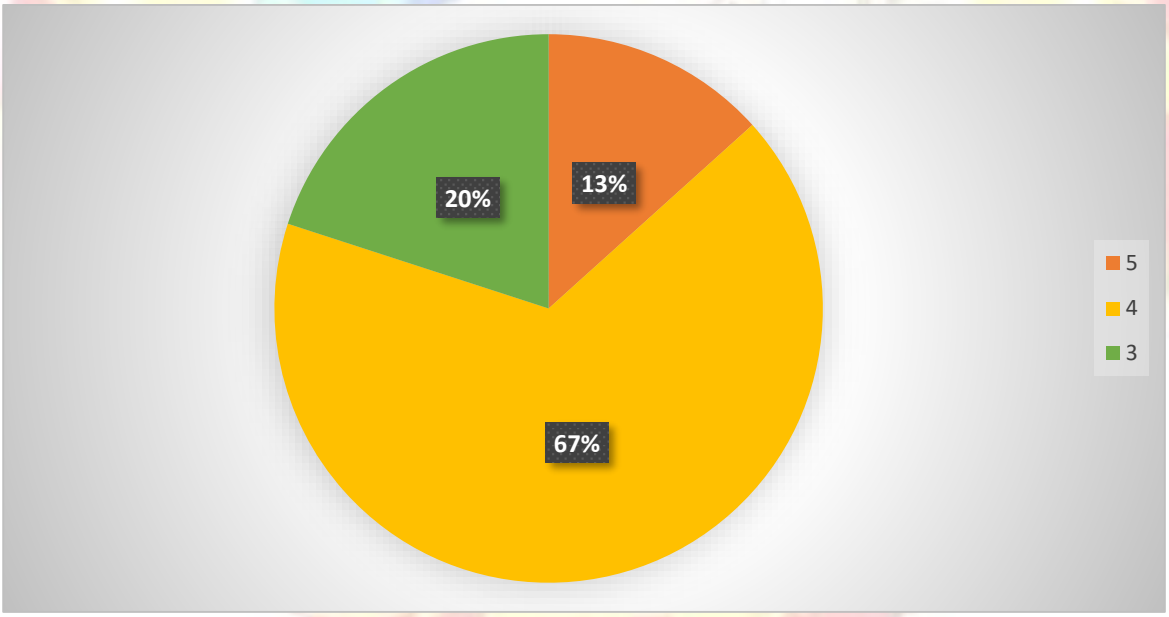
EMPLOYER FEEDBACK ANALYSIS

During the 2022-2023 sessions, the University gathered feedback from 28 employers via online and offline channels regarding the various programs and syllabi offered. Consistent and thorough analysis of feedback from diverse stakeholders significantly contributes to the ongoing enhancement of the teaching-learning process. The University actively seeks regular feedback from industry experts and employers through placement drives, workshops, guest lectures, and Board of Studies interactions. A comprehensive analysis of the received suggestions is conducted, leading to corrective actions, and a detailed Action Taken Report is subsequently provided.

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	4	12	5	0	0
Q.2	Do our students have reasonable knowledge and hands on skills for analysis and design?	3	16	2	0	0
Q.3	How do you rate our students with respect to professional ethics and behavior?	5	12	4	0	0
Q.4	How do you rate our students in written and oral communication abilities?	4	11	6	0	0

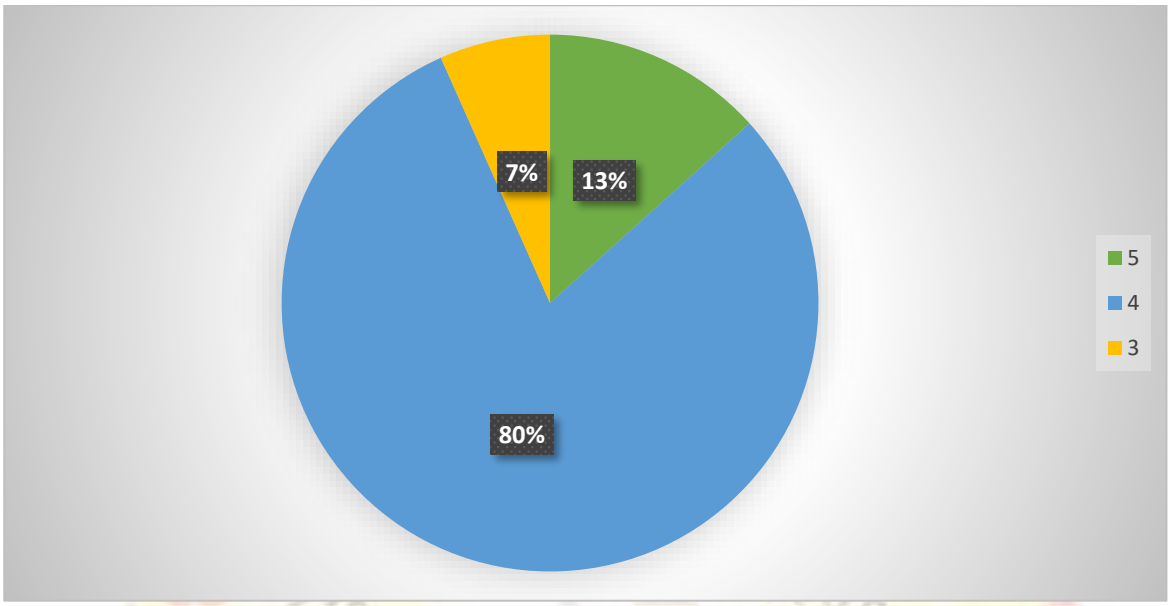
Q.5	The course gives confidence among the students to learn new things & to adapt themselves in a changing environment.	8	13	0	0	0
Q.6	How do you rate the professional capabilities of our students in comparison to students from other institutions?	6	7	8	0	0
Q.7	The courses offered addressed Local/Global issues & relevant to Societal needs.	1	7	7	0	6

1. Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



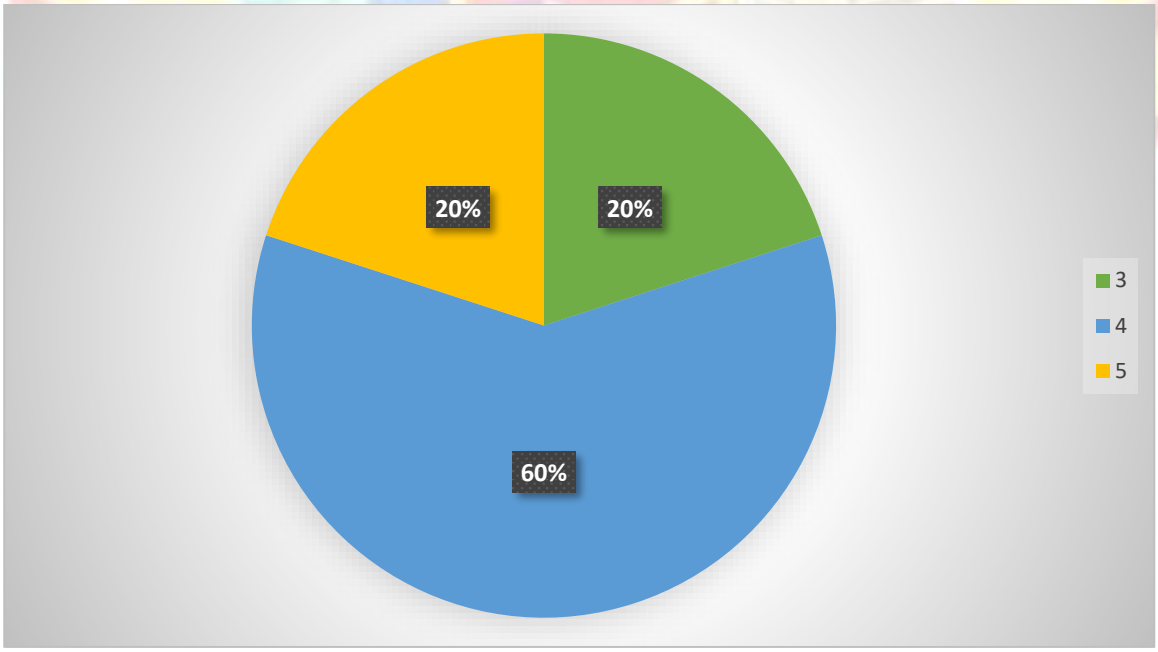
Based on the analysis of feedback, a significant number of employers express satisfaction with the course content, which is consistently updated to align with current technological trends. The chart illustrates the percentage distribution of responses. A majority, comprising 13% of employees strongly agreeing and 67% agreeing, believes in our students' capability to solve real-life problems, while 20% remained neutral regarding this question.

2. Do our students have reasonable knowledge and hands on skills for analysis and design?



The curriculum is structured to integrate both theoretical and practical elements of the course. Students acquire diverse concepts during classroom sessions and are given the opportunity to apply these concepts within the same semester. Approximately 13% of employees strongly agree, and 88% agree with the practical and theoretical knowledge possessed by our students, especially in terms of analysis and design. On the contrary, 4% of employees strongly disagree, and 7% are neutral on the same.

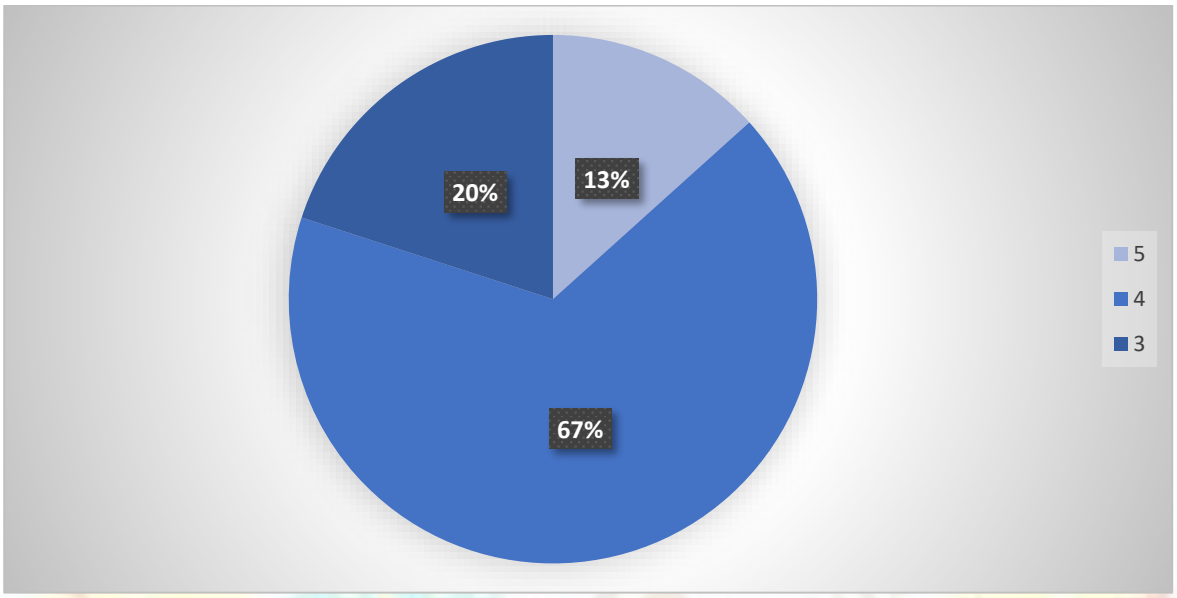
3.How do you rate our students with respect to professional ethics and behavior?



The course curriculum is crafted to instill professional and behavioral ethics in students, preparing them to be presentable and industry-ready. In addition to subject knowledge, students are instructed in moral values and ethics to foster responsibility as citizens. This is evident in the chart, with 20% of employees strongly agreeing and 60% agreeing with the

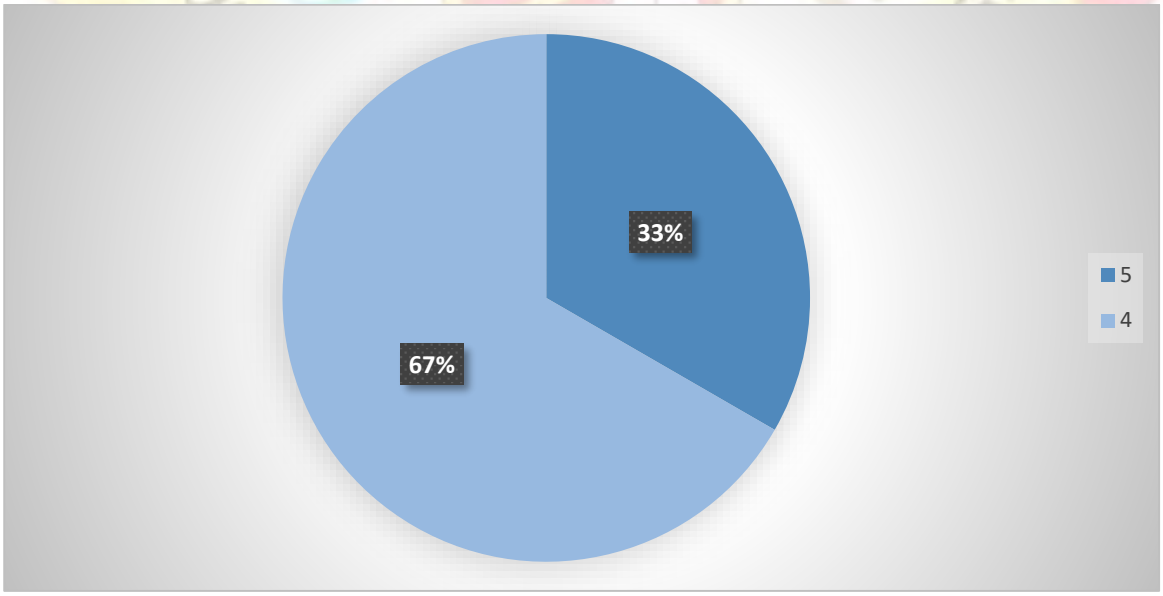
professionalism and behavior of our students. Approximately 11% of employees hold a neutral stance in this regard.

4. How do you rate our students in written and oral communication abilities?



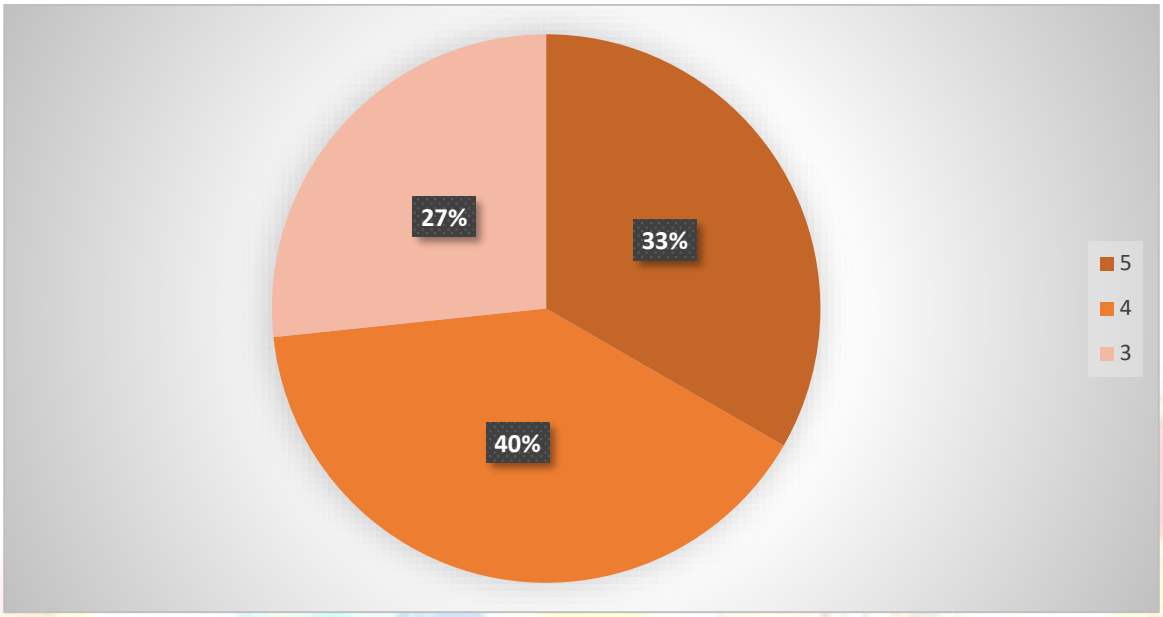
Students receive guidance from their mentors, trainers, and career coordinators to develop technical and professional competence. Additionally, they are provided with various communication skills courses to enhance their confidence and present themselves assertively. While a small percentage, specifically 13% of employees, remain neutral regarding the professional enhancement and communication skills capabilities of our students, a majority, comprising 20% strongly agreeing and 67% agreeing, acknowledges these capabilities.

5. The course gives confidence among the students to learn new things & to adapt themselves in a changing environment.



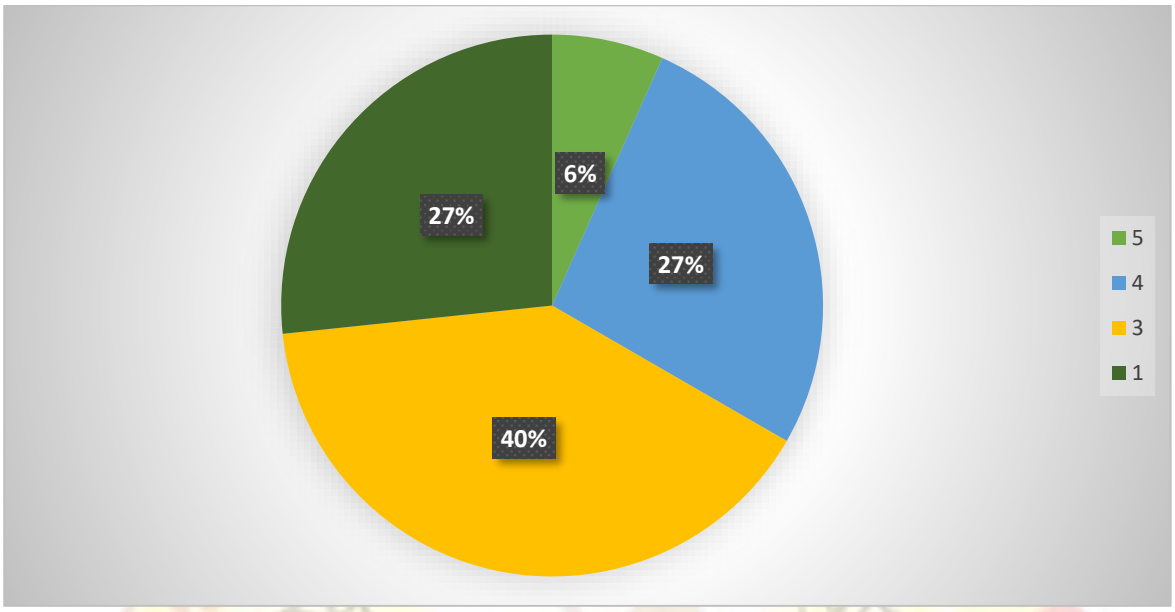
Faculty, mentors, and trainers provide guidance and motivation to students, fostering self-belief and encouraging participation in various cultural, technical, and academic events, enhancing the students' overall personality. The chart reflects the strong willingness of our students to learn job requirements, with 33% of employees strongly agreeing and 57% agreeing.

6. How do you rate the professional capabilities of our students in comparison to students from other institutions?



The majority of employers have strongly affirmed the professional capabilities of our students. The curriculum is sufficiently flexible to incorporate the latest technological trends, enabling students to stay current with the latest software and hardware technologies. As illustrated in the chart, 33% of employees strongly agree, and 40% agree with the professional capabilities of our students, comparing favorably with students from other institutions.

7. The courses offered addressed Local/Global issues & relevant to Societal needs.



The University provides courses tailored to meet both the demands of the industry and the local community. Course updates are carefully deliberated and debated to anticipate future global and local needs. Among the total respondents, 6% strongly agree, 27% agree, and an additional 27% express disagreement.

Employers

Can be improved by keeping it more relevant to Market demand

They need to be groomed through group participation, brainstorming with more focus on analytical skill

It’s almost industry ready

Students should be more professional

It's a very good curriculum for students and it will helpful for improve their technical knowledge as well as professional behavior

Provide them practical aspects and hand on experience by giving them tasks related subject aspect.

I believe that they have an amazing future in the coming future.

ACTION TAKEN REPORT

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT, ODISHA

2022-2023

The University appreciates the suggestions provided by the various stakeholders covering faculty members, students and employers to improve the curriculum and make it more need-based research and job oriented. We have addressed all the suggestions raised and the action taken in this context is mentioned below.

School of Pharmacy and Life Science

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

School of Paramedics and Allied Health Sciences

Suggestions: Some courses should be included in the syllabus to make students as per the current need in the hospitals

Action Taken: These courses were introduced as per suggestion, Basics of Nuclear Medicine Imaging Basics of Computed Tomography, Basis of Magnetic Resonance Imaging. Modifications in MRI Scanning and Procedures, Fundamental Medical Imaging, Interventional Radiology and Drug Diagnostic Radiology were suggested based on the current need in hospitals

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

School of Management

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: Various courses were presented to be offered by the University in the areas of life skills and value addition for the overall improvement and well being of students. The same was agreed upon and approved by the Board members

School of Applied Science.

Zoology

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

Physics

Suggestions: Research Methodology and IPR should be part of the syllabus.

Action Taken: With the Recommendation of the External Board of Members "Research Methodology and IPR" was introduced in the M.Sc. syllabus as core subject

Suggestions: 5 years integrated course should be introduced

Action Taken: With the Recommendation of External Board of Members 5 Years Integrated B.Sc. - M.Sc. Program was introduced.

Math

Suggestions: For MSc. **“**Geometry and Grid Generation(CUTM1528) and Applications of CFD using Computational Tool-Simulia (CUTM1529 can be merged and a comprehensive course can be designed.

Action Taken: The courses, Geometry and Grid Generation (CUTM1528) and Applications of CFD using Computational Tool-Simulia (CUTM1529) merged and formed a single paper "Grid Generation and CFD Simulation Using Simulia".

Chemistry

Suggestions: Research Methodology and IPR should be part of the syllabus.

Action Taken: With the Recommendation of the External Board of Members "Research Methodology and IPR" was introduced in the M.Sc. syllabus as core subject.

Suggestions: 5 years integrated course should be introduced

Action Taken: With the Recommendation of External Board of Members 5 Years Integrated B.Sc. - M.Sc. Program was introduced.

School of Engineering and Technology

Biotechnology

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

Mechanical

Suggestions: Manufacturing Process-Process planning and Heat Treatment (2-1-0) (CUTM1079) is very heavy

Action Taken: Manufacturing Process-Process planning and Heat Treatment (2-1-0) (CUTM1079) splited into two courses , each courses will have 3 credits.

Suggestions: Students were not showing interest in the domain course

Action Taken: The domain course should be taught in practice and project mode.

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

Civil Engineering

Suggestions: Students are not able to attend some classes due to field visit

Action Taken: Twenty percent online delivery of courses in the curriculum was planned and implemented

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: The Board agreed and now School has offered life skill and value addition courses for students

Computer Science Engineering

Suggestions: Cyber Security should be offered in the Domain.

Action Taken: New cyber security domain is introduced and the syllabus is approved by all the BoS members.

Suggestions: Mathematics for ML should be offered

Action Taken: One new course Mathematics for ML is introduced .

Electronics and Electrical Engineering

Suggestions: Gate Training should be provided to students .

Action Taken: GATE Training was introduced in the timetable for final year students to encourage students to go for higher studies and to compete for PSU jobs.

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: School has offered life skill and value addition courses for students

Aerospace Engineering

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: School has offered life skill and value addition courses for students

Electronics and Communication Engineering

Suggestions: Introduction to Verification Methodologies course should be introduced to match the industry standard

Action Taken: Introduction to Verification Methodologies Course introduced to the Chip Design and Fabrication using VLSI Domain syllabus for matching the latest industry standard.

Suggestions: Students should take up the various courses offered by the University in the areas of life skills and value addition for their overall improvement and wellbeing.

Action Taken: School has offered life skill and value addition courses for students

Conclusion

Thus the feedback given by the stakeholders were analysed and suitableaction was taken, so as to satisfy the expectations of students, alumni, academicians and Employers& Industry. This further helped us to improvise our curriculum as per the expectations of the stakeholders.

Board of Studies Conducted on : 8th July 2022.

.Date of Compilation: 10th Aug, 2022