



***CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT
ODISHA***

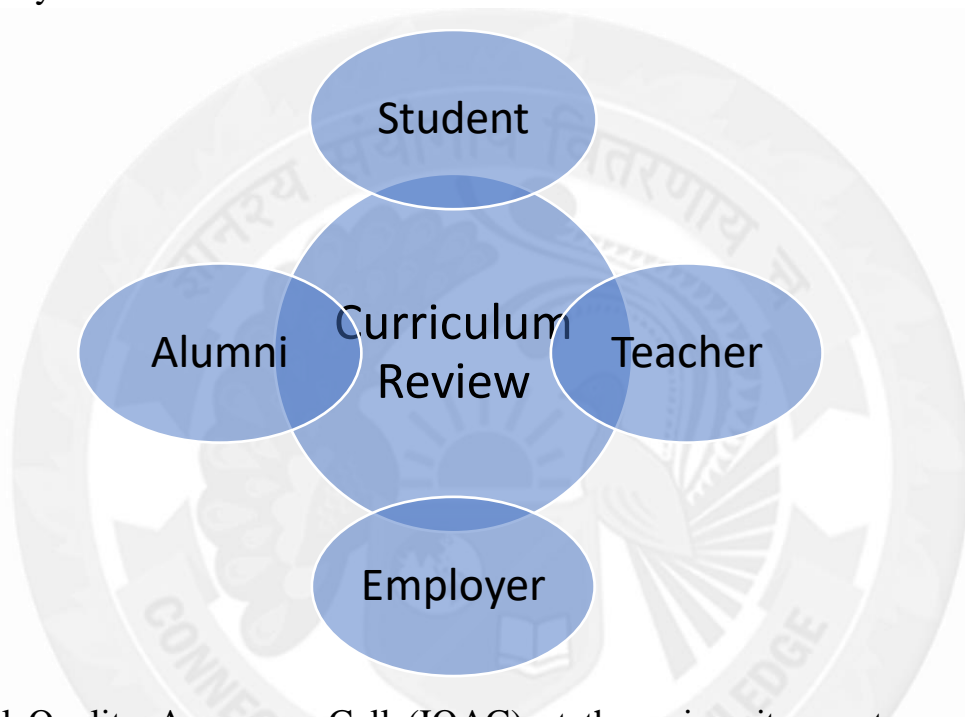
FEEDBACK ANALYSIS AND ACTION TAKEN REPORT (2020-2021)



Feedback on Curriculum Analysis Report

(Academic Session 2020-2021)

The University uses the Syllabus Review feedback process to get information from a range of sources on various parts of the programme. Most of the time, the material gathered during this feedback process includes input from all of the University's stakeholders.



Internal Quality Assurance Cell (IQAC) at the university creates a feedback questionnaire that is collected online from all stakeholders (students, alumni, teachers, and employers) (Google forms). The online technique for collecting feedback employs online forms to which stakeholders are emailed links. Following the collection of data from stakeholders, a response sheet is prepared and analysed using established parameters. The departments take necessary measures based on the report.



This feedback's main goal is to ensuring that every student has access to competent and high-quality instruction that leads to vigorous academic, social, and personal development. The IQAC keeps track of the activity, as well as other quality efforts. For the satisfaction of the stakeholders, the university must continue to incorporate such Quality Initiatives into its processes and follow them to the letter and spirit.

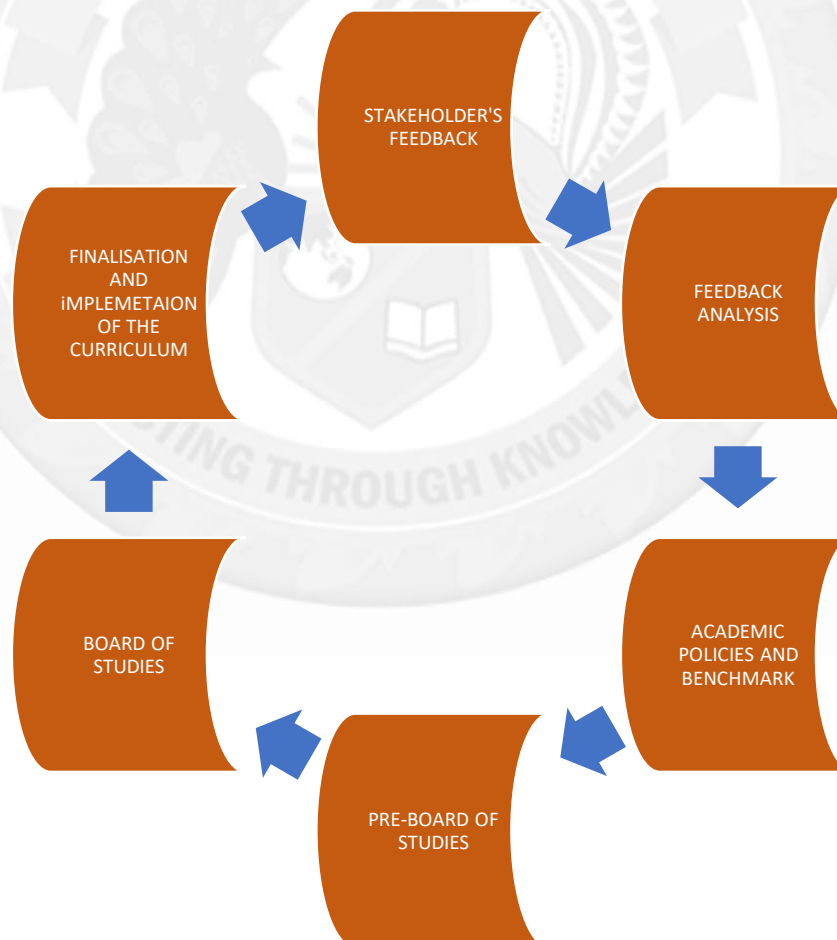


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1. FEEDBACK PROCEDURE OF THE UNIVERSITY

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.

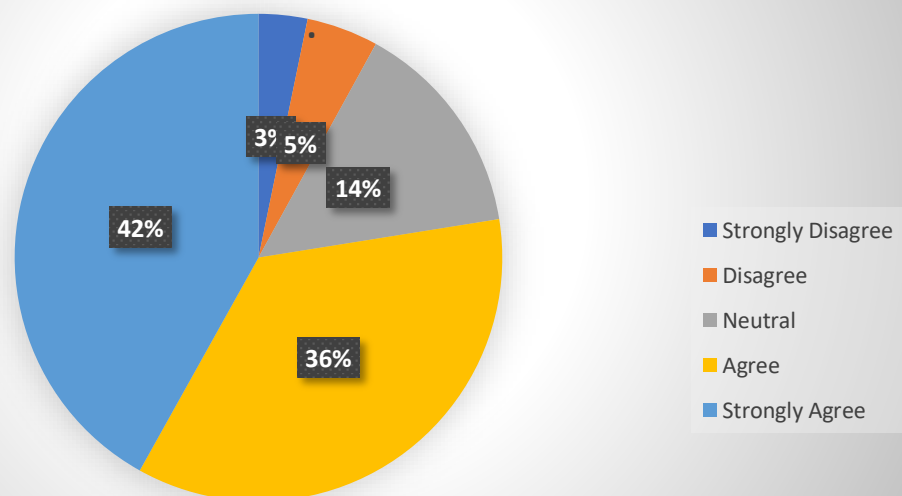
2. STUDENT FEEDBACK ANALYSIS

Students' input is an important aspect in improving the learning environment and can also assist teachers improve their skills. It also promotes teacher-student contact in the classroom and aids in the achievement of teaching and learning excellence.

Feedback of around 1034 students of various courses was collected in the session 2020-2021.

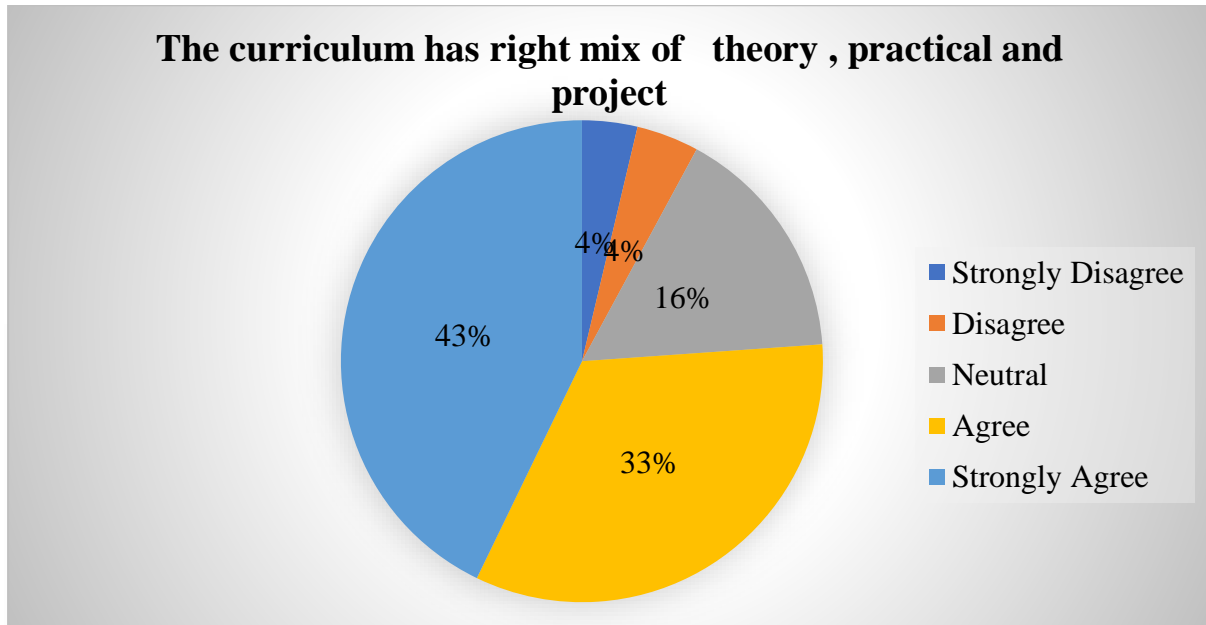
1.

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



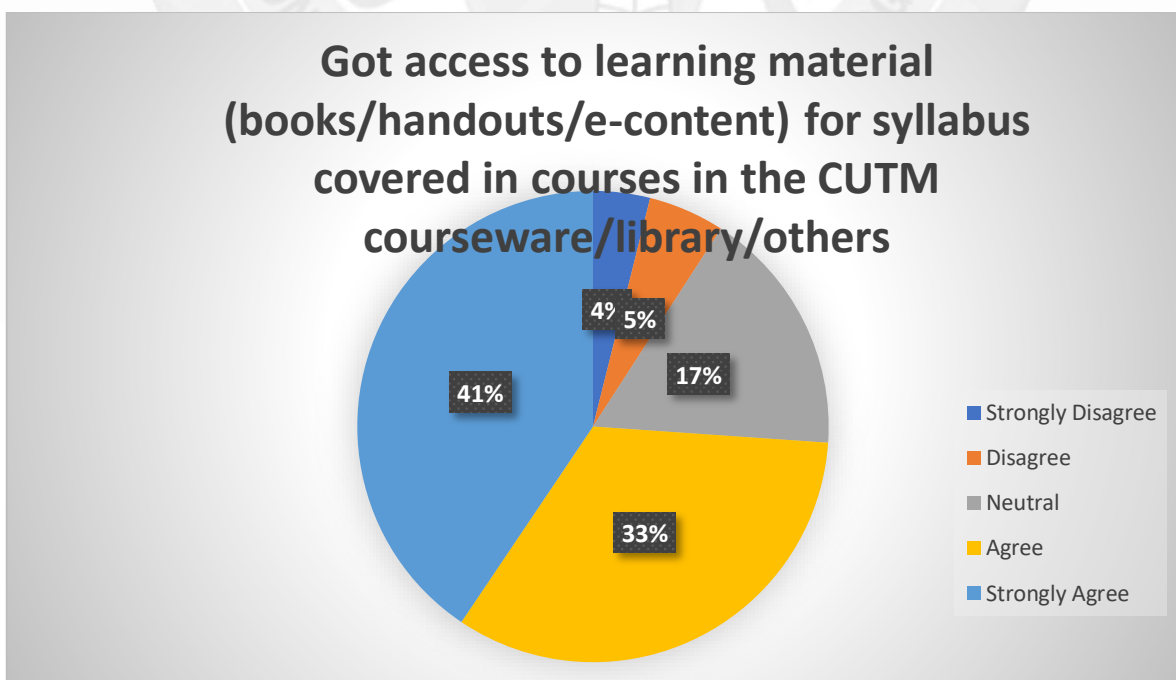
The university is constantly working to link course outcomes with courses so that students can use their knowledge in the workplace. Around 78% of students of the students “highly satisfied” that the courses are matching with the expected outcomes while 3.6% of students expressed highly dissatisfaction.

2.



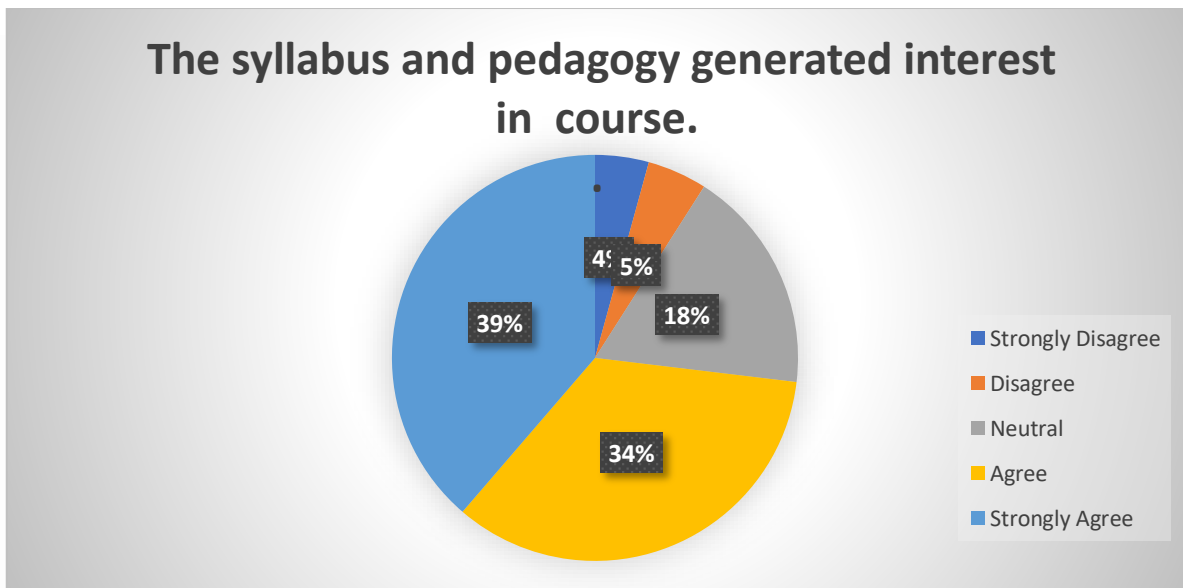
The University has placed a strong emphasis on practical knowledge and exposure to various micro and major projects undertaken by students. The graph depicts that around 76% students “highly satisfied” with curriculum which is a right mix of theory, practical and project. Whereas 4% of students strongly disagreed.

3.



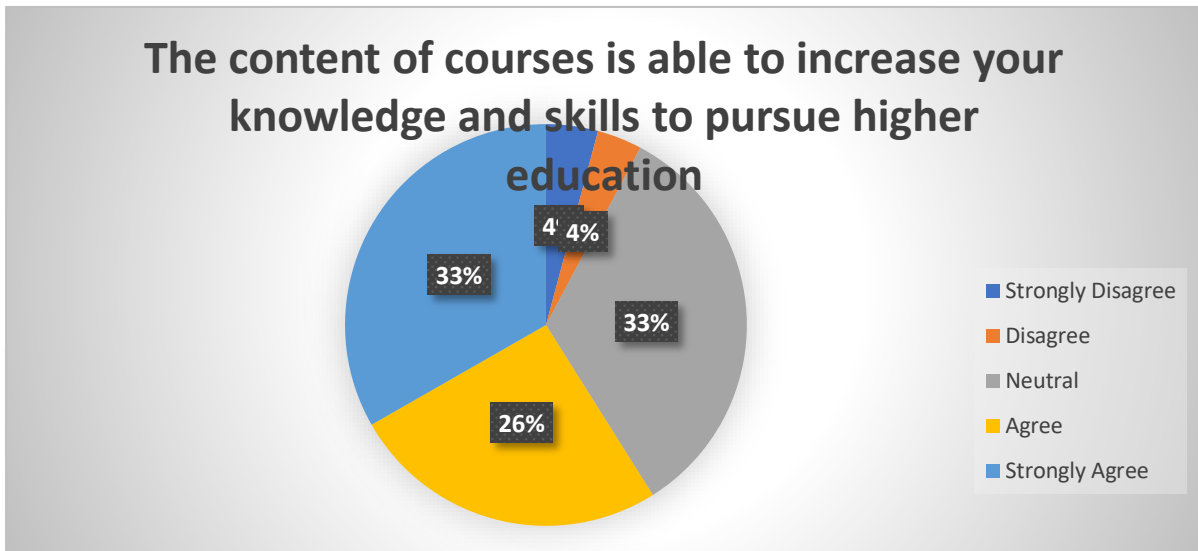
Faculty members are working hard to provide the content and keep it up to date in the CUTM Courseware. The library receives regular recommendations from faculty to purchase materials and assist students. The above graph shows that 74 % of the respondents are strongly agree with the access to learning materials where as 33.4 % of the students moderatley satisfied. 4.3% students are higly dissatisfied .

4.



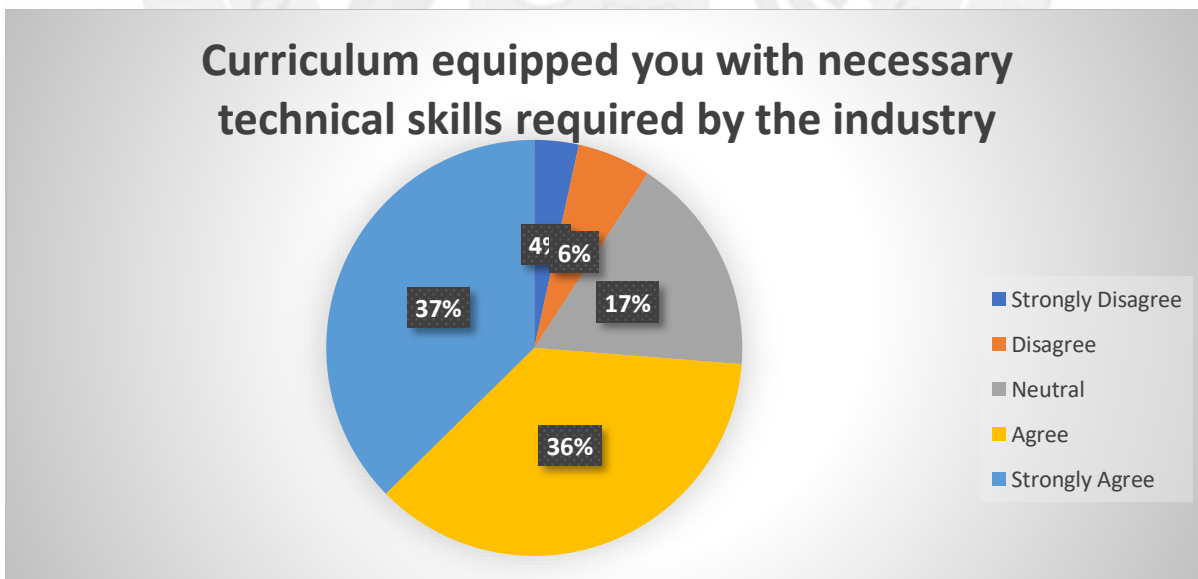
In the graph it shows around 73 % of the respondents are highly satisfied and agreed that the syllabus and pedagogy generate interest .around 9% of students don't agree and dissatisfied. To generate interest among students ,teachers use different online resources and with you tube videos in the class besides CUTM Courseware . Faculty members conduct internal examination in different modes like presentations and quizzes to generate interest

5.



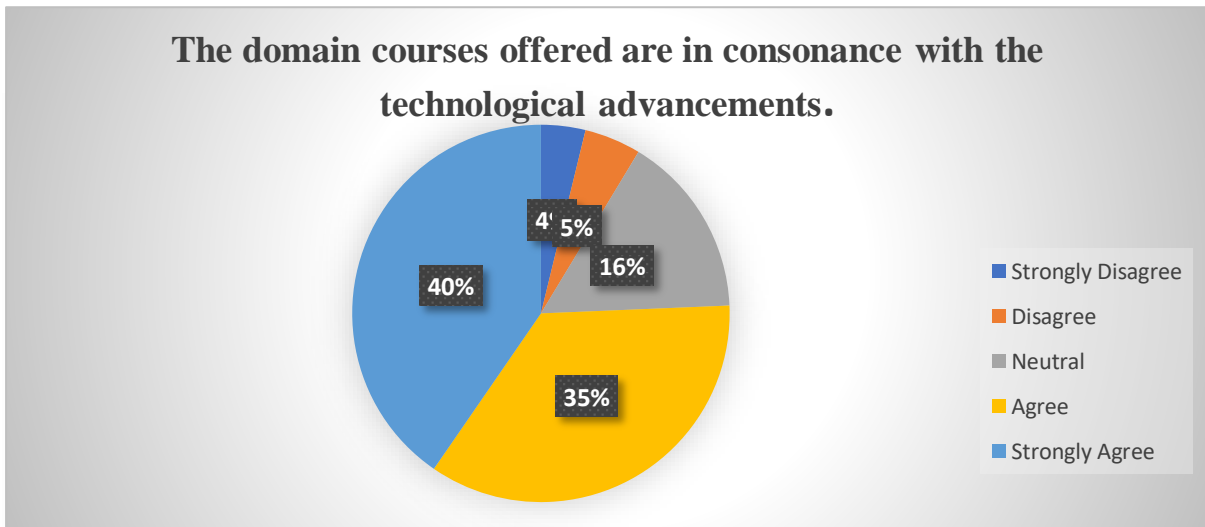
The majority of teaching learning activities includes solving real-world situations. Students find these courses appropriate to real-life challenges, according to feedback obtained. The chart reveals the percentage of respondents. 59 % of the students are highly satisfied and they agreed that the content of courses is able to increase their knowledge and skills to pursue higher education. 8 % highly disagreed.

6.



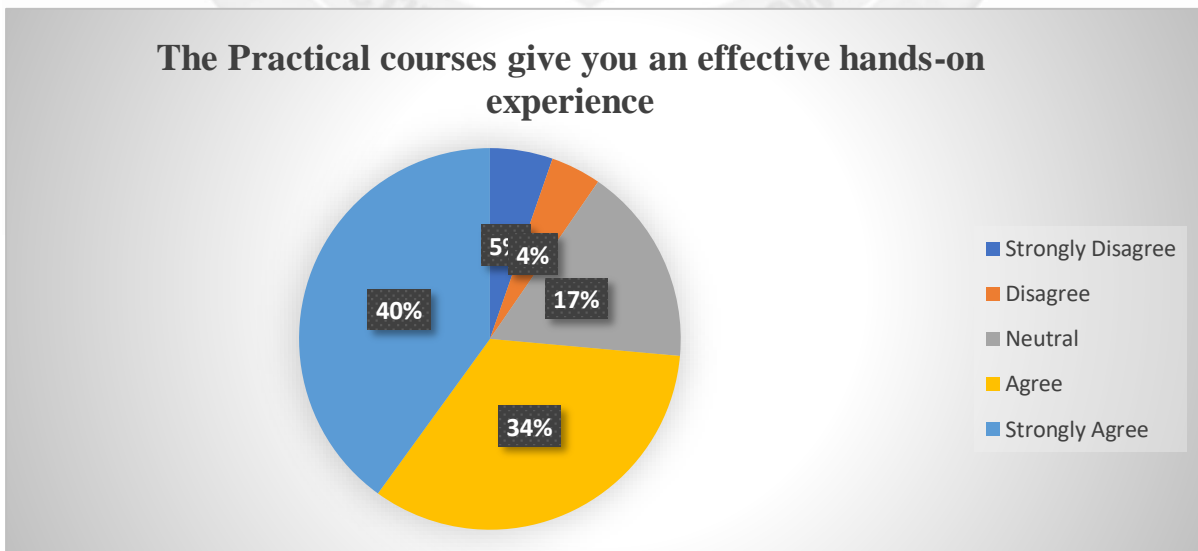
The University's mission is to provide students with outcome-based and industry-oriented interdisciplinary education that meets their diverse needs. The graph shows that around 73% of the respondents highly satisfied and agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 10% are disagreed.

7.



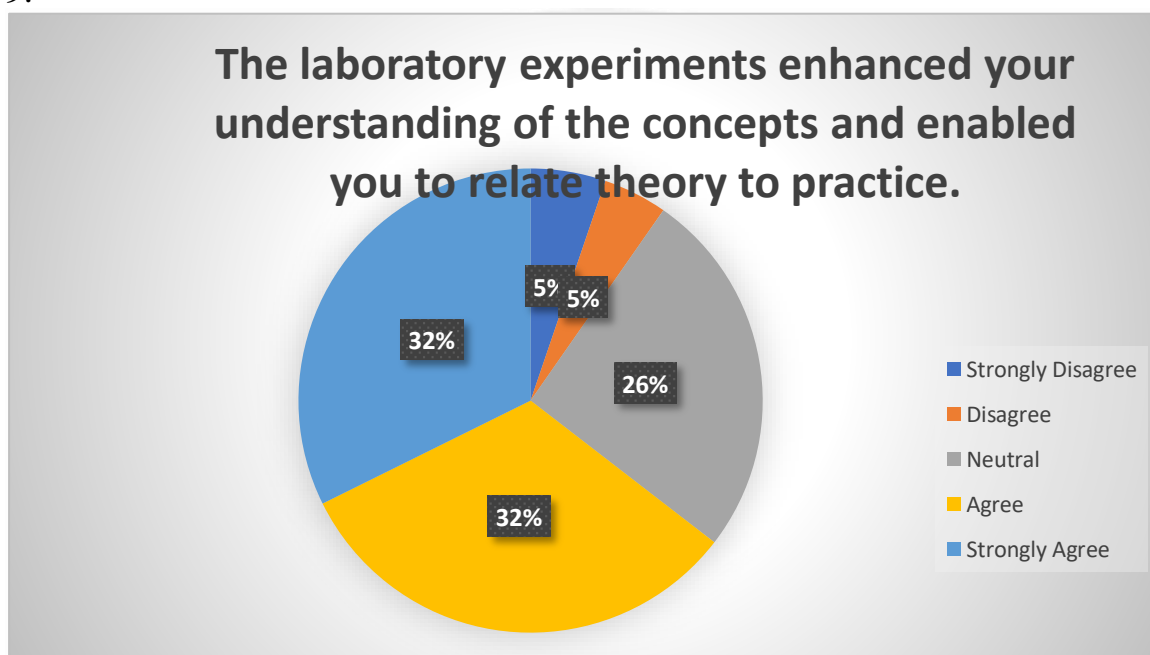
According to the feedback obtained, over 75% of students thought the domain courses offered to them to be useful and engaging. Students can choose from a variety of courses offered in the programme scheme. The majority of students agreed that these domain courses are important for getting job placements and meeting industry criteria. Only 9% students don't agree.

8.



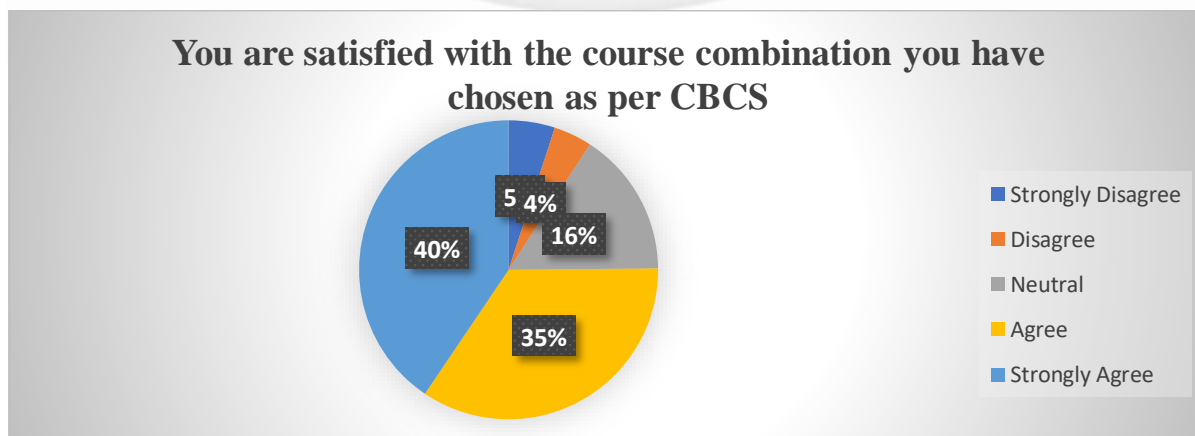
Students gain practical experience through projects, live projects, workshops, the usage of industry-relevant software, study tours, industrial visits, industry trainings / internships, and other activities. According to the graph, the programme provides hands-on experience through projects, real projects, workshops, and the usage of industry-relevant software. Only 9% of pupils were dissatisfied with the curriculum, with 74 percent agreeing and satisfied. Students in the final semester are encouraged to work on live projects.

9.



The efficiency of lab experiments and academic activities was evaluated by the pupils. Academic tasks/lab experiments are beneficial in understanding the applicability of concepts, according to 74% of respondents. 10% percent of students disagreed

10.



In the survey around 75% of the students are highly satisfied and agreed and around 9% of students are dissatisfied . As per Choice Based Credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and Head of the department.

11. Further, the following points were also expressed by the students.

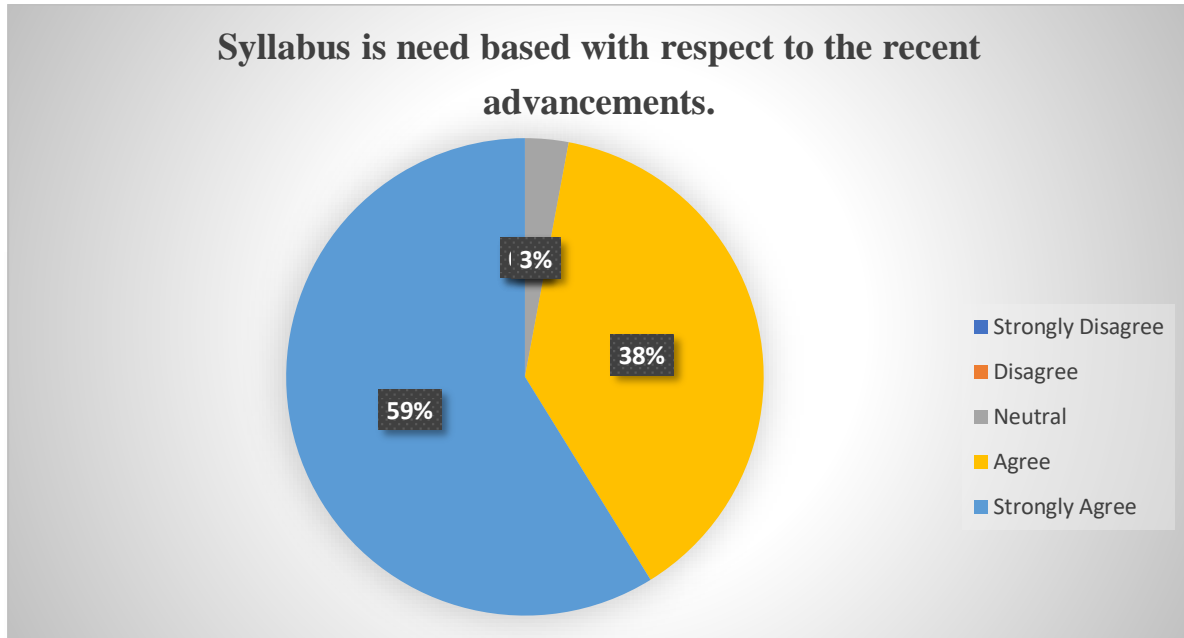
- Increase the opportunities for internship for students
- Class participation should be taken care to know the learning outcome.
- More Number of case studies should be discussed in the class.
- The curriculum is up to the marks with recent job prospect which with well defined with present context.
- Fundamental concepts should be added to strengthen students knowledge
- The quality of books in library that matches with latest curriculum shall be made available
- Better student staff interactions
- More frequent Industrial visits for practical exposure

3. TEACHER FEEDBACK ANALYSIS

Throughout the academic year, the University conducts pre-Board of Studies meetings with all faculty members. These discussions focus on improving the quality of pedagogical tactics used, course content, learning materials provided to students, student performance, and research initiatives. Faculty members are asked to provide essential input and suggestions on the teaching-learning process and research activities. External academicians are invited to serve on the Board of Studies. Internal senior faculty and external subject specialists contribute input, which is thoroughly examined and argued. Suggestions that are judged to be useful are then put up for consideration. Following these

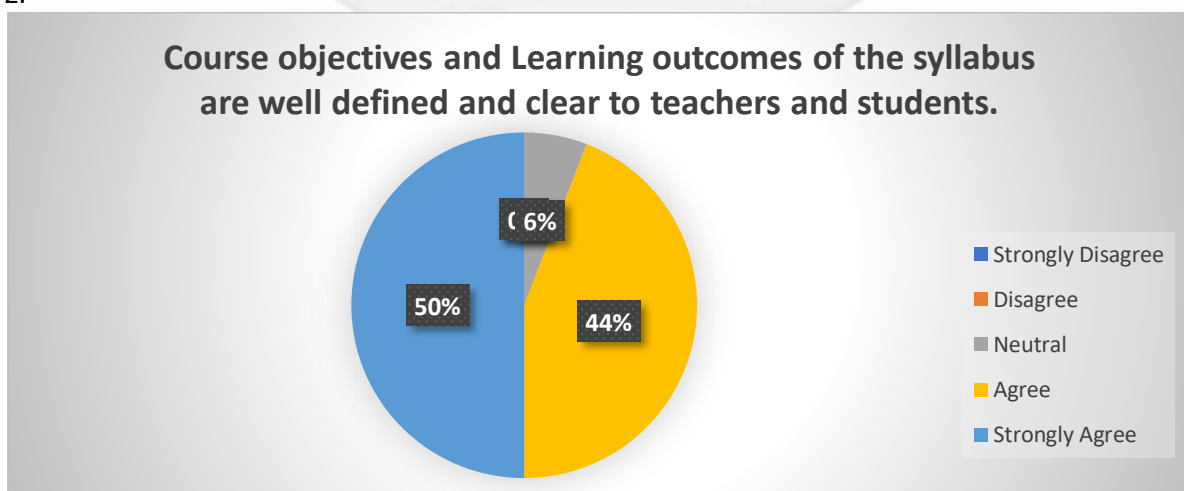
comments, the teacher has the authority to alter the course content after receiving formal approval from the Board of Studies.

1.



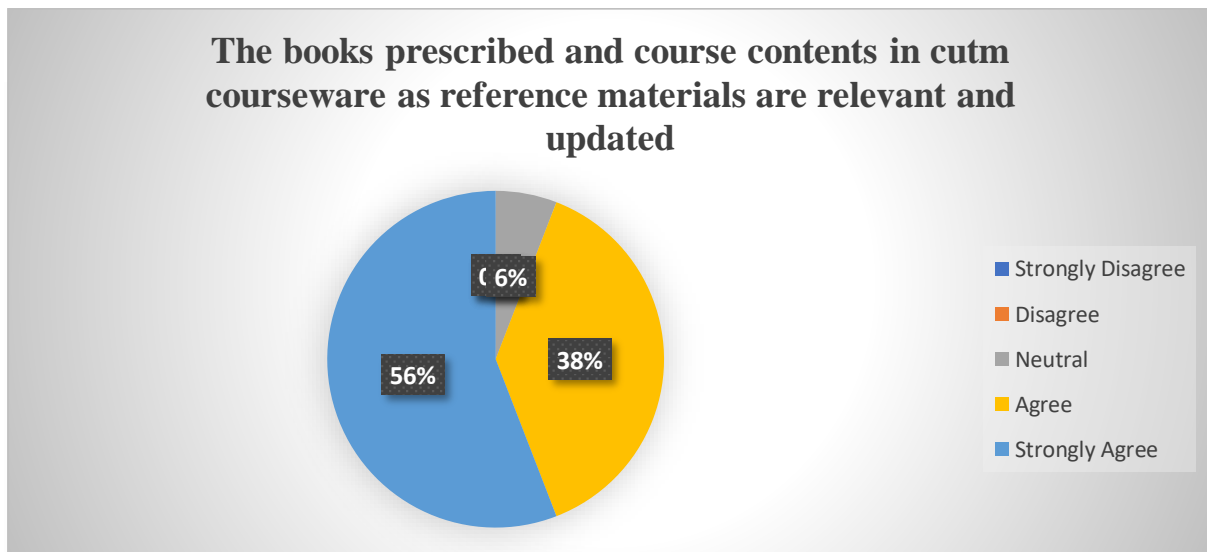
Syllabus is updated on a regular basis by industry professionals and academicians, taking into account changes in industry and academic trends and technology. External experts are invited to provide expert lectures and engage in active student interaction. These experts' valuable suggestions are also incorporated into the curriculum on a regular basis. Recruiter feedback is also taken into account during placement drives to ensure that students and curriculum are industry ready. According to the findings, over 96 percent of faculty members are moderately or highly happy with recent curricular developments. Around 3 percent of faculty members expressed disagreement.

2.



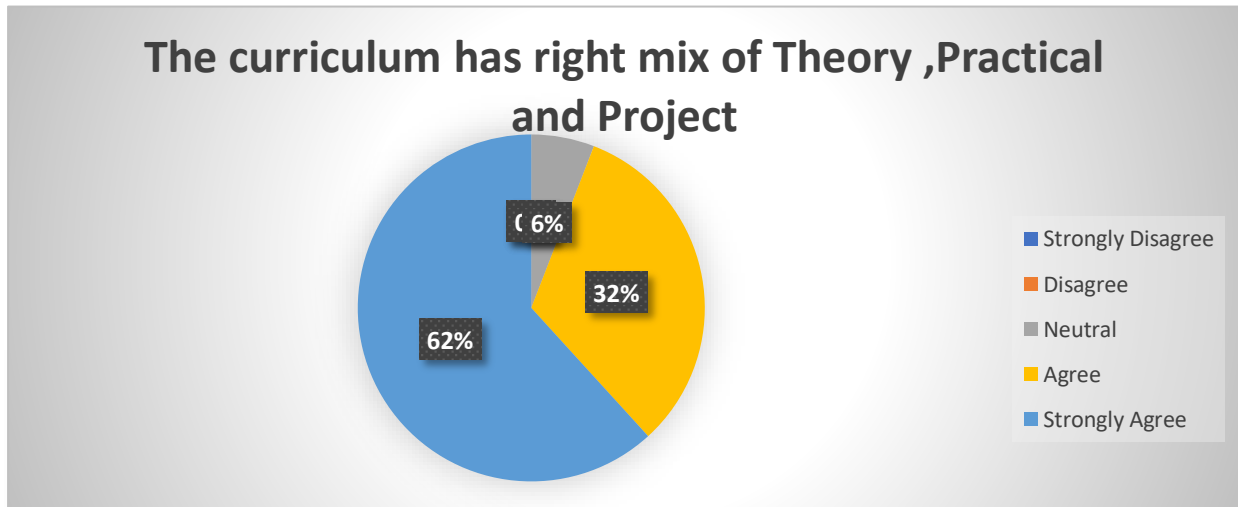
By focusing more on depth of comprehension and breadth of material coverage, the curriculum gives enough chances for students to apply and explain their learning in multiple circumstances. The percentage of responders is depicted in the graph. Around 94 percent of professors were extremely satisfied with the syllabus's breadth and depth of course content, 6 percent were dissatisfied.

3.



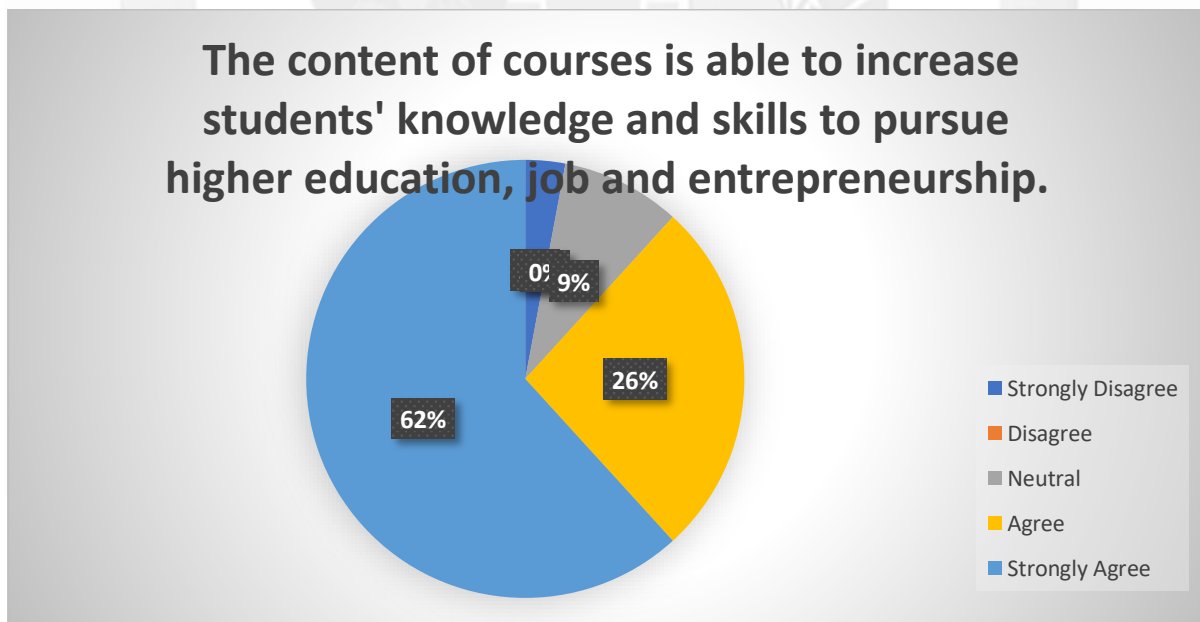
Textbooks, reference books, and CUTM Courseware Contents provide a framework for students to organise and manage their education. These are the most important sources of information regarding the topic of their course. Textbooks and reference books assist students in fully comprehending subjects and becoming acquainted with the course. Teachers in the classroom employ CUTM Courseware content, which includes YouTube connections, practise test links, and course materials. As a result, they will be able to attain the targeted course results. The percentage of responders is shown in the graph. Only 2% of professors dissatisfied with the availability of text books, reference books, and content in Courseware for students, according to the survey.

4.



The graph shows the percentage of people who responded. According to this study, 94 percent (approximately) of faculty members were very satisfied with the preparing of academic assignments, practical experiments, and projects according to the teaching plans. It was shown that a small percentage of teachers (6%) were dissatisfied.

5.



The percentage of responders is seen in the graph above. 88 percent of teachers were extremely satisfied with the amount of learning from academic assignments, 26.7 percent were moderately satisfied, and 3.3 percent were

dissatisfied with the statement. Learning levels from academic tasks are assessed using a variety of activities such as worksheets, class tests, assignments, presentations, quizzes, sessions, practical, design problems, and projects, among others, providing an ideal platform for developing knowledge and skills in preparation for higher education, employment, and entrepreneurship.

6. Further, the following points were also expressed by the Teachers

- Application and situation based discussion should be given priority
- Syllabus should not be so lengthy
- Credits for some subjects may be increased
- Few more latest topics/subjects can be added
- The syllabus need to be revised in regular intervals as per industry needs
- Application of every chapter of each subject must be implemented through small projects
- More research based training and projects needs to be offered for pre-final year students, which will definitely help the students who are keen towards higher education

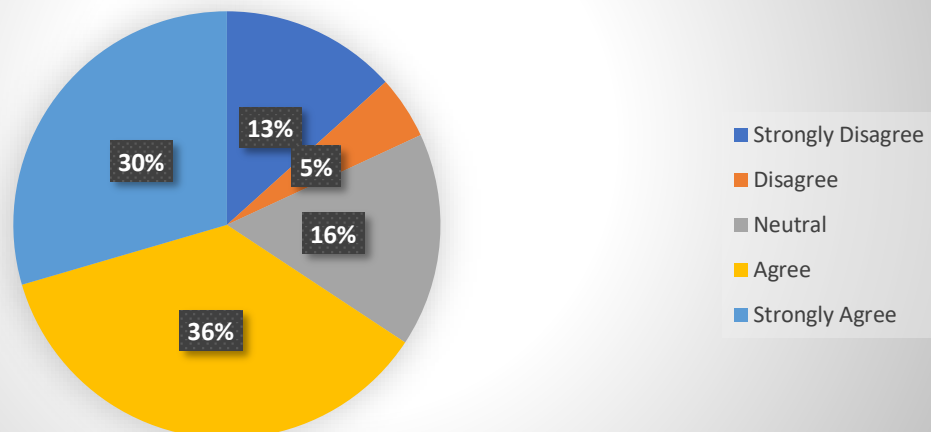
4. ALUMNI FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

In the session 2020-2021, University collected and analyzed the feedback from around **91** alumni of various courses. Valuable suggestions made by the alumni are put forward before the Board of Studies for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

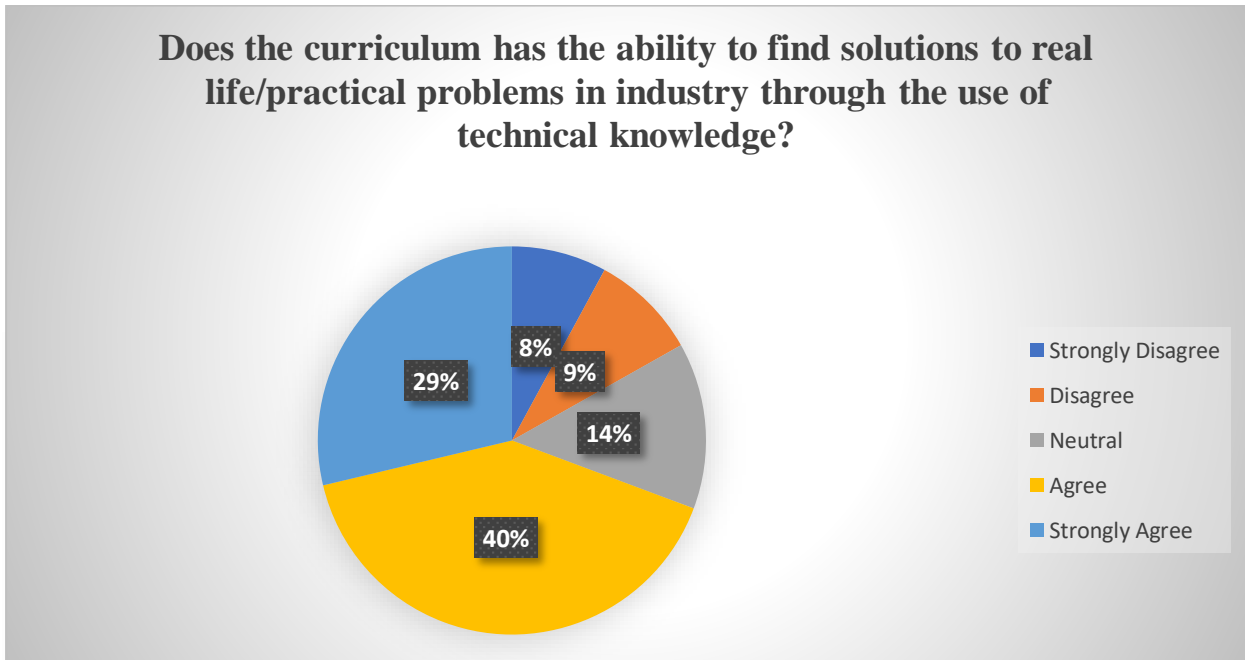
1.

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



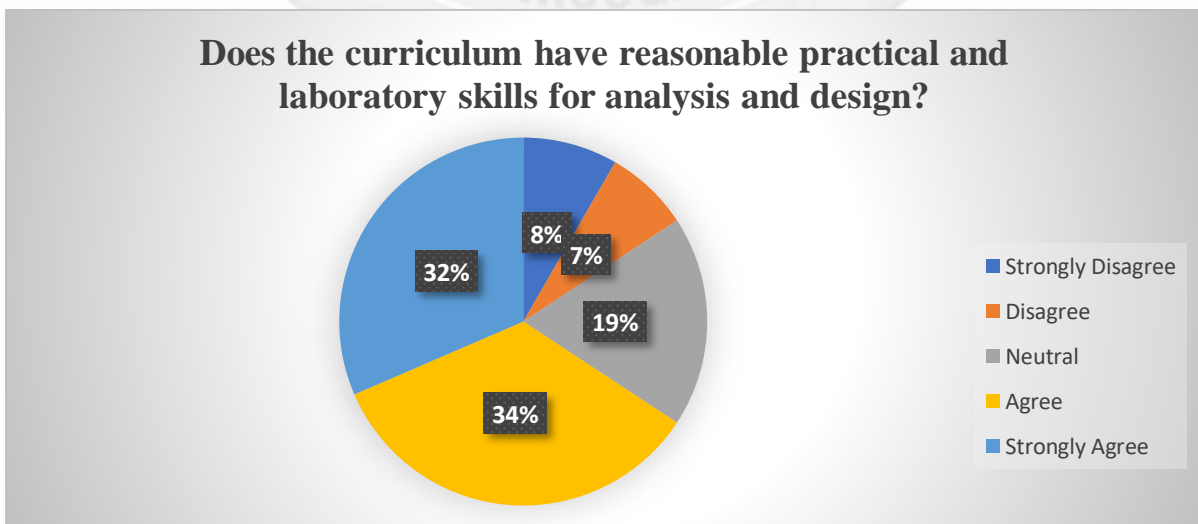
Syllabus is revised on a regular basis to reflect evolving industry and academic trends and technologies, with significant input from industry experts, academicians, and employers. 66% of alumni are highly satisfied and agreed with the courses being offered while 18% alumni expressed disagreement

2



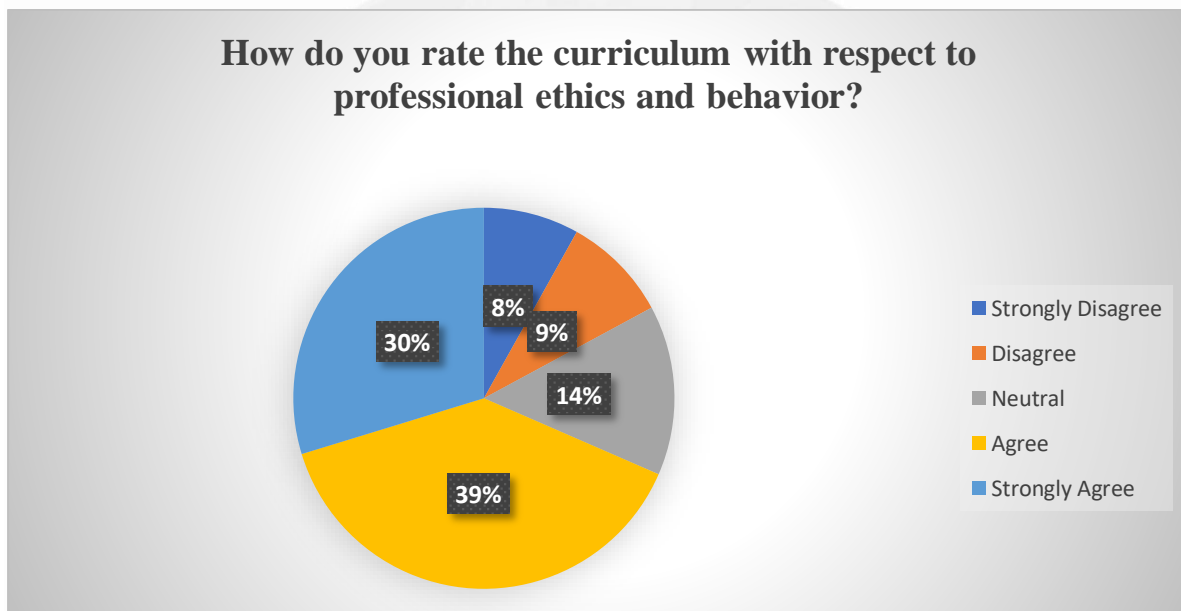
Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately, 69 % of the strength was “highly satisfied” and agreed about the assessment pattern adopted by the University for Individual Course is useful in grasping the concepts application. A relative few count of 17% “Disagreed”

3



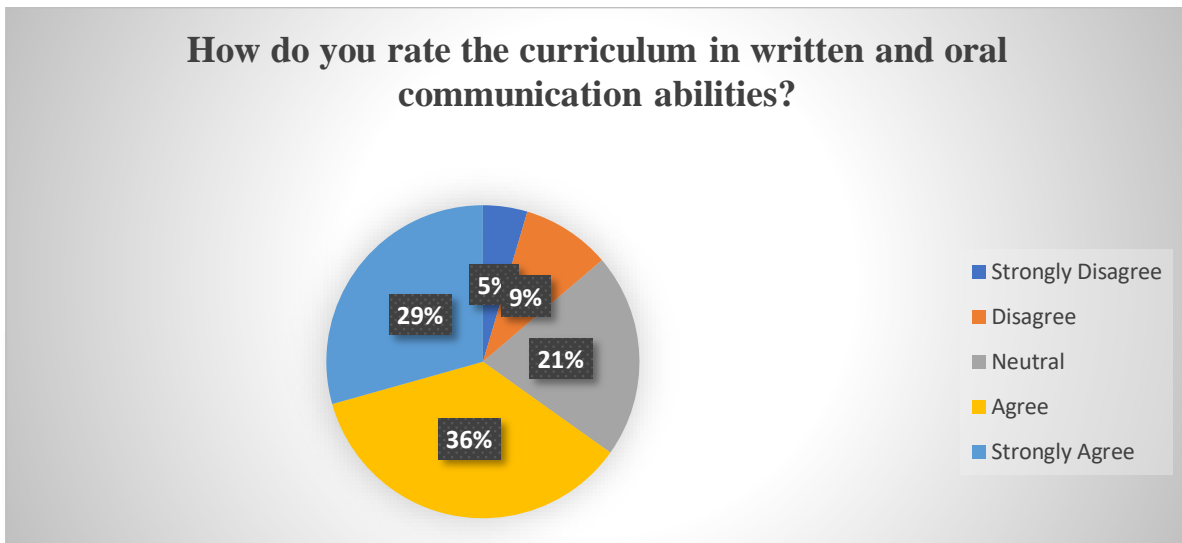
As per this analysis, it was found that .66 % of alumni agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found a small strength of 15% just showed complete disagreement. Theory and practical courses will be included in the same term to ensure that students learn well. Students acquire many topics in class and are given the opportunity to apply what they have learned in the same semester so that they can analyse and design. The graph shows the percentage of people who responded.

4.



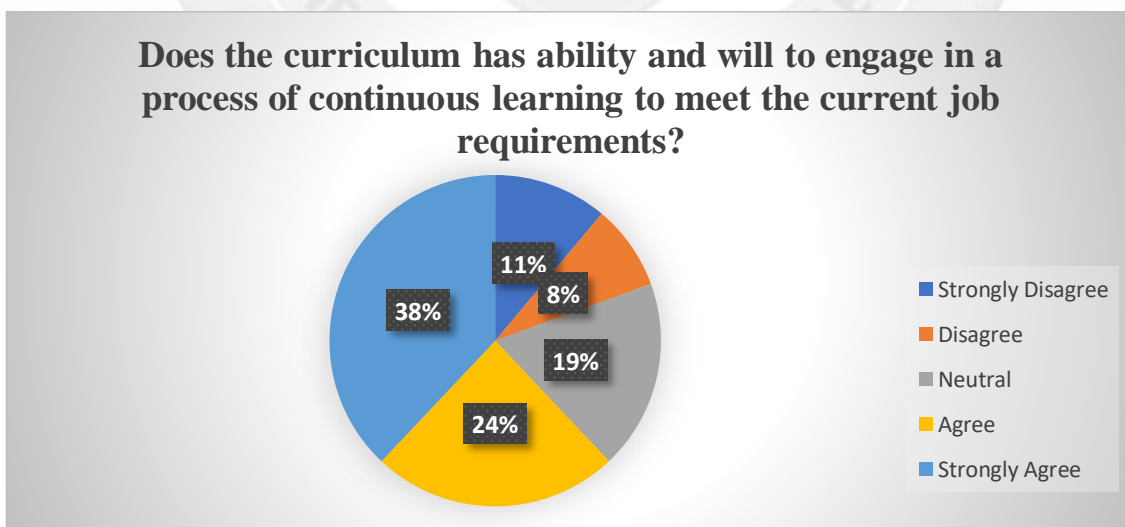
Curriculum includes not only theoretical knowledge, but is also aimed to instil professional and behavioural ethics in students, making them presentable and fit for the outside world. Around 70% of alumni are satisfied and agreed with the Professional ethics and behaviour inputs in the curriculum while around 17% of alumni showed a little dissatisfaction.

5.



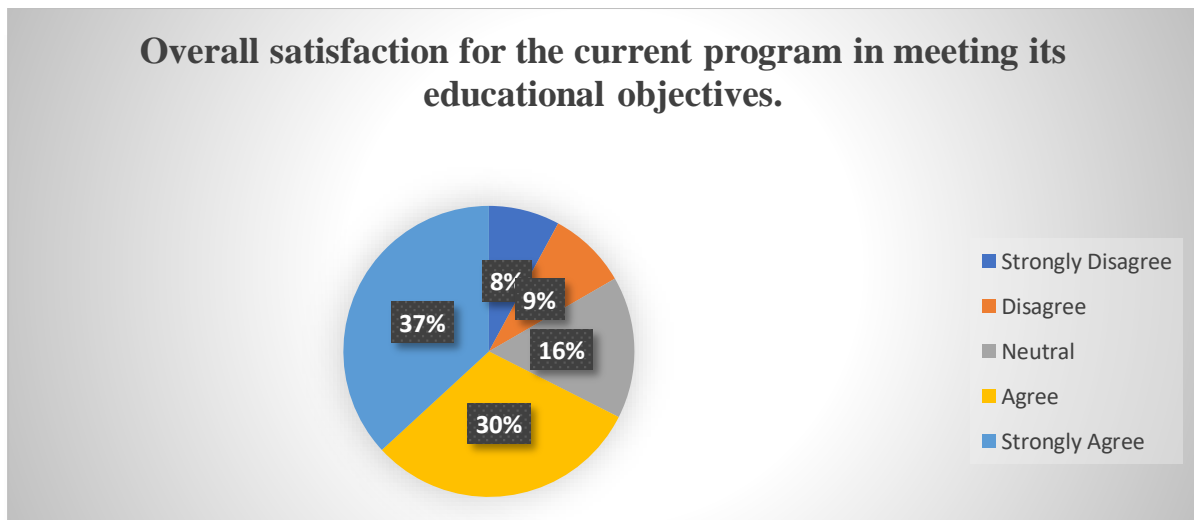
More than 65% of alumni were satisfied with the level Professional Enhancement/Communication skills input in the curriculum, and nearly 11.6% showed dissatisfaction with the above mentioned statement. Professional development and communication skills classes are included in the curriculum. Communication skills classes prepare students to cope effectively with a variety of issues. Students learn to boldly participate in tough conversations and to successfully communicate nonverbally through gestures, body language, and voice tones.

6



As per this analysis, it was found that 62 % of alumni agreed and highly satisfied in this context. It was found that a strength of 19.% alumni showed complete dissatisfaction. Various communication skills and personality development courses are taught in class, and several workshops are held as part of the curriculum to assist students in finding better job prospects. The graph shows the percentage of people who responded.

7



The analysis depicts that more than 67% of alumni were satisfied with recent curriculum with respect to educational objectives. Around 17. % were not satisfied. When asked about their overall satisfaction with educational objectives, alumni expressed significant agreement. The instructional objectives and learning outcomes in the curriculum are well-mapped.

8. Further, the following points were also expressed by the Alumni

- A nice structure has been designed.
- The Curriculum needs to be updated continuously as per the evolving industry and new emerging Technologies so as to cope up the industries ever evolving job requirements
- Please focus on more practical skills and placement of students
- More interactive sessions with working professionals to generate interest.
- Ethics should be given little more priority in the curriculum.

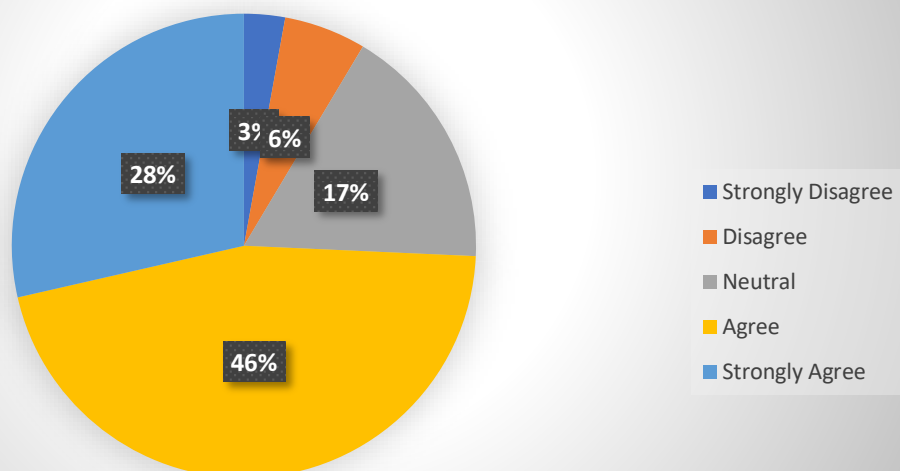
- Sports and physical activities should be given equal importance.
- Communication skills of students should be given utmost importance, students seminar should be conducted more frequently.

5. EMPLOYERS FEEDBACK ANALYSIS

Feedback on various programmes and syllabi offered by the University was received online and offline from 28 employers for the term 2020-2021. Proper and regular analysis of feedback from diverse stakeholders aids in the continuous improvement of the teaching-learning process. The University seeks regular feedback from industry experts, employers during placement drives, workshops, guest lecturers, and the Board of Studies. On the collected suggestions, a complete analysis and corrective actions are undertaken, followed by corrective actions taken with an appropriate Action Taken Report.

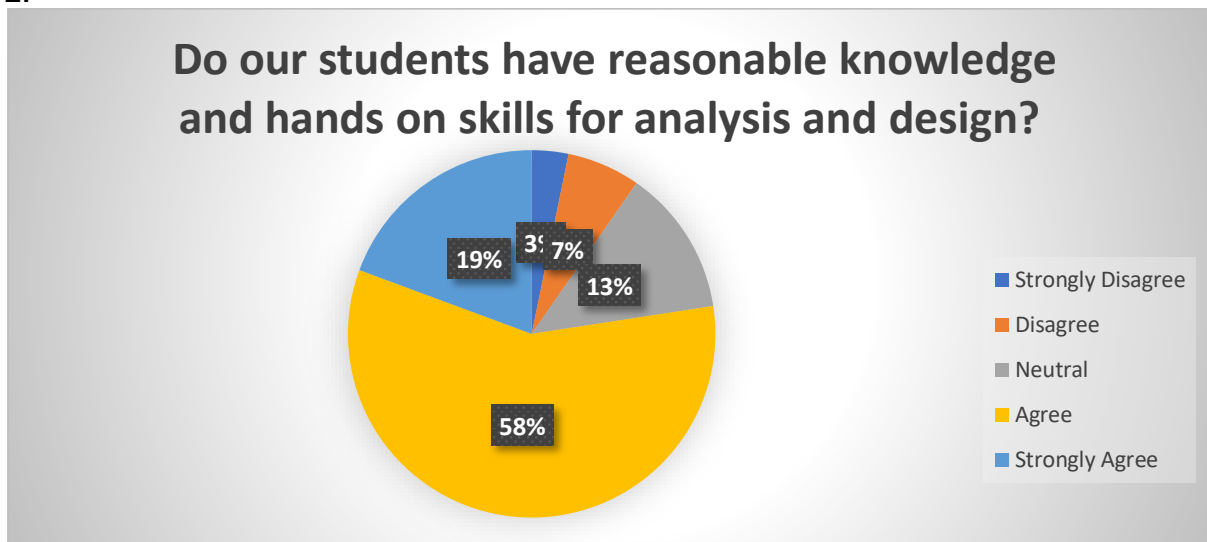
1.

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



The chart explains the percentage of respondents. A majority of 74% employers were satisfied with the ability of our students to find solutions of the real life problems, 9% of them are disagreed. According to the feedback research, a big percentage of employers are satisfied with the course content being taught because the syllabus is modified on a regular basis to reflect current technology advances.

2.



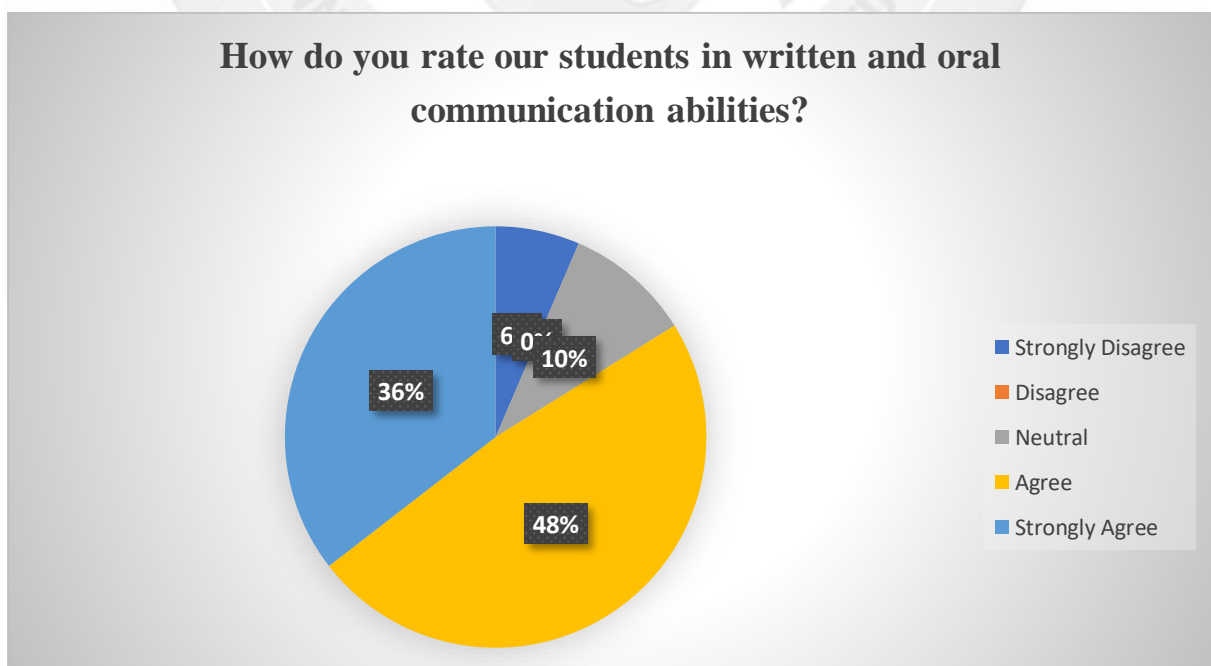
More than 77% of our employers are highly satisfied and agreed with the Practical and theoretical knowledge of our students required for analysis and design whereas nearly 10% of them feel dissatisfied with the same. The curriculum is designed to include both academic and practical components. Students learn several ideas in class and have the opportunity to apply what they've learned later in the semester.

3.



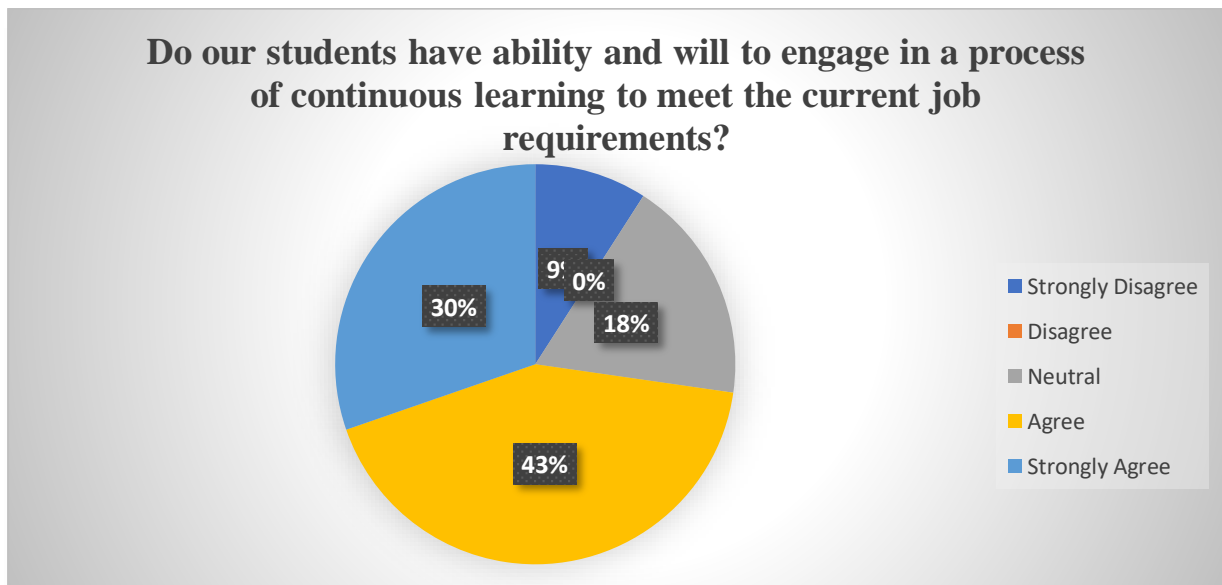
Course The curriculum is aimed to instil professional and behavioural standards in students, preparing them to be presentable and industry ready. Students are taught moral principles and ethics in addition to topic knowledge in order to become responsible citizens.. This can be easily seen through the chart as 75% employers are satisfied on this ground of Professional ethics and behavior of our students. Only 9% are not happy with the same.

4.



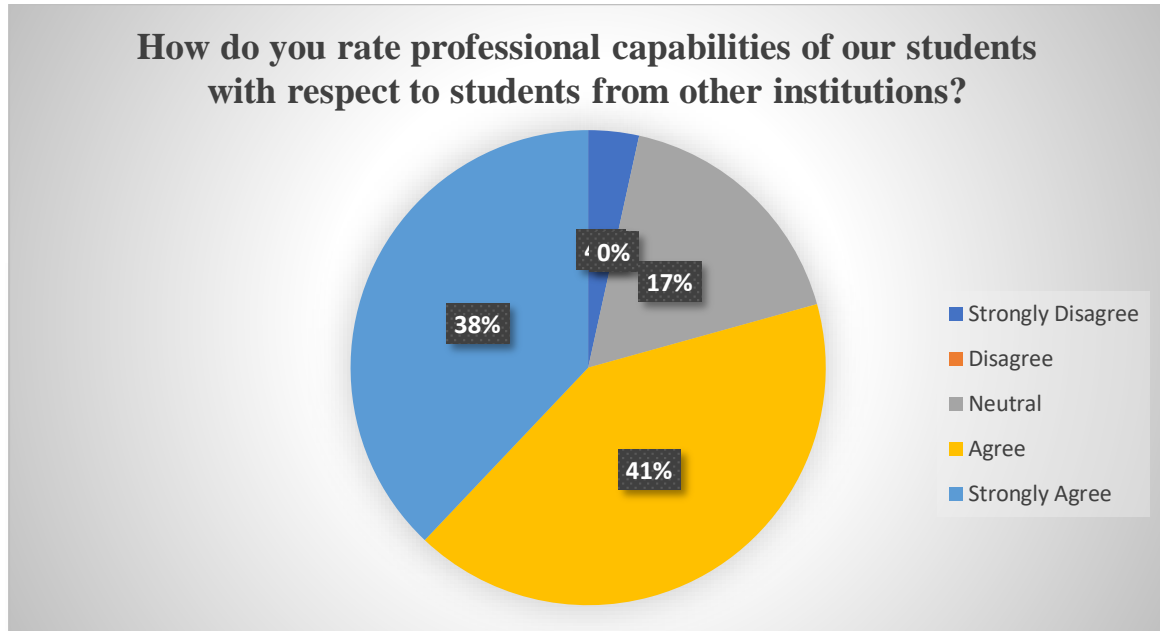
A very few 6% feel dissatisfied with Professional enhancement/Communication skills capabilities of our students however more than 84% of them are satisfied. Mentors, trainers, and career coordinators assist students in becoming technically and professionally competent. Various communication skills classes are also available to assist individuals gain confidence and present themselves assertively.

5.



As the chart shows that our students are very willing to learn the job requirements, 73 % of our employers are highly satisfied and agreed and 9% of them showed disagreement in this regard. Faculty, mentors, and trainers guide and urge students to believe in themselves and to participate in all cultural, technical, and academic events since it enhances the students' personalities.

6,



As the chart depicts that almost 79% all of our employers are satisfied with the Professional capabilities of our students with respect to students of other institutions. only 3.6% employers disagreed . The majority of employers have shown significant support for our students' professional talents. The curriculum is adaptable to the newest technological developments, allowing students to keep up with the latest software and hardware.

7. Further, it was also conveyed by the employers that more focus shall be given on problem solving skills and self-learning abilities of the students.

- Industry visits should be more frequent.
- Moral values and Civic sense should be discussed in the class.
- More live projects should be offered to students

6. ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

The University appreciate 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 ENGINEERING AND TECHNOLOGY

Mechanical Engineering

Recommendations: Industry aligned courses should be included in the syllabus

Action Taken: Smart Stack introduced in the syllabus, which is delivered by industry people and internal faculty members based on industry aligned courses. Head of the Department is preparing schedules and is in contact with specific industry people.

Electrical and Electronics Engineering

Recommendations: 132 KV Substation Design should be included in the Syllabus.

Action Taken: 132 KV Substation Design added in along with 220 KV in Module -1. Course content preparation is in progress.

Electronics and Communication Engineering

Recommendations: Include GSMK, 16 QAM, 64 QAM in Digital Communication System

Action Taken: GMSK, 16 QAM, 64 QAM included in Module-III , Digital Communication System. Concerned teachers are preparing course contents, which would be uploaded in CUTM courseware.

Recommendations: Isotropic Antenna should be there in syllabus.

Action Taken: Isotropic Antenna included in module-1, Antennas Analysis & Design. Course would be updated in CUTM, Courseware.

Civil Engineering

Recommendations: Rock mechanics and Field Laboratory should be included in the syllabus.

Action Taken: Rock mechanics and Field Laboratory included in Geotechnical Engineering. Course content preparation is in progress.

Recommendations: Ground Penetrating Radar should not be there in the Geospatial Survey, as it is not Geospatial survey technique.

Action Taken: Ground Penetrating Radar contents removed from Geospatial Survey course.

School of Agricultural Bioengineering

Agricultural Engineering

Recommendations: Post-harvest engineering of cereal, pulses and oil seeds which should be a compulsory course for students doing graduation in agricultural Engineering.

Action Taken: Post-harvest engineering of cereal, pulses and oil seeds is included in the domain course

Phytopharmacy

Recommendations: NMR should be added in the syllabus

Action Taken: NMR included in the syllabus , Course content preparation is in progress

Dairy Technology

Recommendations: Should add some chapter regarding Dairy economics, Product Balancing and preparation of Daily Balance Sheet.

Action Taken: Dairy economics, product balancing and preparation of Daily Balance Sheet are included in Dairy Plant Management. It would be uploaded in Courseware after the content is ready.

Recommendations: Field visit of the students should be included to observe the cattle feeding and management practices

Action Taken: We have cattle yard facilities inside campus and students have the opportunities to conduct practices related to cattle feeding and management. In the practice session all the farm practices are already included.

School of Management

Bachelor of Business Administration

Recommendations: Statistics for Business is very vast.

Action Taken: BBA syllabus reduced by removing obsolete concepts' from syllabus. Need to reflect in Courseware.

B.A,Media

Recommendations: Emphasis should be given on Business Communication

Action Taken: As we have already a 6 credit compulsory (AECC) subject Job readiness, the school focuses basically on business communication under the same subject.

M.A,Media

Recommendations: Include Media and Governance in the syllabus

Action Taken: Media and Governance included in the syllabus for M.A , Media. Teachers are preparing course contents.

M.S. Swaminathan School of Agriculture

Recommendations: Introduce Artificial intelligence in curriculum which has a great importance in Agriculture.

Action Taken: Artificial Intelligence included in the syllabus, Teachers are preparing contents.

Recommendations: Introduce Data Analytics, IOT & Sensors in Agriculture and allied courses.

Action Taken: Data Analytics, IOT & Sensors included in the syllabus. Teachers discussing and finalizing contents to upload in the CUTM, Courseware.

School of Fisheries

Recommendations: Field Trips to be done to various Feed industries, Ornamental fish farms, institutes, Pond etc.

Action Taken: Field trips planned . Department is in contact with various farms and institutes and visits will commence once the pandemic is over.

Recommendations: Department of Fish pathology may have a separate laboratory so that the students can focus on diagnostic and treatment of fish and shell fish diseases.

Action Taken: Department of Fish pathology started procuring instrument for separate laboratory. The laboratory will focus on exclusively for diagnostic and treatment of fish and shell fish diseases.

School of Applied Science

Mathematics

Recommendations: Reduce the content of Heat and Mass Transfer (CUTM1525) paper as it was little heavy.

Action Taken: The content of Heat and Mass Transfer (CUTM1525) reduced and renamed as Differential Geometry and Tensor Calculus (CUTM1537). Department is working on preparations of course contents

Botany

Recommendations: Students should go for industrial visit for technical knowhow and practical experience.

Action Taken: Planned for plant visits. Department is in contact with specific industry. Trips will commence once Pandemic is over.

ANNEXURE-1

7. STUDENT FEEDBACK ON CURRICULUM

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

This questionnaire is intended to collect information regarding various aspects of the curriculum. The information provided by you will be used as an important feedback for improvement of the curriculum.

Please answer the following questions on the scale of 1 to 5 where 1 indicates little satisfaction and 5 indicate higher satisfaction.

Please mark a tick ‘√’ in the appropriate cell.

PROGRAMME:

SL.NO	QUESTIONS	5	4	3	2	1
1.	The courses that you have studied match with the expected course learning outcomes..					
2	The curriculum has right mix of theory , practical and project					
3.	Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others					
4.	The syllabus and pedagogy generated interest in course.					
5.	. The content of courses is able to increase your knowledge and skills to pursue higher education					
6.	Curriculum equipped you with necessary technical skills required by the industry					

7.	The domain courses offered are in consonance with the technological advancements.					
8.	The Practical courses give you an effective hands-on experience.					
9.	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.					
10.	You are satisfied with the course combination you have chosen as per CBCS					

10. Any other suggestions to improve the curriculum

.....

.....

Your details (Optional):

- 1 .Name:
- 2 .Branch and Semester
3. University Roll no.:
4. Signature with Date:

8. TEACHER FEEDBACK ON SYLLABUS

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

This questionnaire is intended to collect information regarding various aspects of the curriculum. The information provided by you will be used as an important feedback for improvement of the curriculum.

Please answer the following questions on the scale of 1 to 5 where 1 indicates little satisfaction and 5 indicates higher satisfaction.

SL.no	Suggestions	5	4	3	2	1
1.	Syllabus is need based with respect to the recent advancements.					
2.	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.					
3.	The books prescribed and course contents in cutm courseware as reference materials are relevant and updated.					
4.	The curriculum has right mix of Theory ,Practical and Project					
5.	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.					



6. Any other suggestions to improve the curriculum:

.....
.....

Your Details:

- i) Name:
- ii) Designation:
- iii) Specialization:
- iv) Signature with date:

9. ALUMNI FEEDBACK ON SYLLABUS

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

Dear Alumni,

It gives us immense pleasure to reconnect with you. We hope you have been doing exceedingly well in your career. We are sure that your journey with Centurion University has enabled you to imbibe the process of life-long learning and to take up challenging careers. We are confident you were sufficiently equipped not only to take on the real world but also to make it a better place to live, through responsible and innovative use of technology. We solicit your feedback on attainment of the student outcomes (the knowledge, skills, attitude that you developed during the course of study at Centurion University and subsequent work experience) of UG/PG program. Please answer the following questions on the scale of 1 to 5 where 1 indicates little satisfaction, and 5 indicates higher satisfaction.

Please mark a tick ‘√’ in the appropriate cell

Sl.No	Suggestions	5	4	3	2	1
1	The current syllabus is adequately updated from the one followed during your course of study.					
2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?					
3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?					
4	How do you rate the curriculum with respect to professional ethics and behavior?					
5	How do you rate the curriculum in written and oral communication abilities?					
6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?					
7	Overall satisfaction for the current program in meeting its educational objectives.					

Any Comments:

Your Details:

i) Name:

ii) Batch:

iii) Current Organization:

iv) Signature with Date:

10. EMPLOYER FEEDBACK ON SYLLABUS

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

This questionnaire is intended to collect information regarding various aspects of the curriculum. The information provided by you will be used as an important feedback for improvement of the curriculum.

Please answer the following questions on the scale of 1 to 5 where 1 indicates little satisfaction, and 5 indicates higher satisfaction.

Please mark a tick ‘√’ in the appropriate cell

Sl. No	Suggestions	5	4	3	2	1
1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?					
2	Do our students have reasonable knowledge and hands on skills for analysis and design?					
3	How do you rate our students with respect to professional ethics and behavior?					
4	How do you rate our students in written and oral communication abilities?					
5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?					
6	How do you rate professional capabilities of our students with respect to students from other institutions?					

7. Any Comments:

Your Details:

- i) Name:
- ii) Designation:
- iii) Organization:
- iv) E-mail:
- v) Signature with Date:

