



Centurion
UNIVERSITY
*Shaping Lives...
Empowering Communities...*

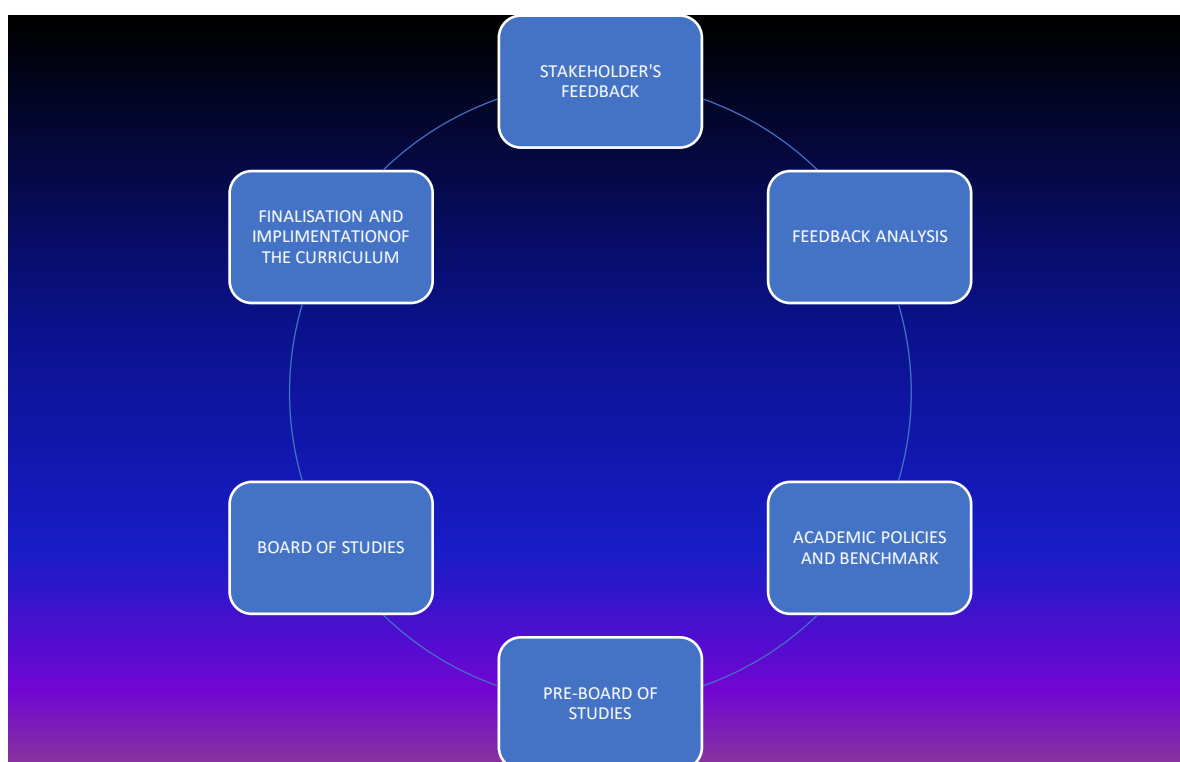
CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT



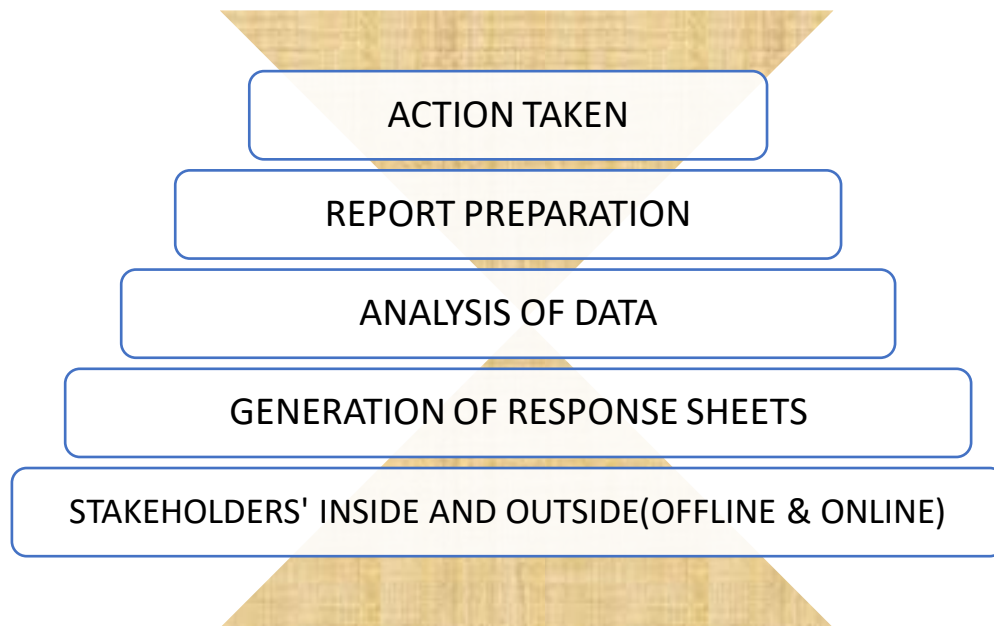
FEEDBACK PROCEDURE OF THE UNIVERSITY

The Curriculum is one of the most important components of the teaching-learning process; hence it must be assessed on regularly. 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 2017-2018

STUDENT FEEDBACK ANALYSIS

Feedback for the academic year 2017-2018 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 **974** students of various courses was collected in the session 2017-2018.

RESPONSE COUNT

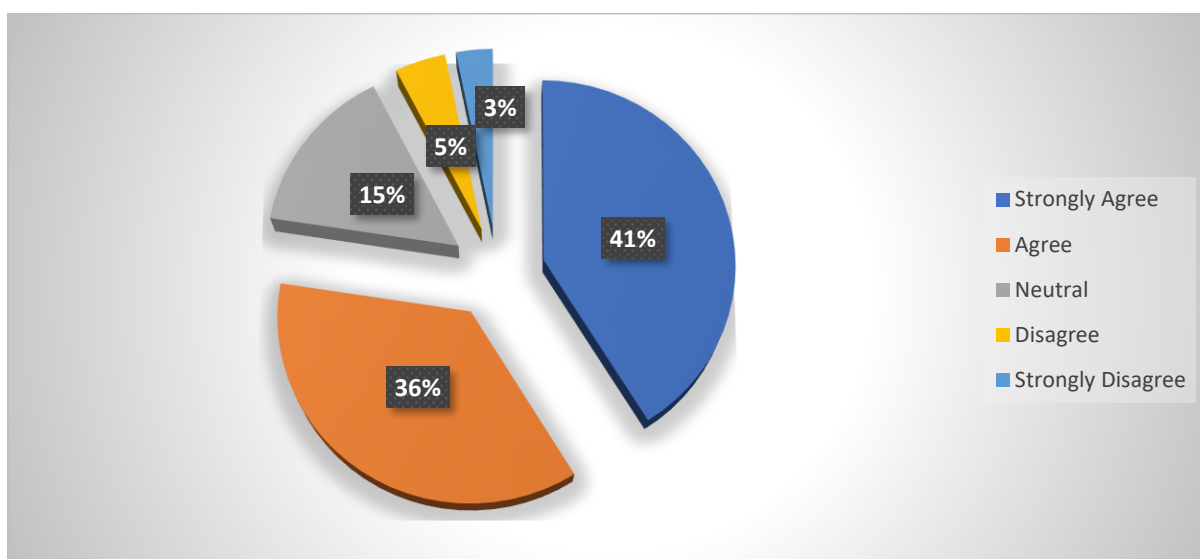
Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The Syllabus of the courses that you have studied synchronizes with the competencies expected out of the course	401	353	146	43	31
Q.2	The curriculum has right mix of theory, practical and project.	436	328	136	42	32
Q.3	Got access to learning material (books/ handouts/e-content) for syllabus covered in courses in the library/ others	416	343	114	54	47
Q.4	The syllabus and pedagogy generated interest in course	470	290	127	51	36
Q.5	Curriculum is effective in developing ICT & communication skills.	449	335	107	51	32



Q.6	Curriculum equipped you with necessary technical skills required by the industry	401	379	106	47	41
Q.7	Curriculum is structured, comprehensive, relevant and arranged properly.	415	372	93	51	43
Q.8	The Practical courses give you an effective hands-on experience	420	356	104	40	54
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	431	302	141	48	52
Q.10	You are satisfied with the course combination you have chosen as per CBCS	414	371	101	33	55

Graph 5.1.1

The Syllabus of the courses that you have studied synchronizes with the competencies expected out of the course

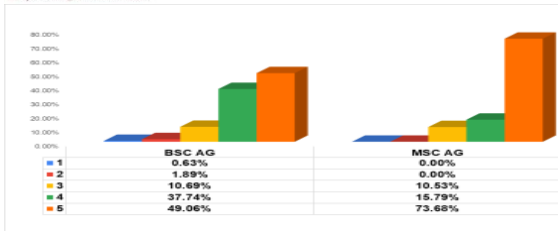


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

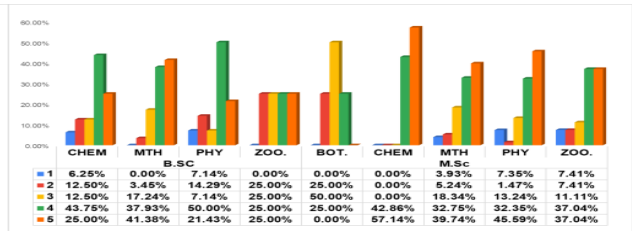


**Centurion
UNIVERSITY**

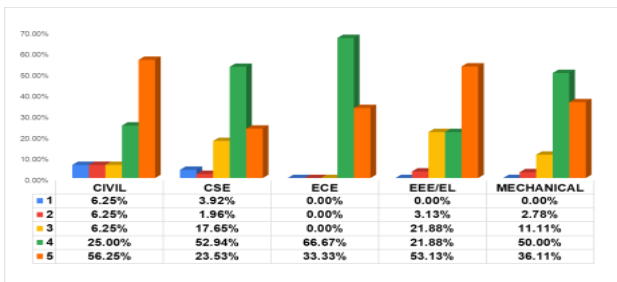
Shaping Lives...
Empowering Communities...



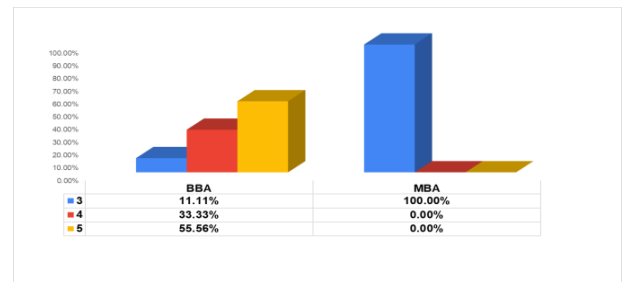
MSSoA



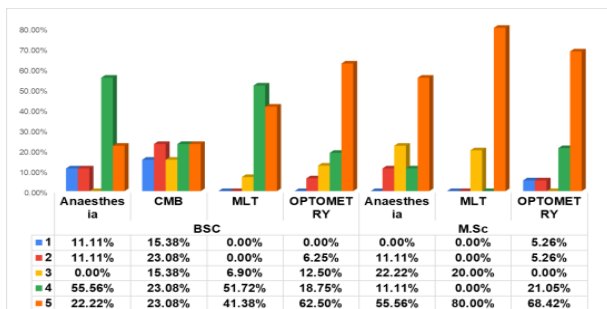
SoAS



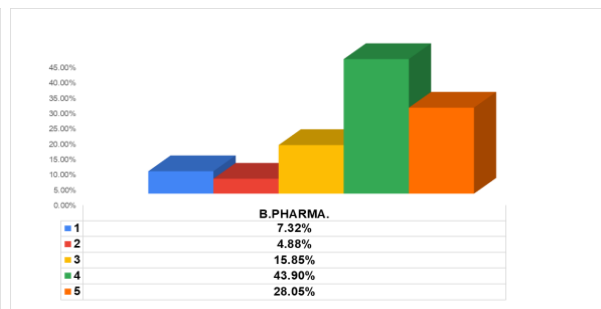
SoET



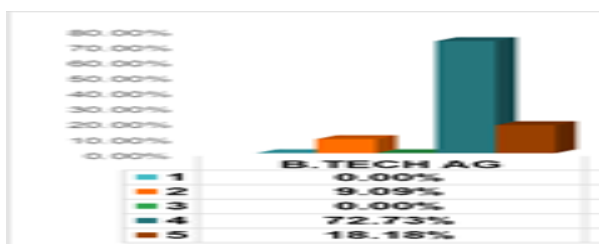
SoM



SoPAHS



SoPLS

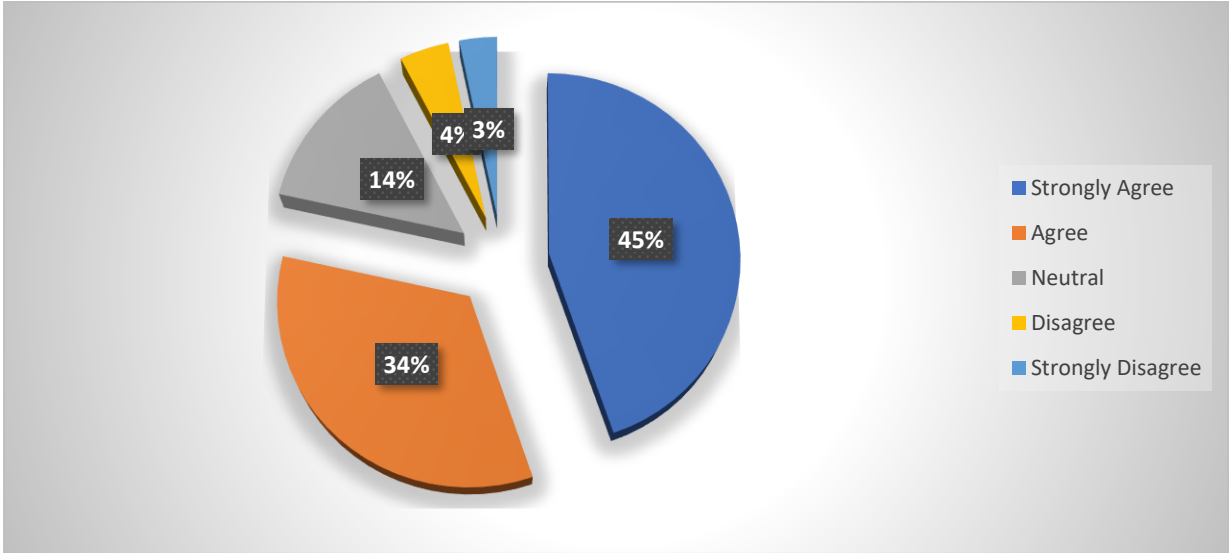


SoABE

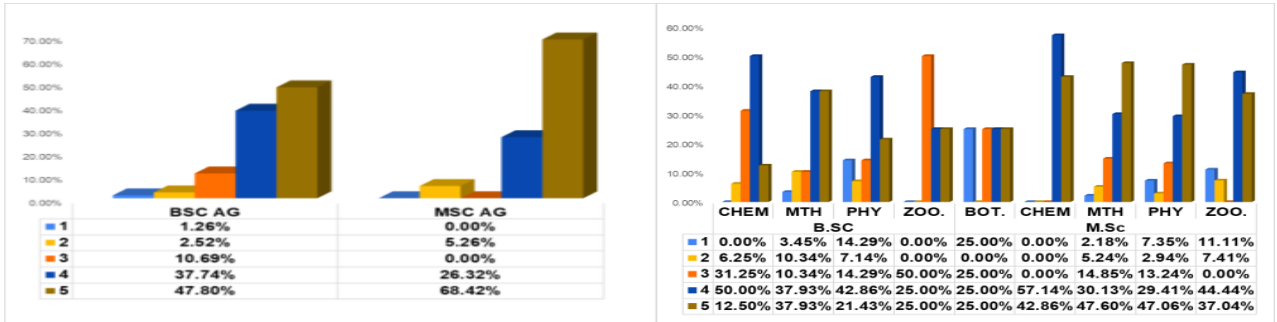
41% of students of the students strongly agreed and 36% agreed that the courses are matching with the expected outcomes while 3% of students strongly disagreed and 5% disagreed. University is always striving to match the course outcomes with courses so that students would use their competency in their workplace.

Graph 5.1.2

The curriculum has right mix of theory, practical and project

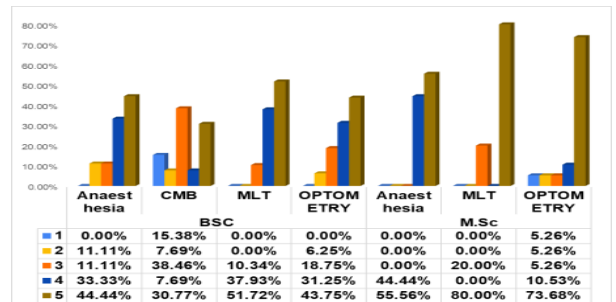
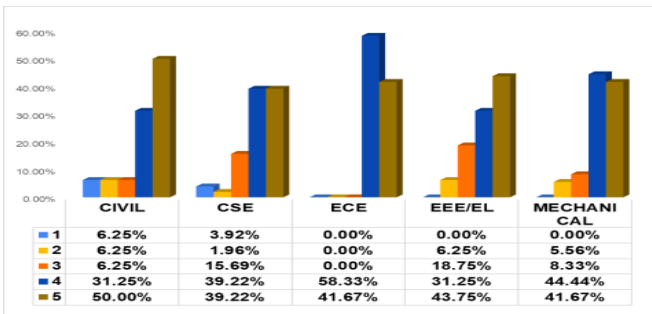


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

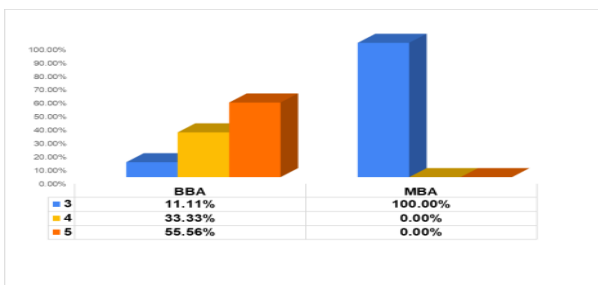


MSSoA

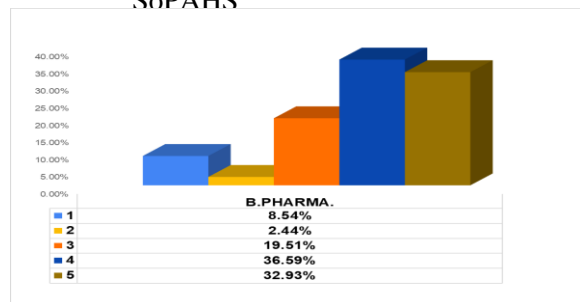
SoAS



SoET

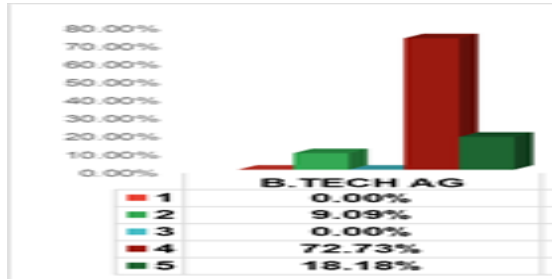


SoPAHS



SoM

SoPLS

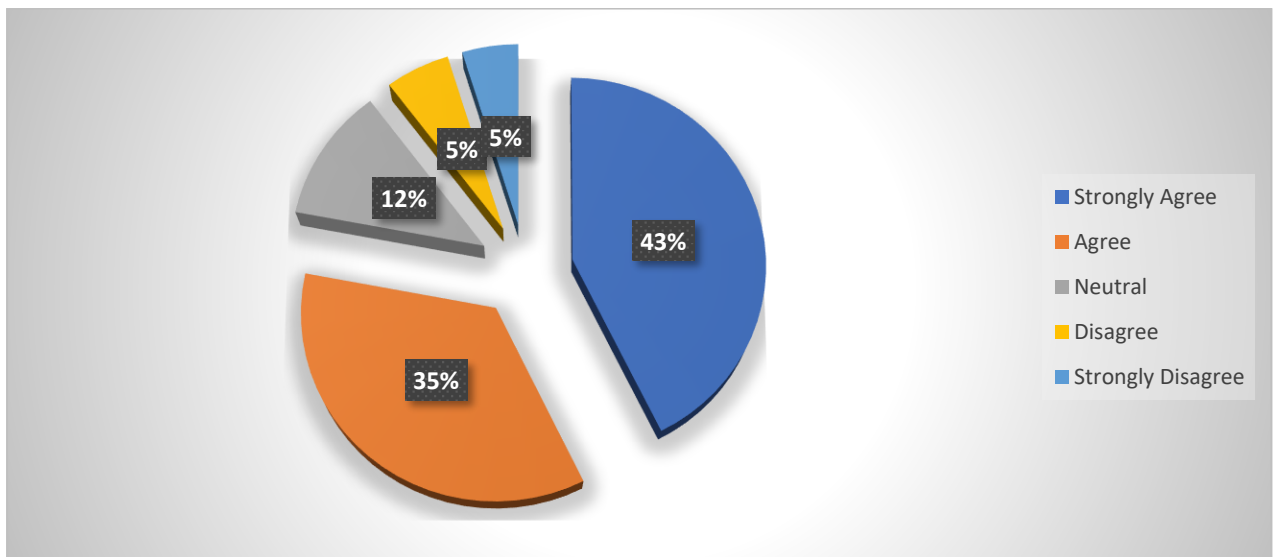


SoABE

The graph depicts that around 45% students strongly agreed and 34% agreed that the curriculum which is a right mix of theory, practical and project. Whereas 3% of students are strongly disagreed and 4% disagreed. Practical knowledge and exposure to different mini projects as well as major projects of the students have been the prime focus of the University.

Graph 5.1.3

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

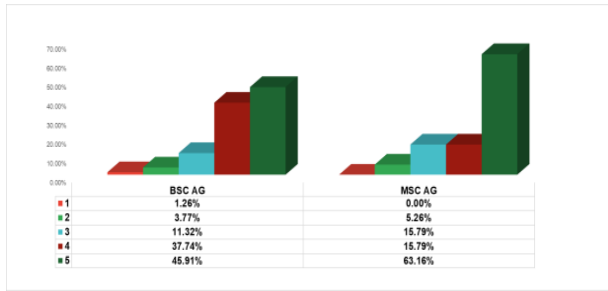


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

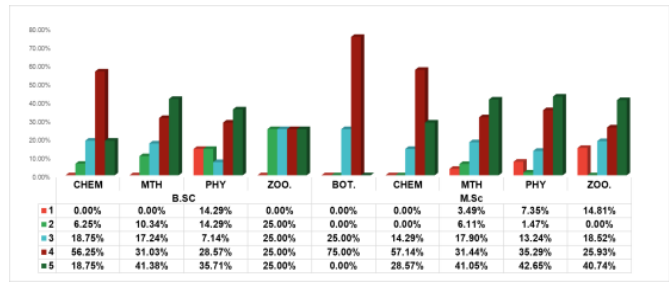


Centurion
UNIVERSITY

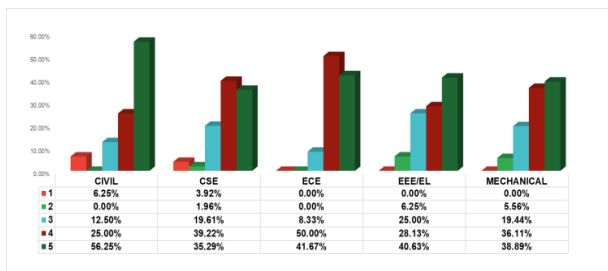
Shaping Lives...
Empowering Communities...



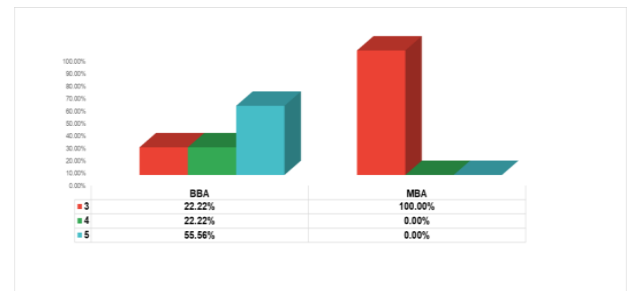
MSSSoA



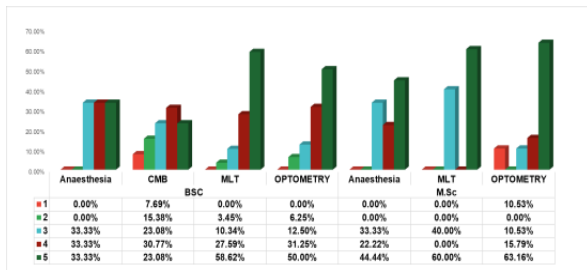
SoAS



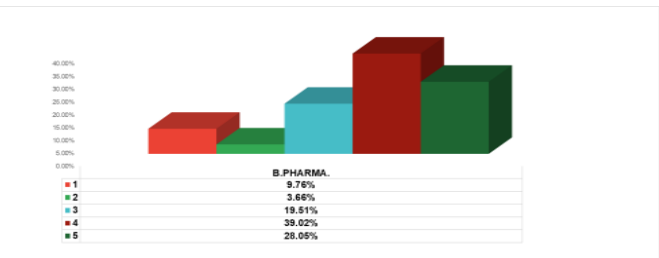
SoET



SoM



SoPAHS



SoPLS



SoABE

The above graph shows that 43 % of the respondents are strongly agree and 35 % agree with the access to learning materials where as 5% students are strongly disagreed and 5% disagreed . Faculty members are putting strong effort in preparing the contents and updating the same in the MRC Portal. Library gets

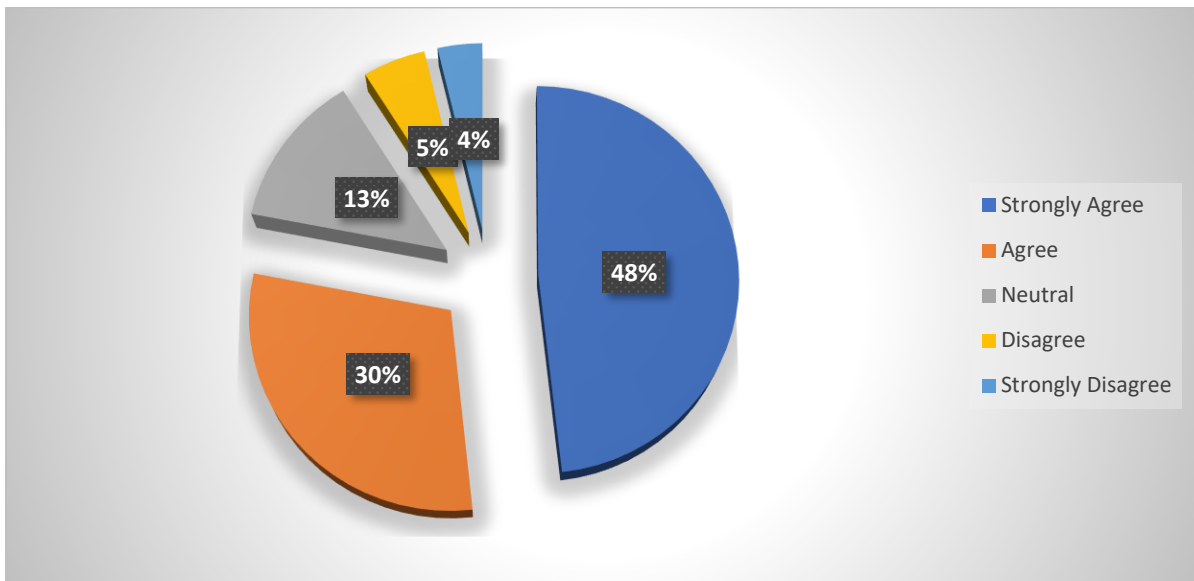


Centurion
UNIVERSITY

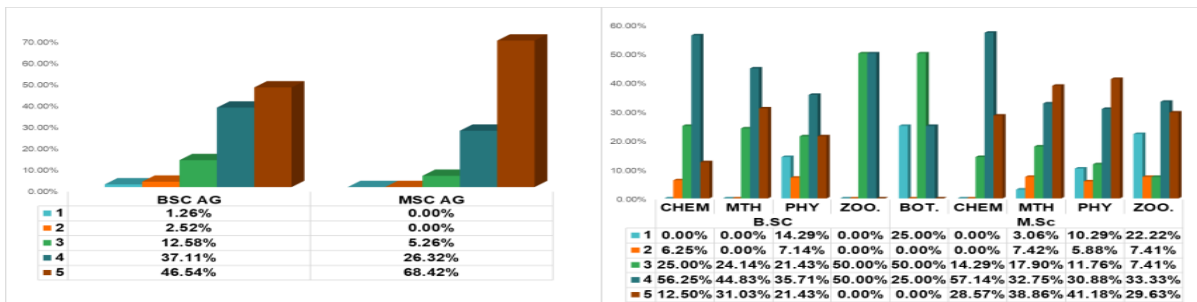
Shaping Lives...
Empowering Communities...

recommendation from faculty time to time to purchase books and facilitate students.

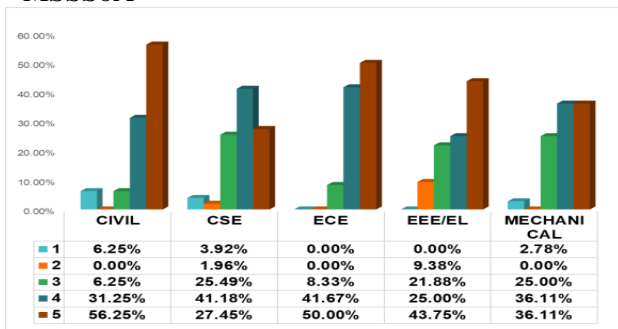
Graph 5.1.4
The syllabus and pedagogy generated interest in course.



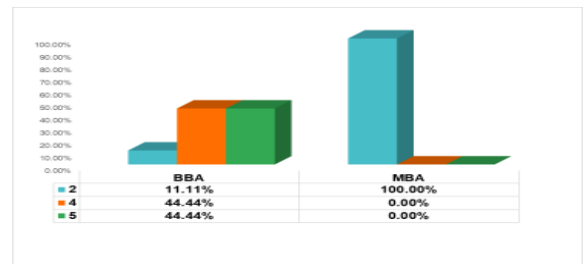
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA

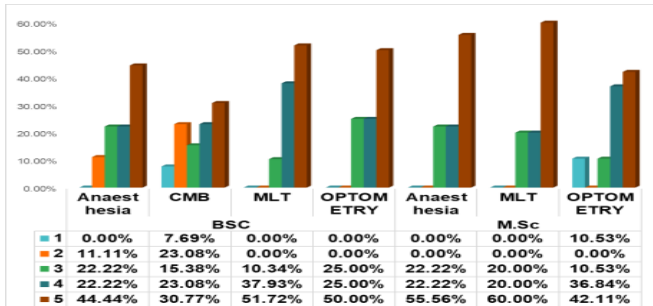


SoAS

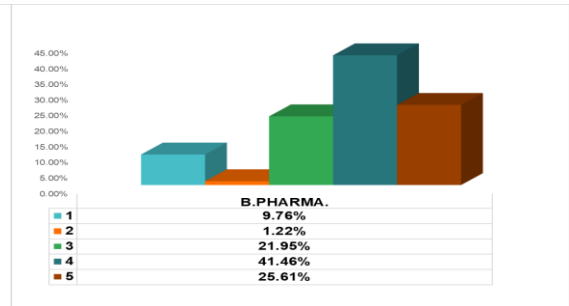


SoET

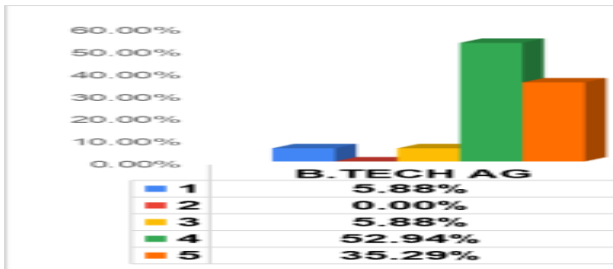
SoM



SoPAHS



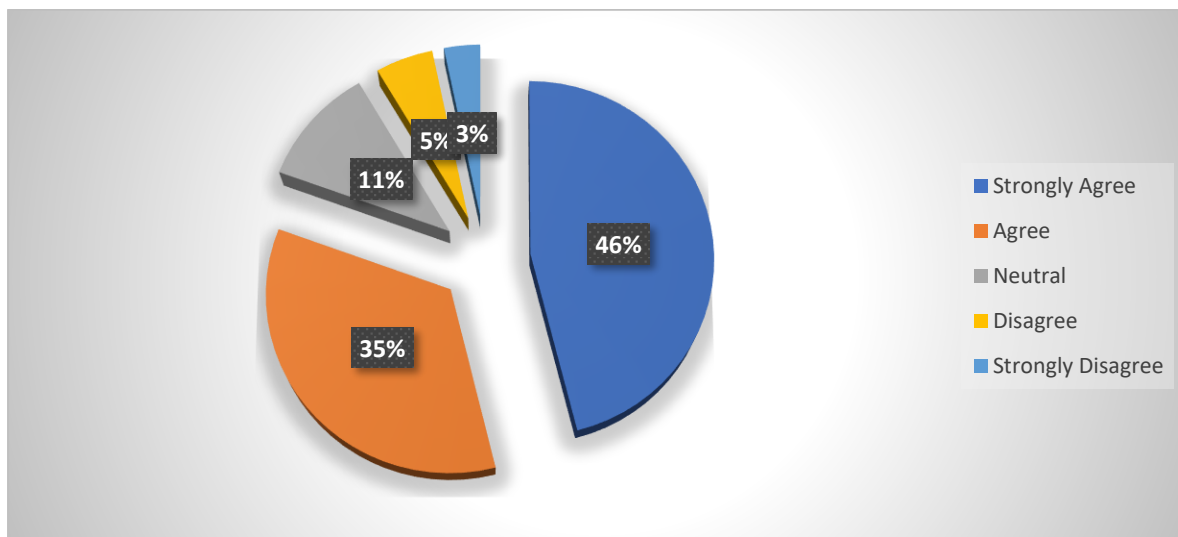
SoPLS



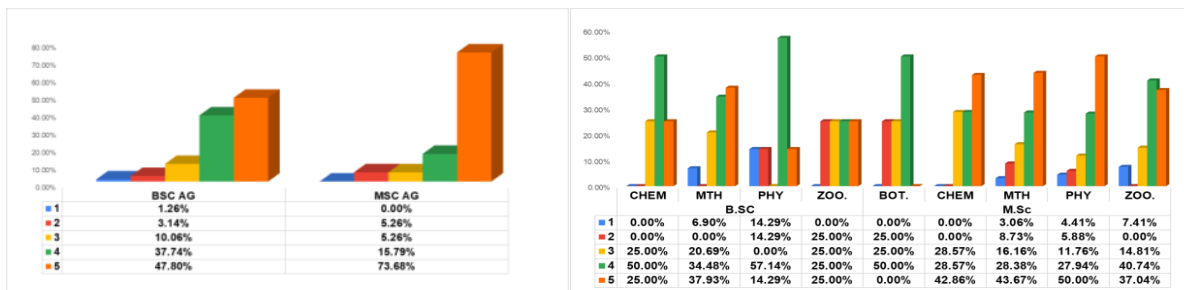
SoABE

In the graph it shows around 48 % of the respondants are strongly agreed and 30% agreed that the syllabus and pedagogy generate interest. Whereas 4% of students strongly disagreed and 5% disagreed. To generate interest among students, teachers use different online resources and with You tube videos in the class . Faculty members conduct internal examination in different modes like presentations and quizzes to generate interest.

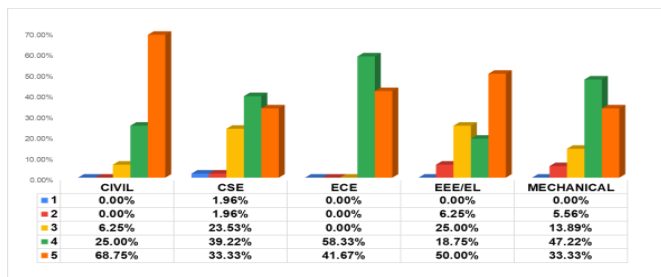
Graph 5.1.5
Curriculum is effective in developing ICT & communication skills.



5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

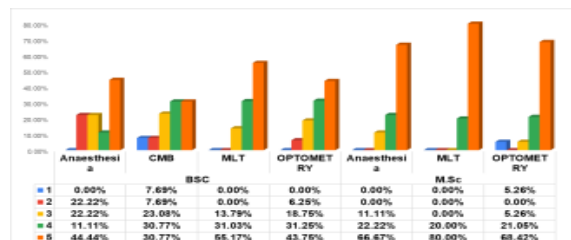


MSSSoA



SoET

SoAS

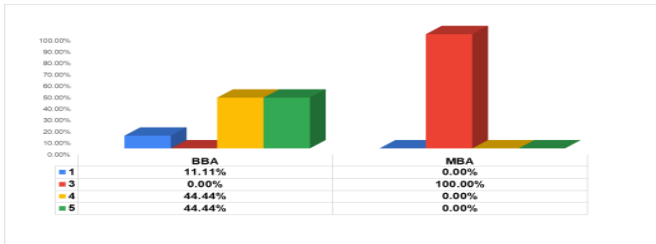


SoPAHS

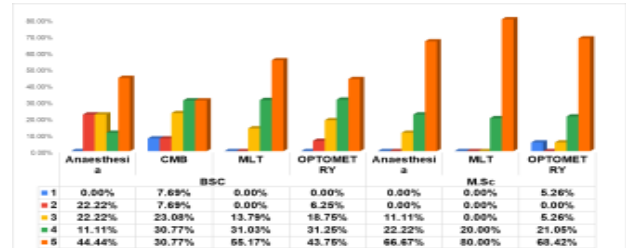


**Centurion
UNIVERSITY**

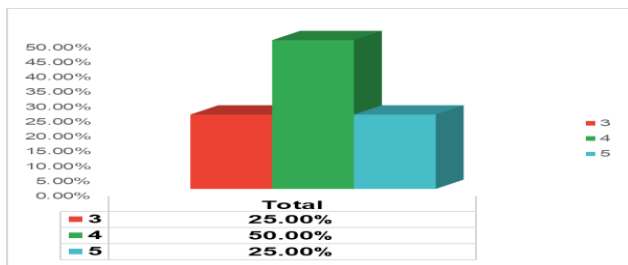
*Shaping Lives...
Empowering Communities...*



SoM



SoPLS



SoABE

Most of the teaching learning practices involve presentations, quizzes which develops the communication skills of the students. The chart reveals the percentage of respondents. 46 % of the students strongly agreed and 35% agreed that the content of courses is able to increase their knowledge in ICT and communication skills. Whereas 3 % are strongly disagreed and 5% disagreed.

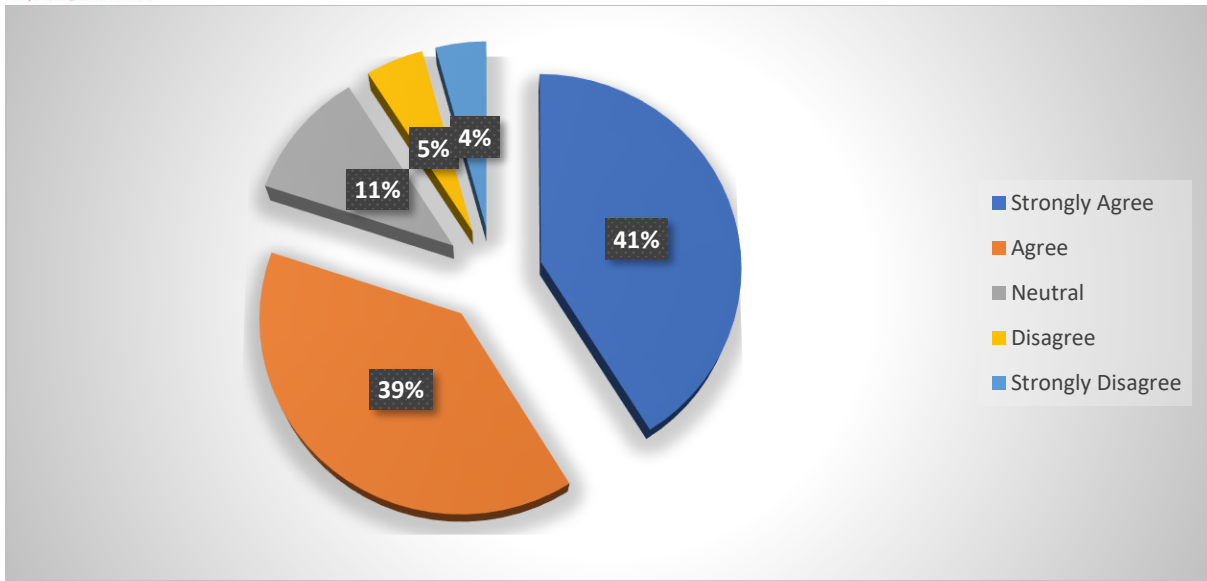
Graph 5.1.6

Curriculum equipped you with necessary technical skills required by the industry

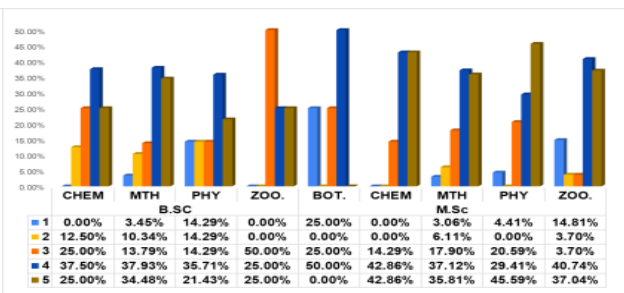
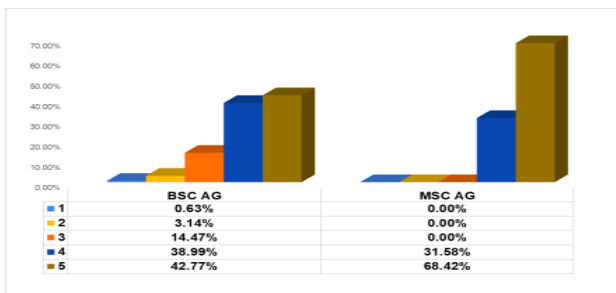


Centurion
UNIVERSITY

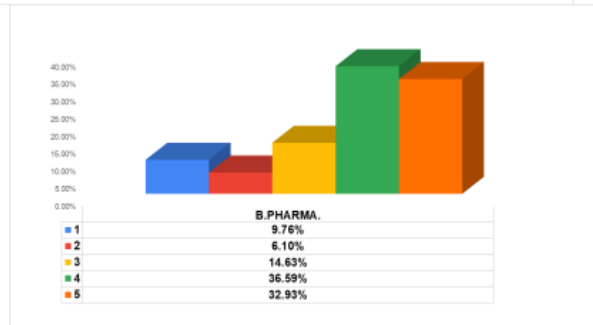
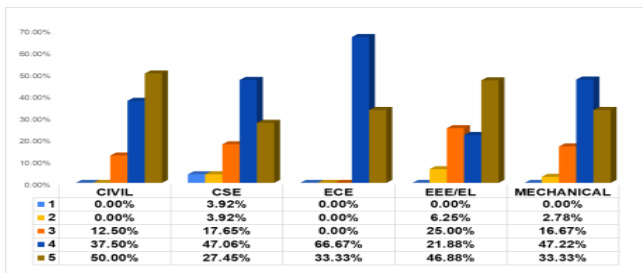
Shaping Lives...
Empowering Communities...



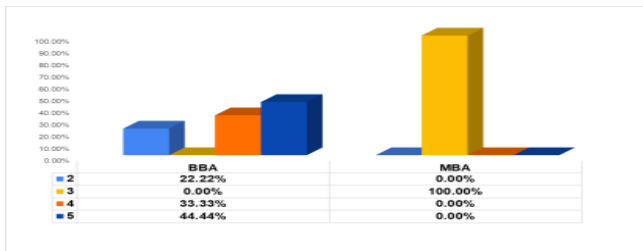
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA

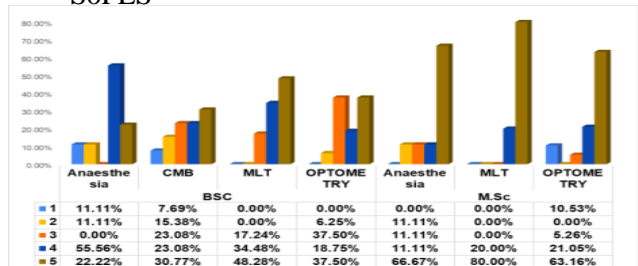


SoET

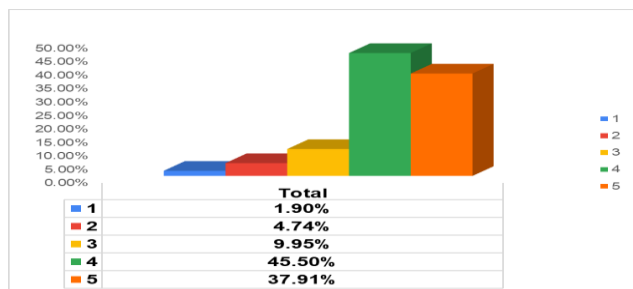


SoM

SoPLS



SoPAHS

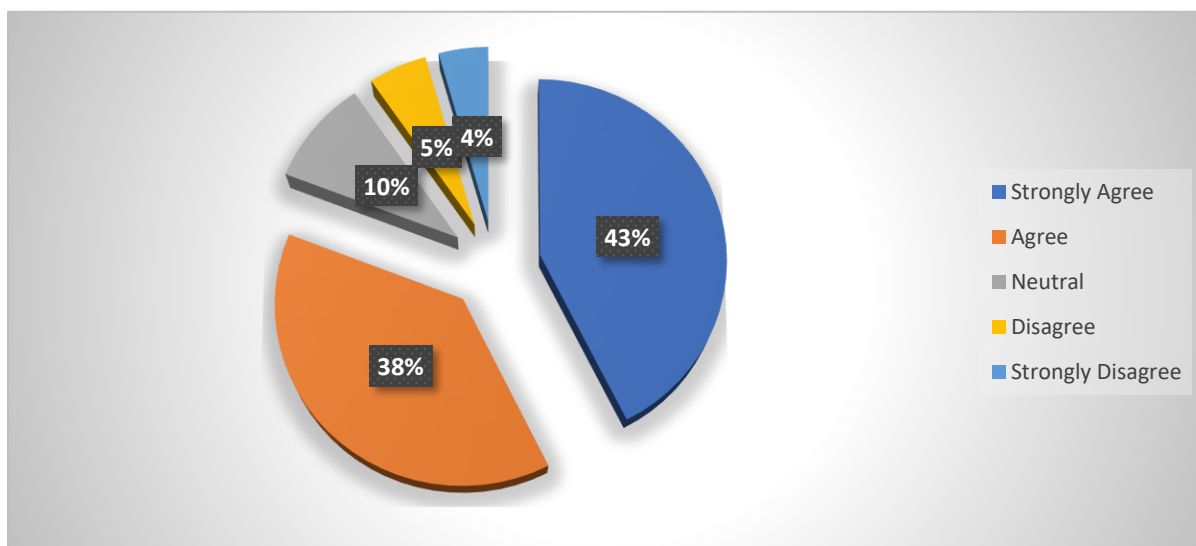


SoABE

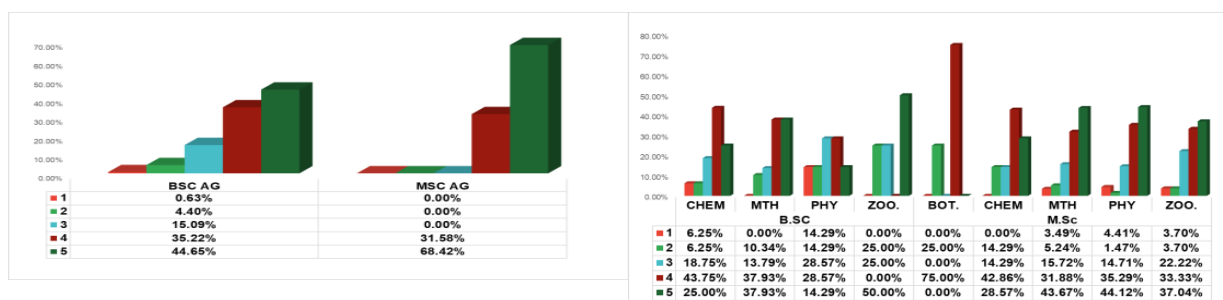
The graph shows that around 41% of the respondents strongly agreed and 39% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 4% of the respondents are strongly disagreed and 5% disagreed. The University is aimed at providing outcome based and industry oriented interdisciplinary education meeting the diversified needs of students.

Graph 5.1.7

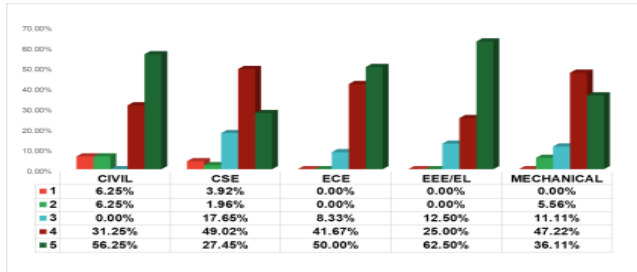
Curriculum is structured, comprehensive, relevant and arranged properly.



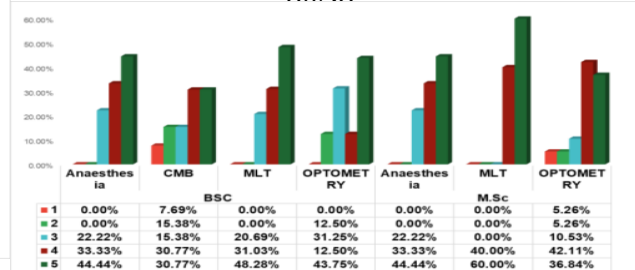
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



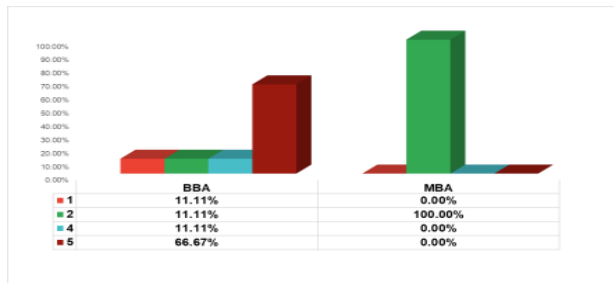
MSSSoA



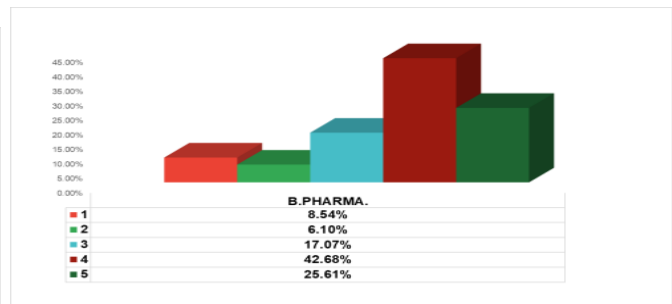
SoAS



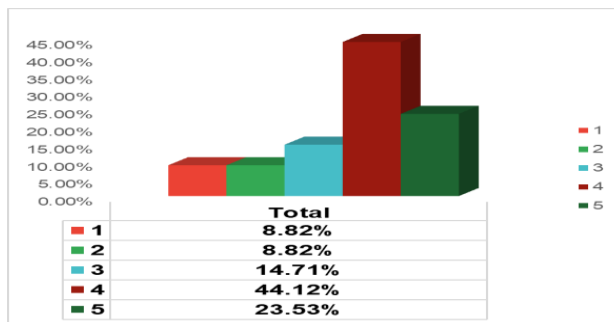
SoET



SoPAHS



SoM

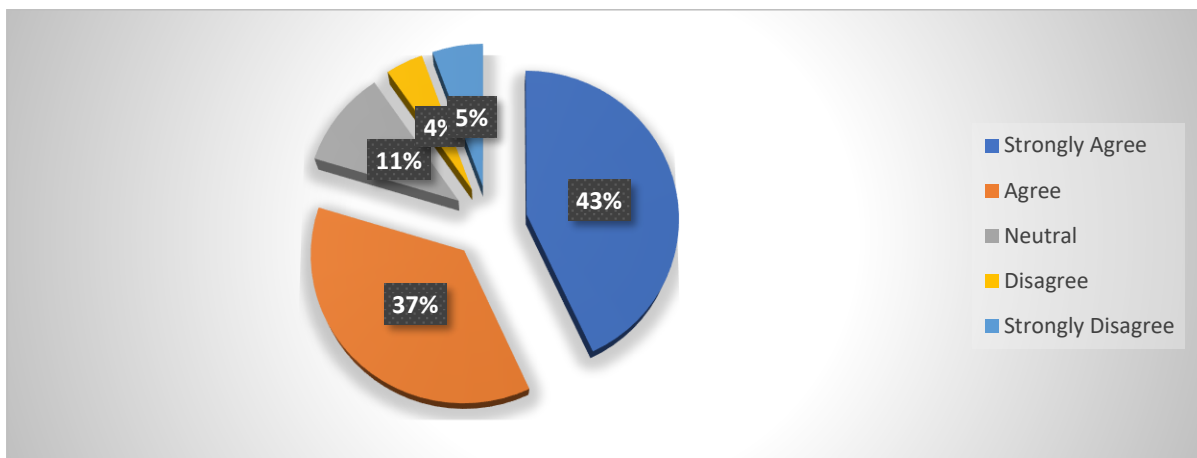


SoPLS

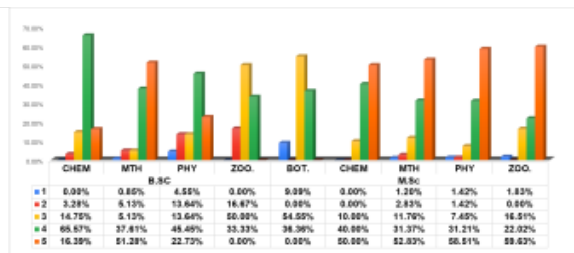
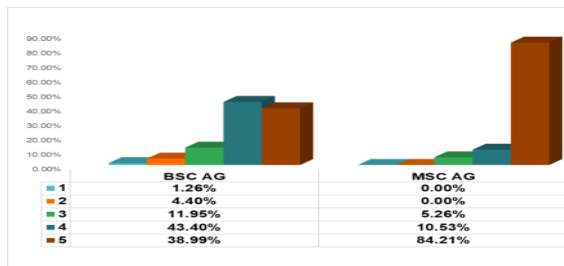
SoABE

Analysis of feedback received shows around 43% of students strongly agreed and 38% agreed and found the courses offered to them are structured, comprehensive and interesting; Students can opt for courses of their interest from diverse courses offered in the programme scheme. Majority of students showed their agreement on significance and relevance of these courses in getting job placements and fulfilling industry requirements. Only 9% (4% strongly disagree and 5% disagree) students don't agree.

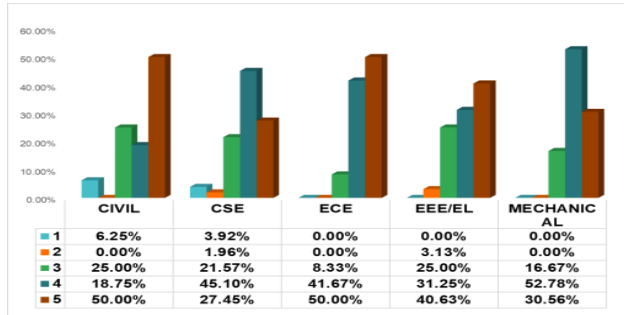
Graph 5.1.8
The Practical courses give you an effective hands-on experience.



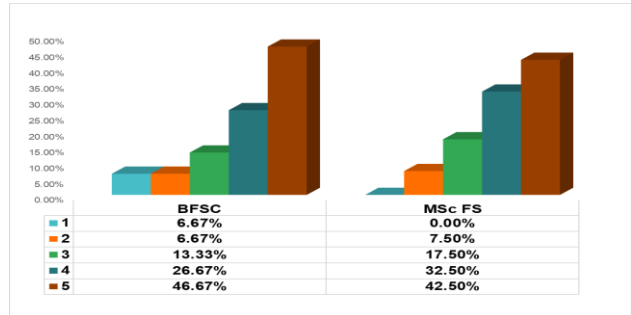
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



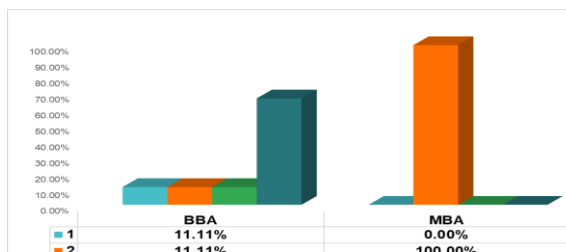
MSSSoA



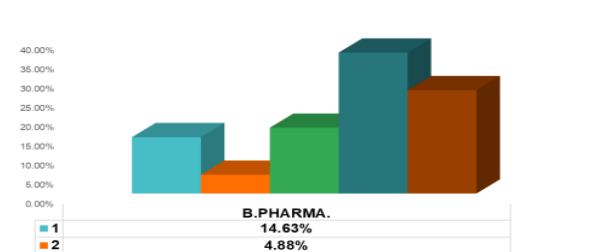
SoAS



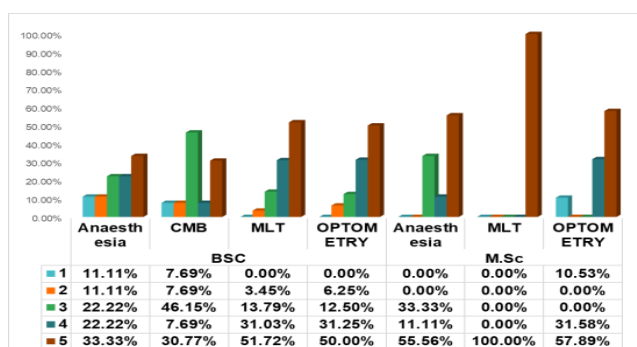
SoET



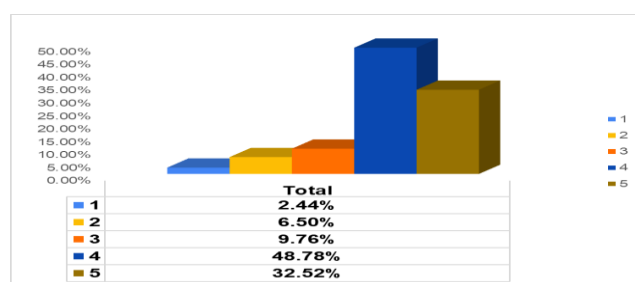
SoFS



SoM



SoPLS



SoPAHS

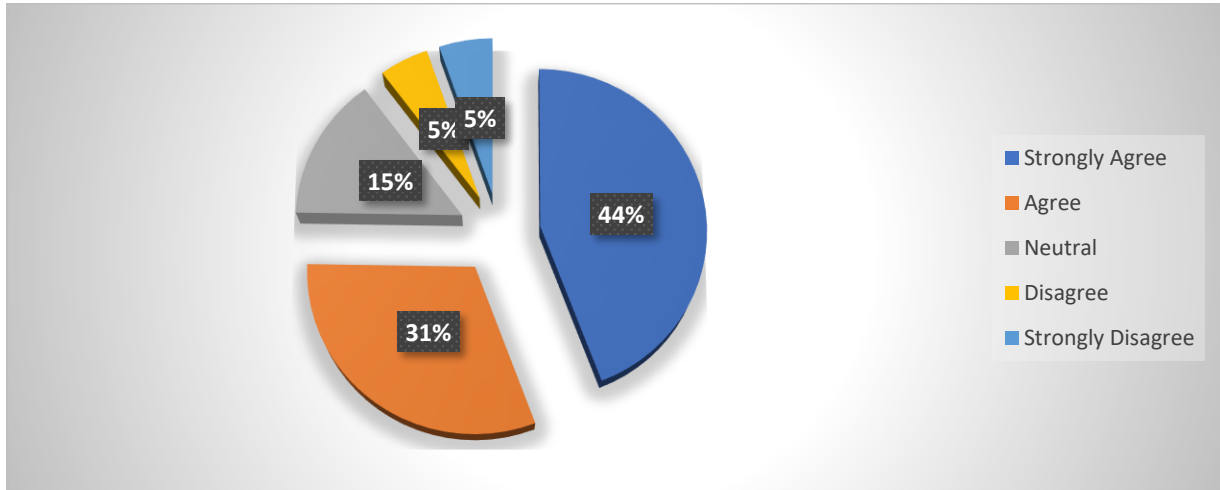
SoABE

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, students' input on the curriculum demonstrates that projects, real projects, workshops, and the use of industry-relevant software provide hands-on experience. Only 5% of students were strongly disagreed and 4% disagreed with the curriculum, with 43 percent strongly agreeing and 37 agreeing. Students are always encouraged to work on live projects.

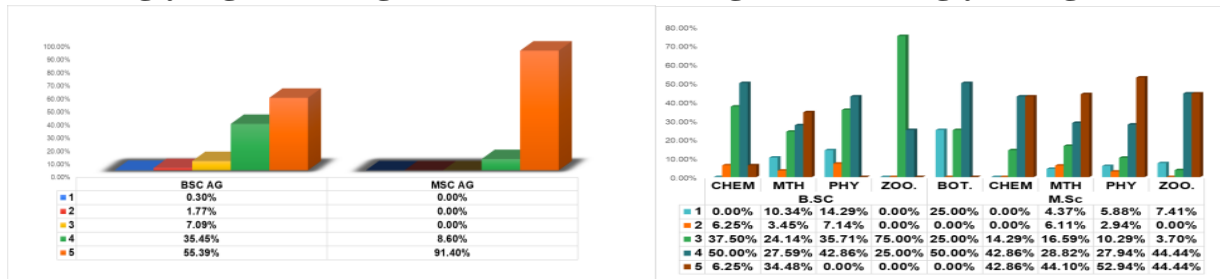
Graph 5.1.9



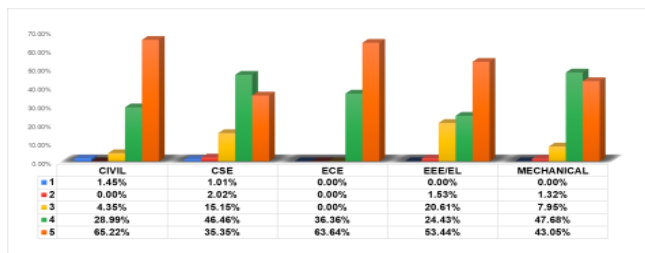
The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice



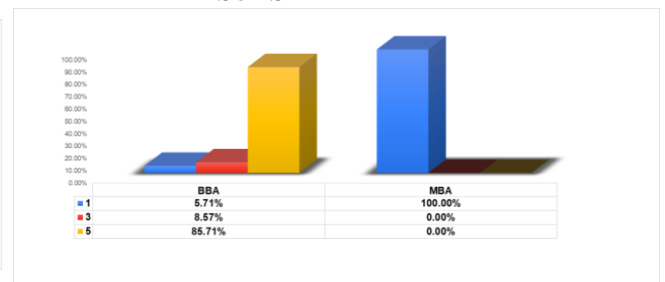
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



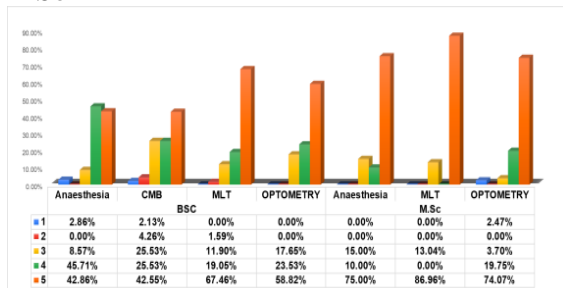
MSSSoA



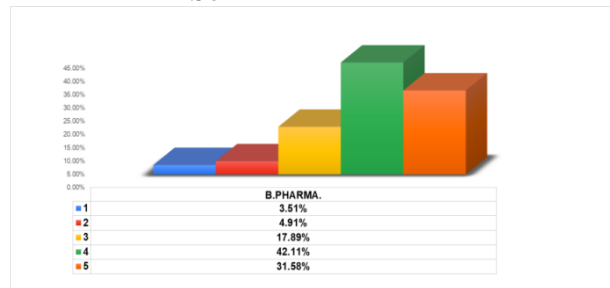
SoAS



SoET



SoM



SoPAHS

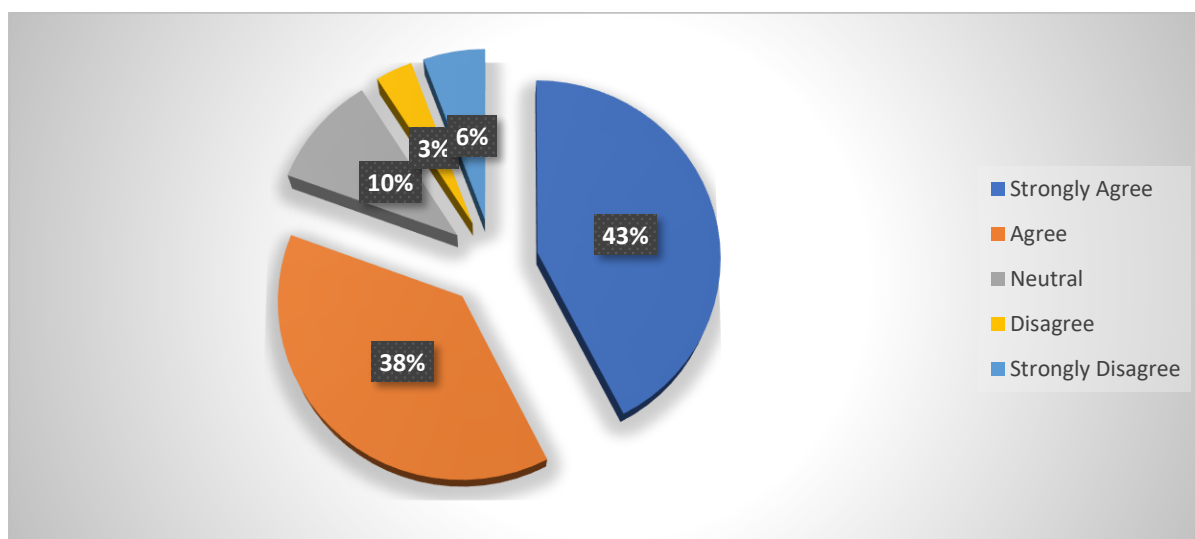


SoPLS

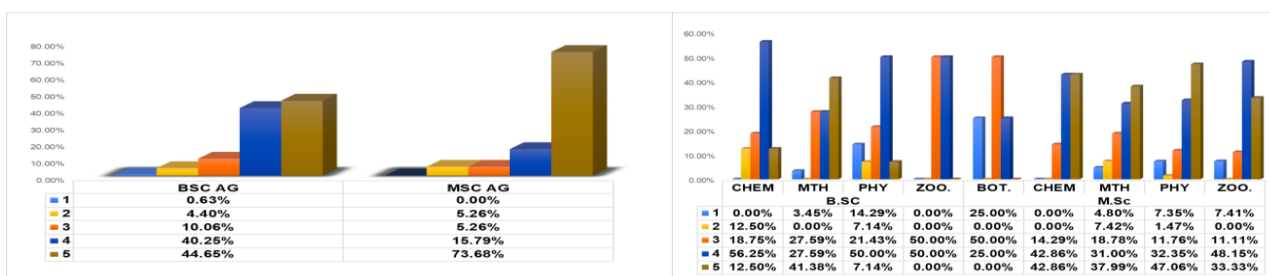
SoABE

The effectiveness of lab experiments and academic activities were examined among the students.. Academic tasks/lab experiments are beneficial in learning the applicability of concepts, according to around 75 percent (44% Strongly agree and 31% agree) of respondents. Whereas 5% of the students are strongly disagreed and 5% disagreed.

Graph 5.1.10
You are satisfied with the course combination you have chosen as per CBCS



5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

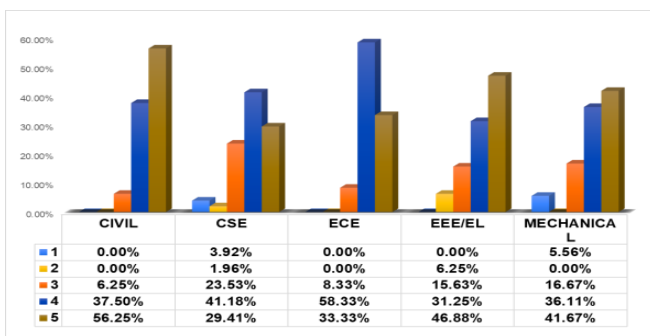


MSSSoA

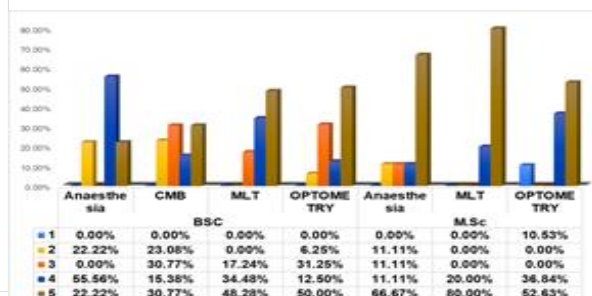


Centurion
UNIVERSITY

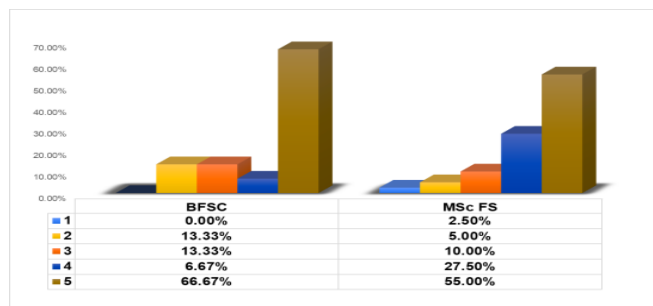
Shaping Lives...
Empowering Communities...



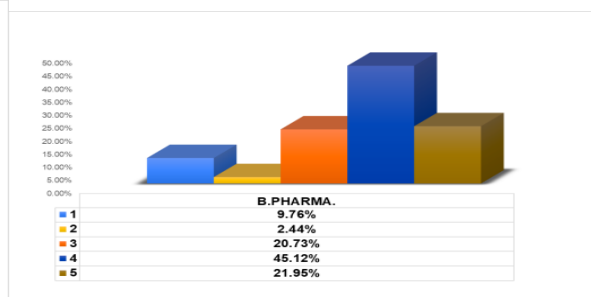
SoAS



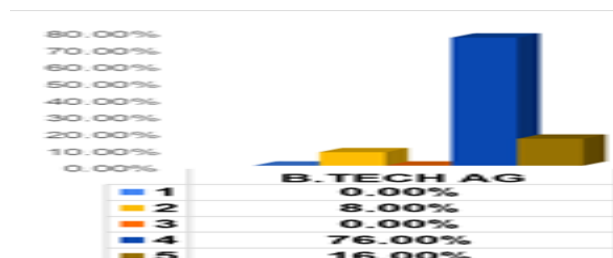
SoET



SoPAHS



SoM



SoPLS

SoABE

As per Choice Based credit System(CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 43% of the students are strongly agreed and 38% agreed. While 6% of students are strongly disagreed and 3% disagreed.

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

- More industrial exposure is needed.
- Library hours should be extended. It is not sufficient for day scholars
- Some students activities should be conducted where we will get opportunity to develop our interpersonal as well as communication skills.
- Some classes are boring; Teachers should make the class interesting.



- Addition of Industrial Visits and educational tours to the curriculum
- Some classes should be taken by outside teachers.

TEACHER FEEDBACK ANALYSIS

It has been a regular practice of University to conduct pre-Board of Studies with all faculty members during the academic year. The agenda of these meetings is to improve the quality of pedagogy strategies adopted, course content, learning material supplied to students, performance of students, and research activities. Faculty members are asked to give their valuable suggestions and feedbacks about teaching learning process and research activities. University invites external academicians for Board of Studies. Inputs provided by internal senior faculty and external subject experts are rigorously discussed and debated. Suggestions thus found useful are put forward for implementation. In accordance with these feedbacks, teacher is entitled to revise the course contents after getting a formal approval in the Board of Studies.

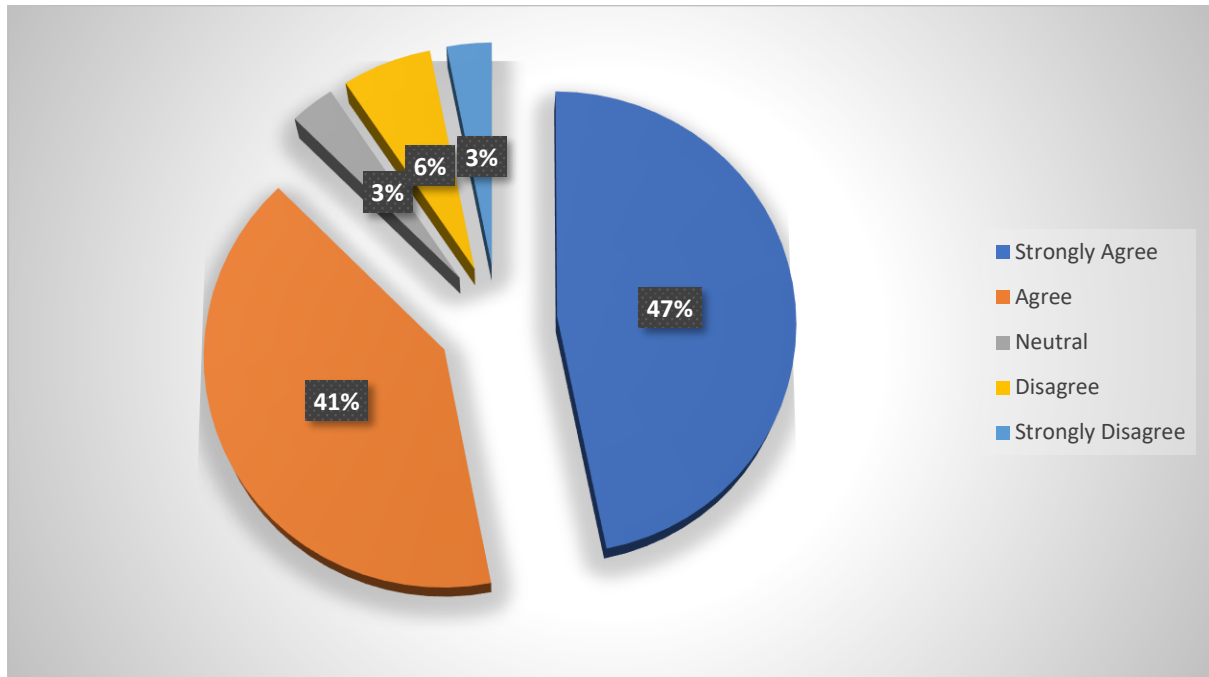
Feedback of around **32** teachers of various courses was collected in the session 2017-2018

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	15	13	1	2	1
Q.2	Aims and objectives of the syllabus are well defined and clear to teachers and students.	11	13	4	2	2
Q.3	The books prescribed and course contents in MRC Portal reference materials are relevant and updated.	11	14	4	3	0
Q.4	The curriculum has fair balance between theory and Lab	17	9	2	1	3

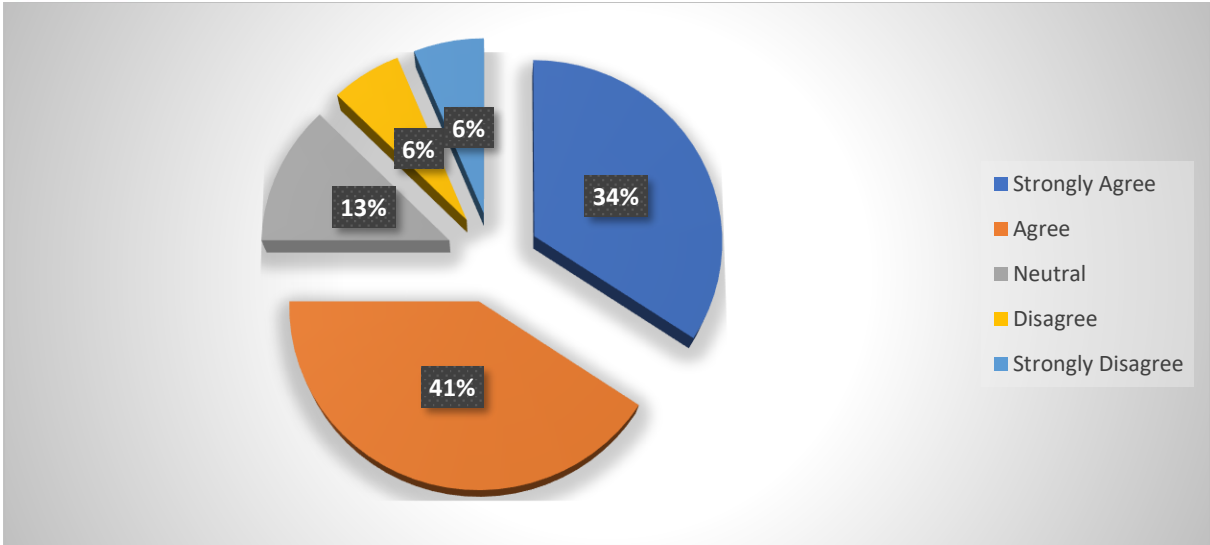
Q.5	The course content of the subjects improved student's knowledge and perspective.	12	15	2	1	2
-----	--	----	----	---	---	---

Graph 5.2.1
Syllabus is need based with respect to the recent advancements.



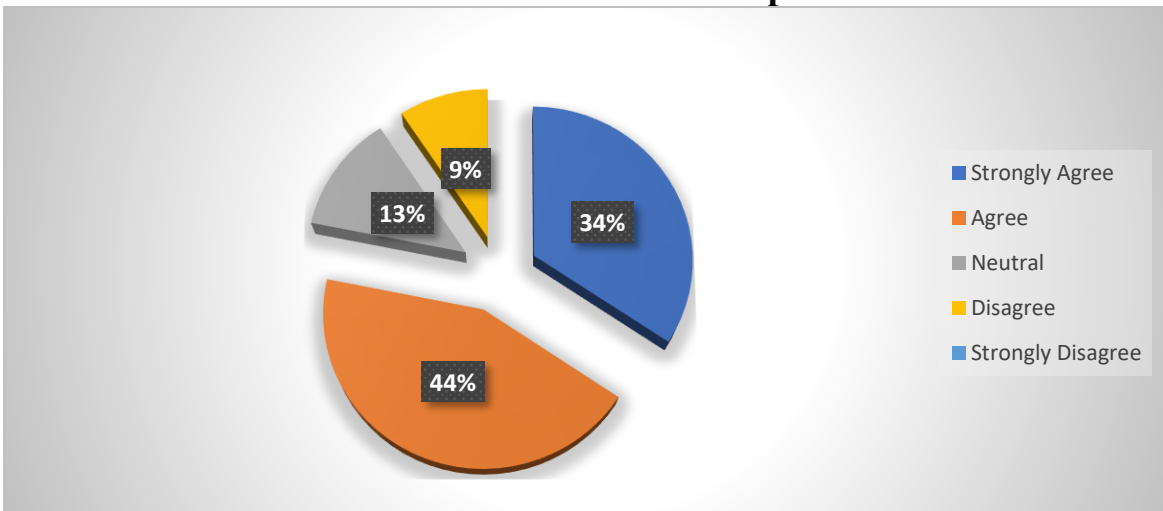
Keeping in consideration, the changes in trends and technologies of Industry and academics, syllabus is continuously updated by the Industry experts and academicians. External experts are invited for delivering expert lectures and have active interaction with students. Valuable suggestions which are provided by these experts are also incorporated periodically in the curriculum. Feedbacks from recruiters during the placement drives are also considered to make the students and curriculum prepared for Industry. The analysis depicts that around 47% of faculty members are strongly agreed and 41% agreed with recent curriculum advancements. Around 3% of faculty members strongly disagreed and 6% disagreed.

Graph 5.2.2
Aims and objectives of the syllabus are well defined and clear to teachers and students.



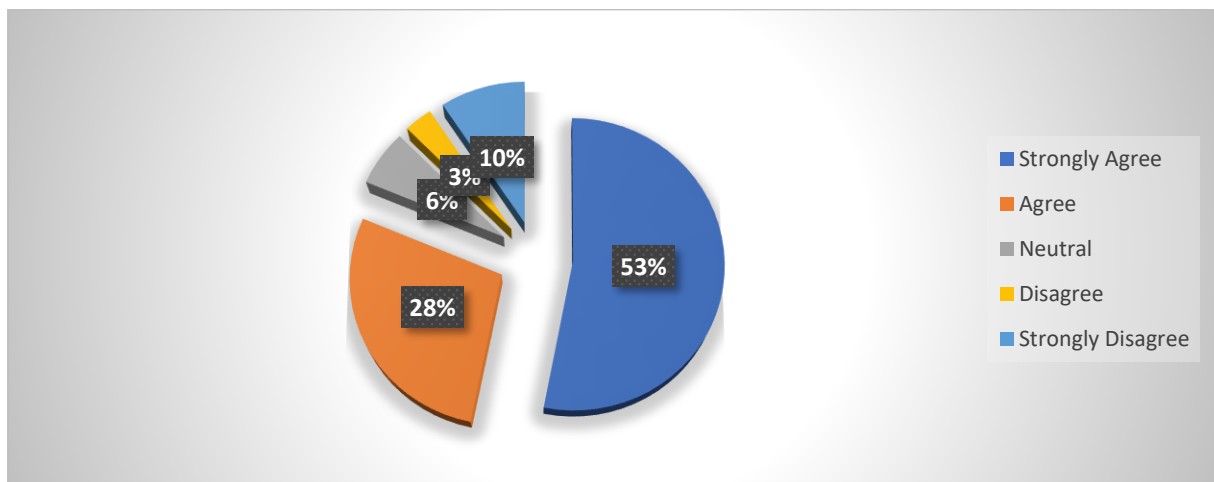
Around 34% faculty were strongly agreed and 41% agreed with the breadth and depth of course content of the syllabus, while 6% were found strongly disagreed and 6% disagreed. Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing more on depth of understanding and breadth of content coverage. The graph illustrates the percentage of respondents.

Graph 5.2.3
The books prescribed and course contents in MRC Portal reference materials are relevant and updated.



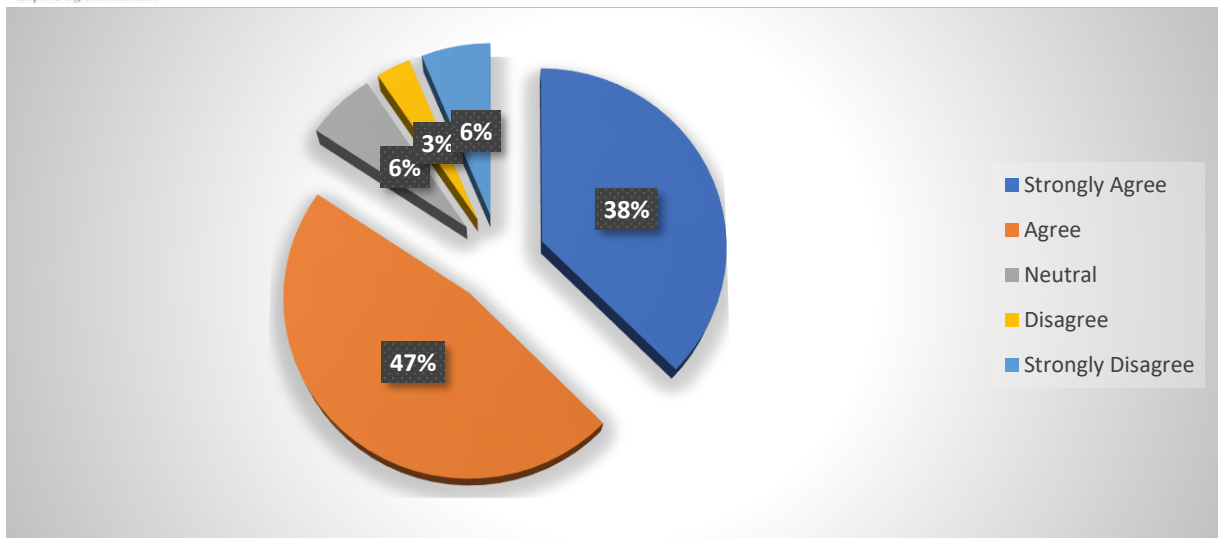
The graph displays the percentage of respondents. As per the survey, 34 % of teachers strongly agreed and 44% agreed with the availability of text books, reference books, and contents in Courseware for the students, only 9% disagreed. Textbooks, reference books and MRC/TAB Contents are framework that helps students to organize and manage their learning. These are the most important resource of information about their course contents. Textbooks and reference books help students understand the concepts thoroughly and make them familiar with the course. MRC/TAB contents are being used by teachers in the class, which contains YouTube links, practice test links as well course materials.

Graph 5.2.4
The curriculum has fair balance between Theory and Lab



The graph depicts the percentage of respondents. As per this analysis, it was found that 53% of faculty members were strongly agreed and 28% agreed about the preparedness of academic tasks and practical experiments and projects as per the instruction plans. It was found and a small strength of 10% teachers showed strong disagreement and 3% disagreed.

Graph 5.2.5
The course content of the subjects improved student's knowledge and perspective.



The above chart explains the percentage of respondents. A majority of 85% teachers (38% strongly agreed and 47% agreed) were highly satisfied with the level of learning from academic tasks, and 6% showed strongly disagreement and 3% disagreement with the above mentioned statement. Learning levels from academic task are evaluated through various activities for example worksheets, class tests, assignments, presentations quizzes, sessions, practical, design problems, projects etc. which provides an ideal platform to develop knowledge and skills to pursue higher education, job and entrepreneurship.

Further, the following points were also expressed by the Teachers

- Credit allotment should be done properly. It seems some courses got less credit.
- Few more latest topics/subjects can be added
- The syllabus need to be revised from professional competency viewpoint
- More number of small projects should be offered to students.
- Students should be encouraged to use library resources.
- Flexibility to teachers should be provided to take class beyond class hours.
- Students should be encouraged for higher studies instead of providing them job instantly after their completion of degree.
- Entrepreneurial activities should be promoted to encourage students to become successful entrepreneurs.

ALUMNI FEEDBACK ANALYSIS



In the session 2017-2018, our University collected and analyzed the feedback from around **101** 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:

RESPONSE COUNT

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.	33	41	12	5	10
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	27	38	12	11	13
Q.3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	38	36	11	7	9
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	37	43	8	9	4
Q.5	How do you rate the curriculum in written and oral communication abilities?	36	39	5	9	12
Q.6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?	38	35	9	11	8
Q.7	Overall satisfaction for the current program in	34	36	13	10	8



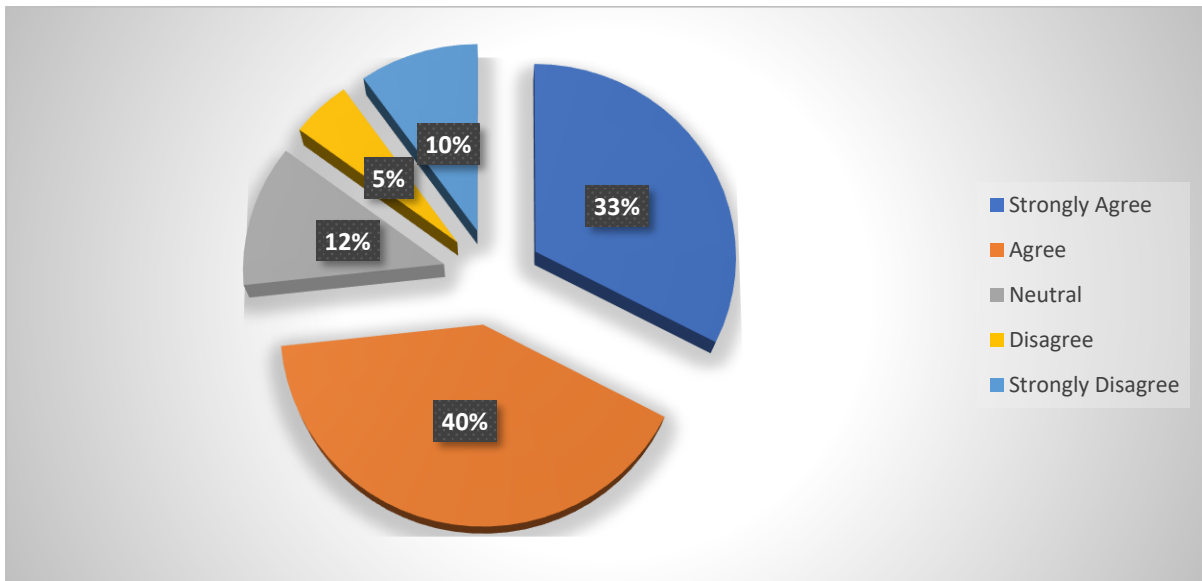
Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...

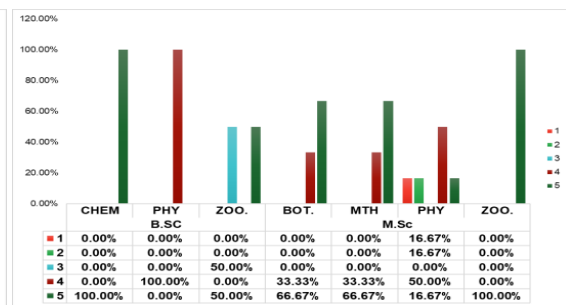
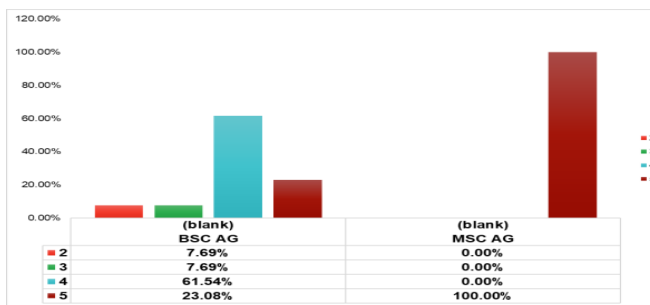
	meeting its educational objectives.					
--	-------------------------------------	--	--	--	--	--

Graph 5.3.1

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

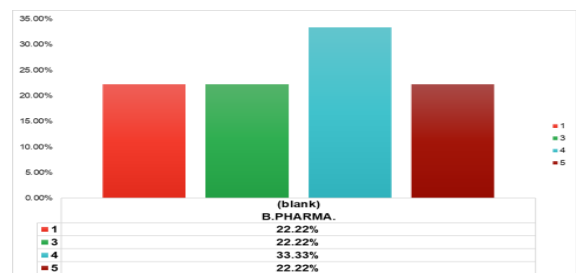
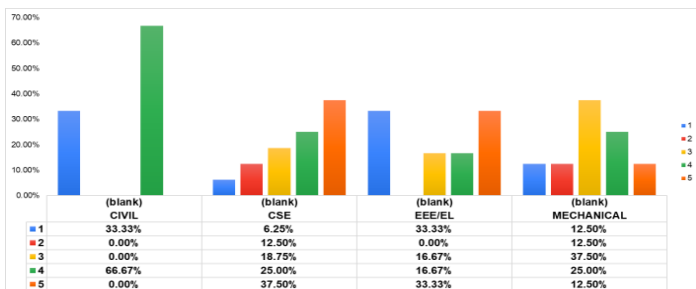


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

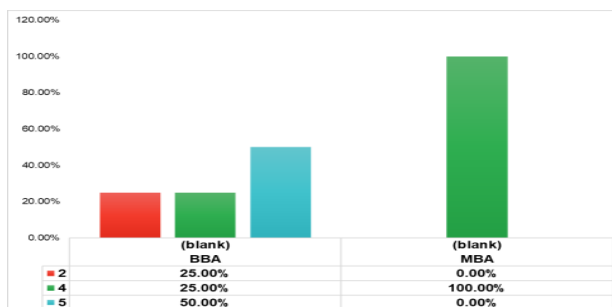


MSSSoA

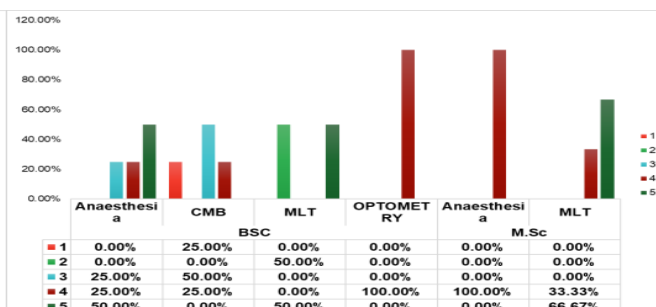
SoAS



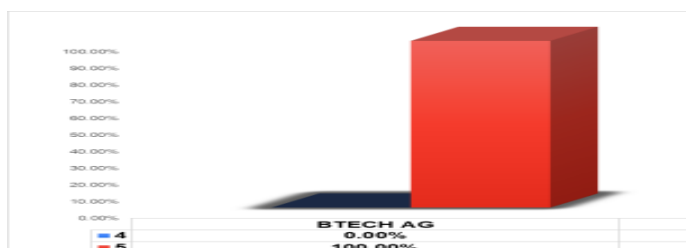
SoET



SoPLS



SoM



SoPAHS

SoABE

33% of alumni strongly agreed and 40% agreed with the courses being offered while 10% alumni expressed strongly disagreement and 5% disagreement. Keeping the ever changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers.

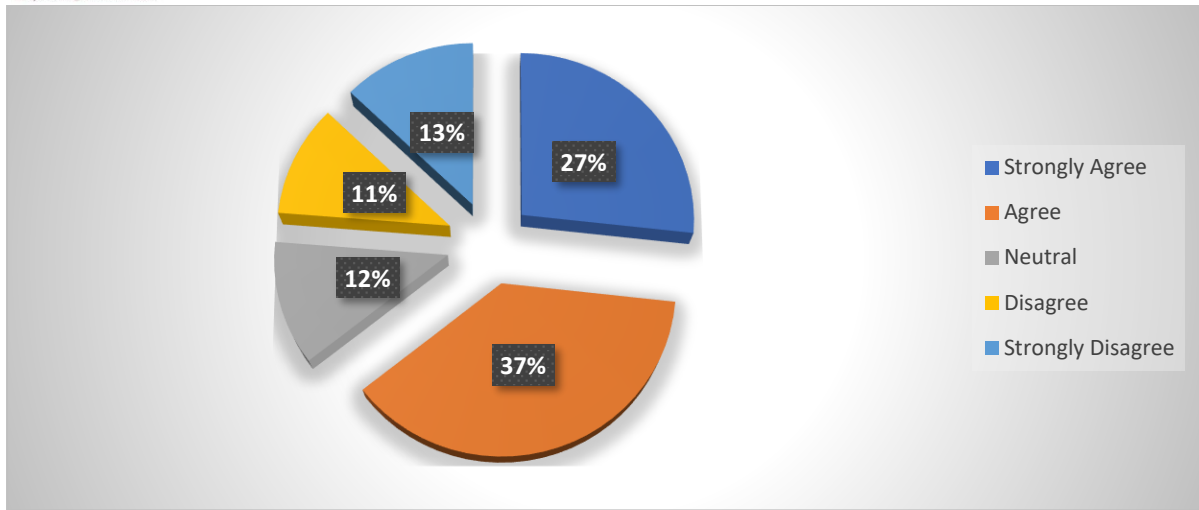
Graph 5.3.2

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

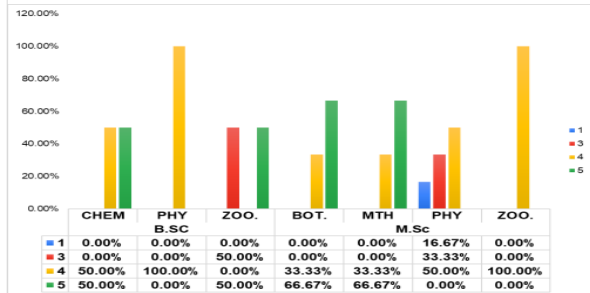
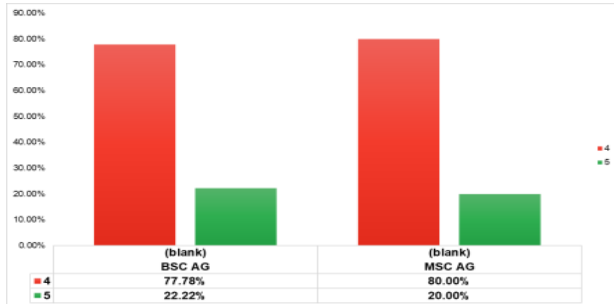


Centurion UNIVERSITY

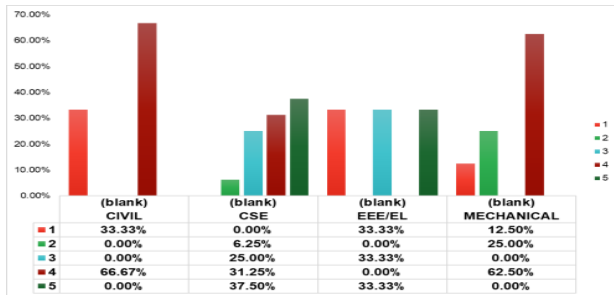
Shaping Lives... Empowering Communities...



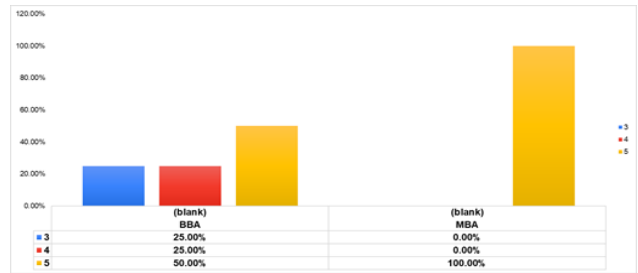
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA

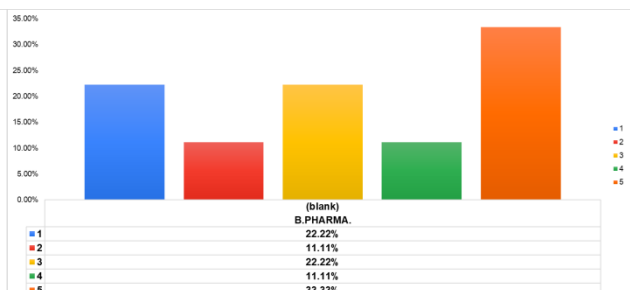
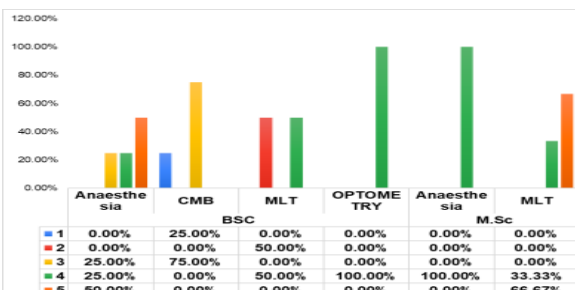


SoAS



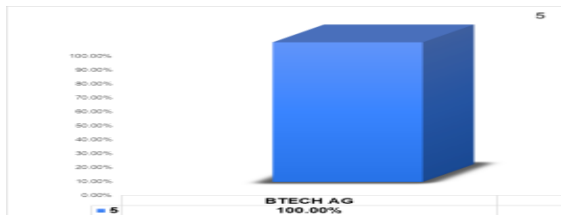
SoET

SoM



SoPAHS

SoPLS



SoABE

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, 27 % of the strength strongly agreed and 37% agreed, while 13 % of participants strongly disagreed and 11% disagreed with the assessment pattern adopted by the University for individual course is useful in grasping the concepts application.

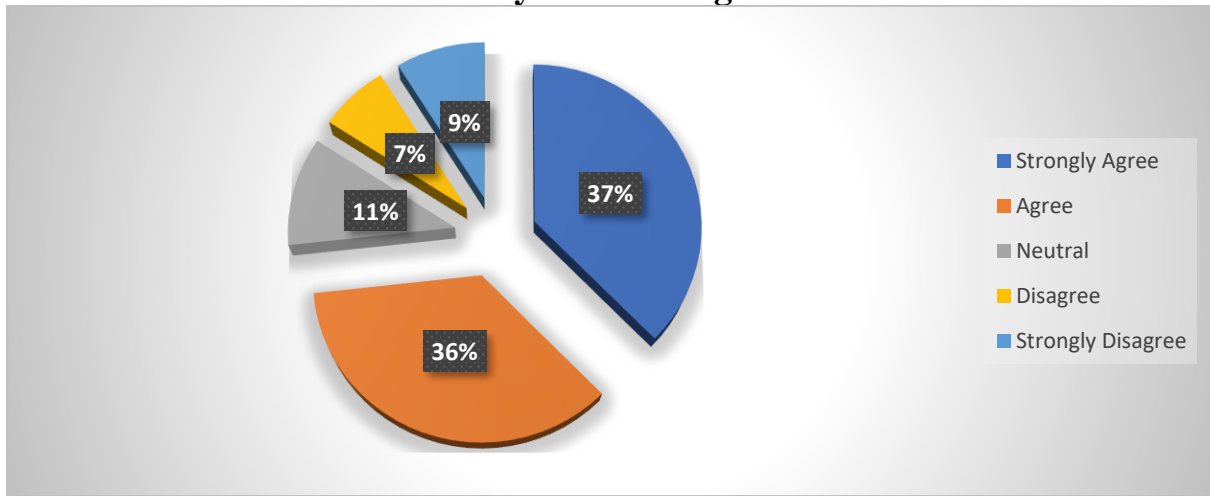
Graph 5.3.3



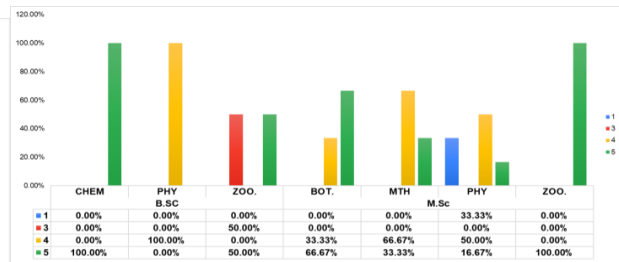
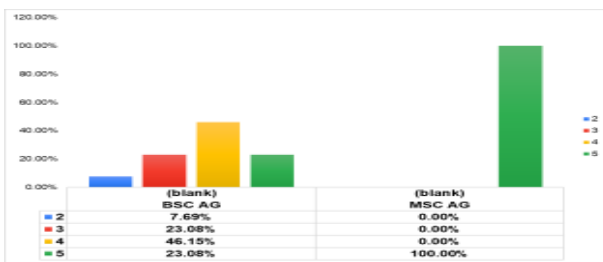
Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...

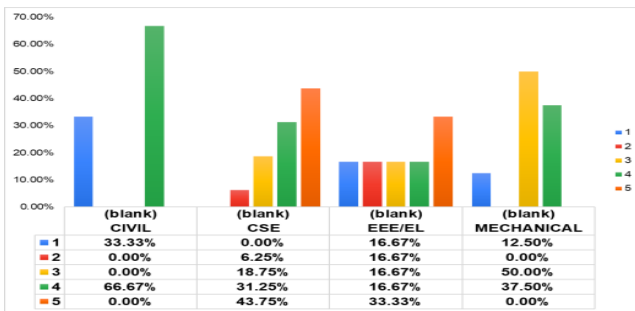
Does the curriculum have reasonable practical and laboratory skills for analysis and design?



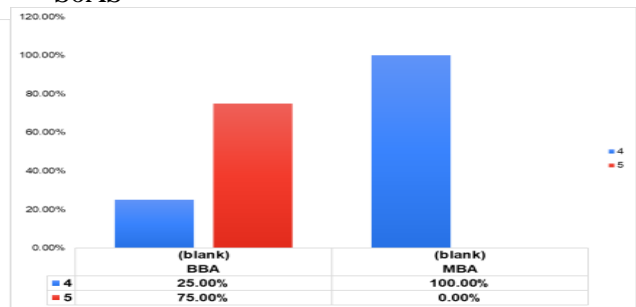
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA



SoAS



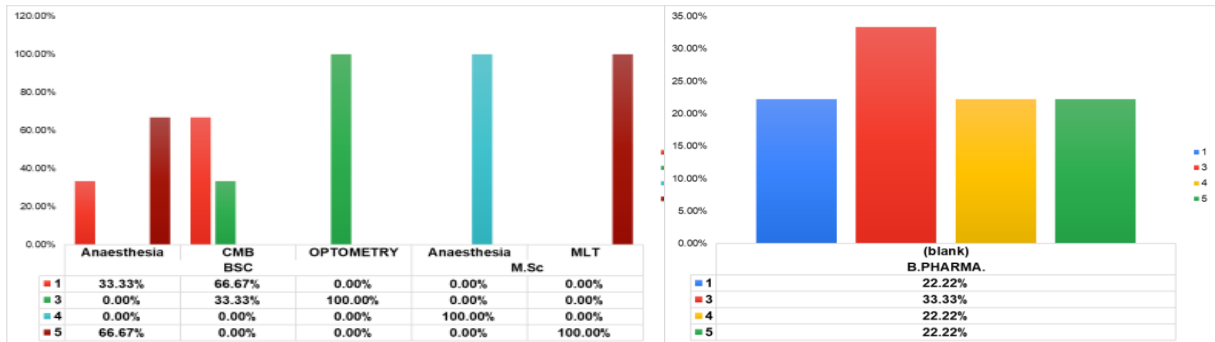
SoET

SoM

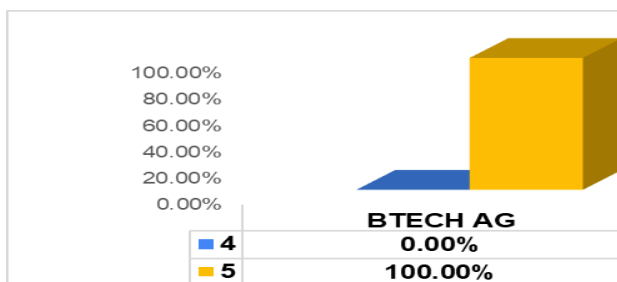


Centurion
UNIVERSITY

*Shaping Lives...
Empowering Communities...*



SoPAHS



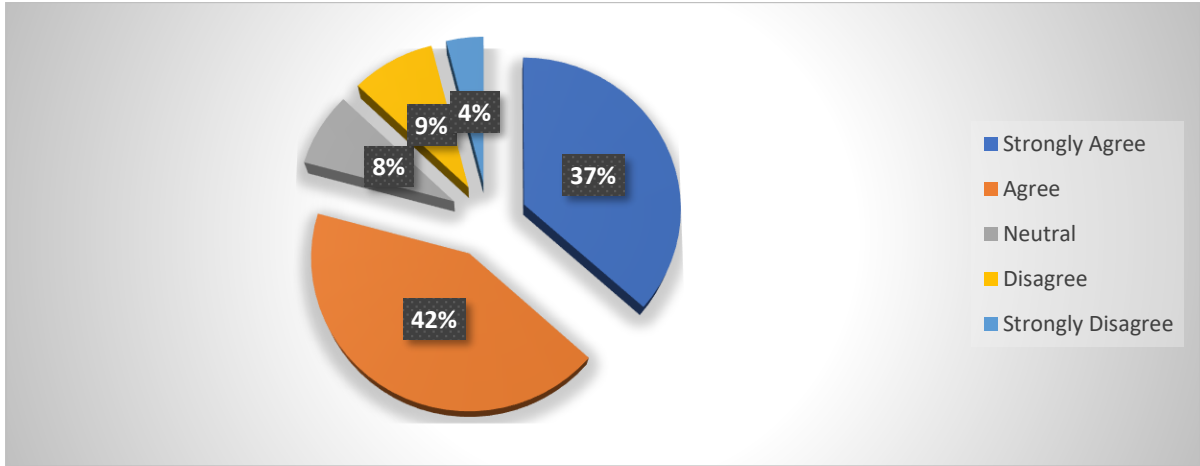
SoPLS

SoABE

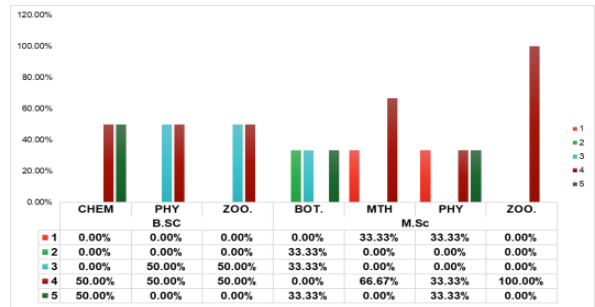
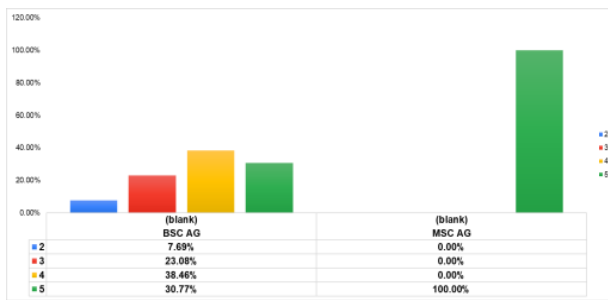
In order to assure that students learn in an efficient way, theory and practical courses are included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyze and design. The graph depicts the percentage of respondents. As per this analysis, it was found that 37 % of alumni strongly agreed and 36% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found that a strength of 9% strongly disagreed and 7% disagreed.

Graph 5.3.4

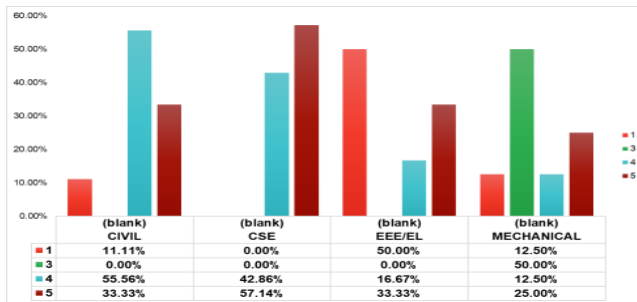
How do you rate the curriculum with respect to professional ethics and behavior?



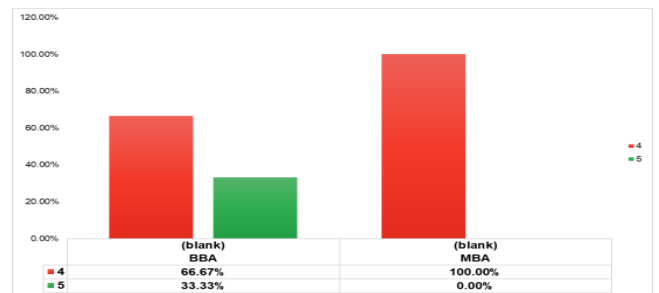
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



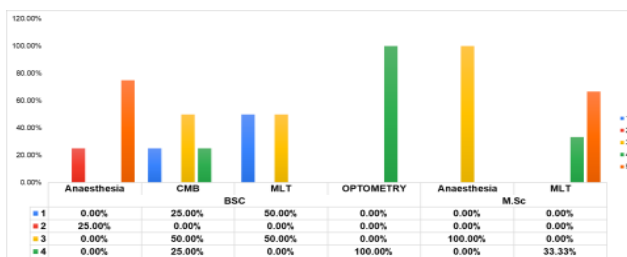
MSSSoA



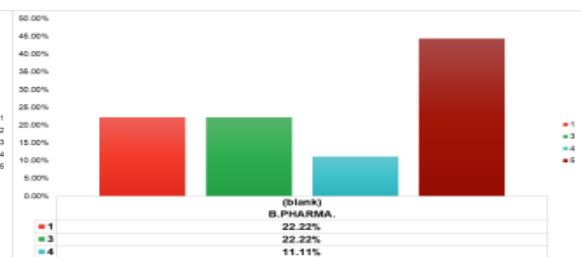
SoAS



SoET

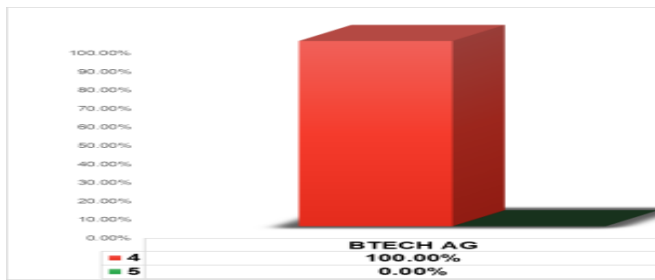


SoM



SoPAHS

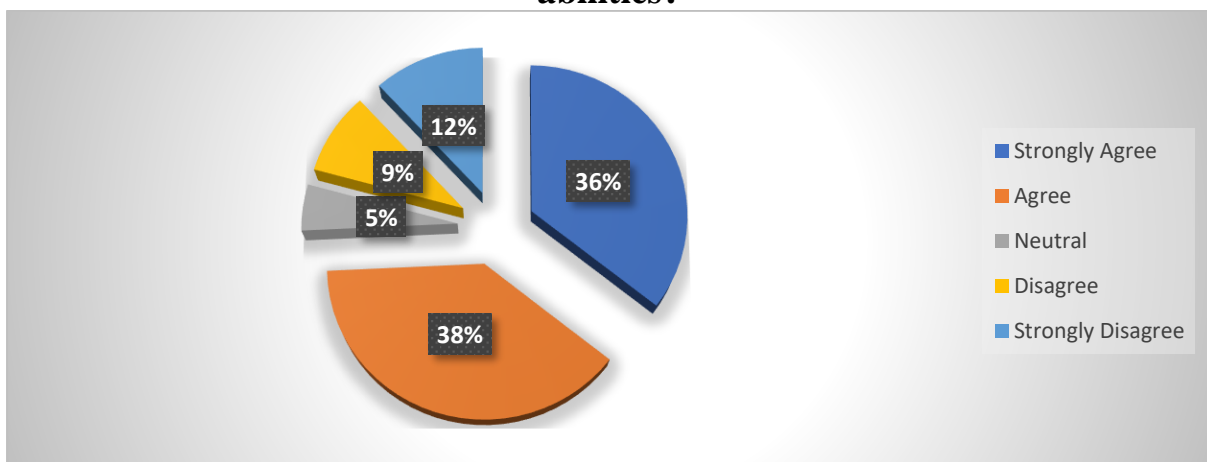
SoPLS



SoABE

Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioral ethics in the student so as to make them presentable and ready for outside world. Around 37 % of alumni are strongly agreed and 42% agreed with the Professional ethics and behavior inputs in the curriculum while around 4% of alumni were strongly disagreed and 9% disagreed.

Graph 5.3.5
How do you rate the curriculum in written and oral communication abilities?

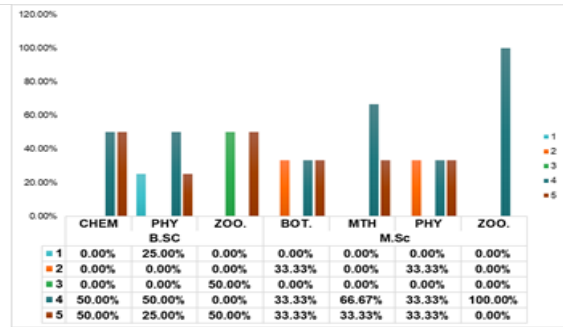
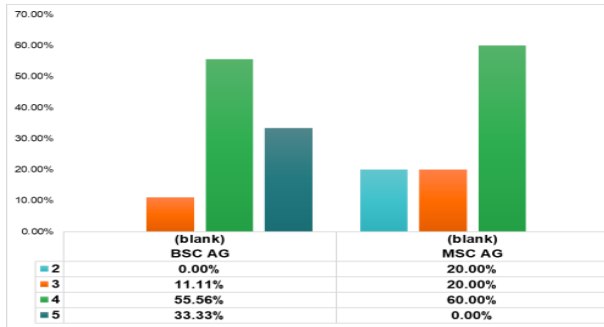


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

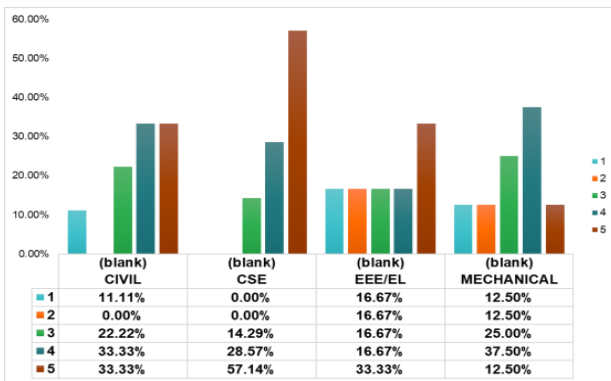


Centurion
UNIVERSITY

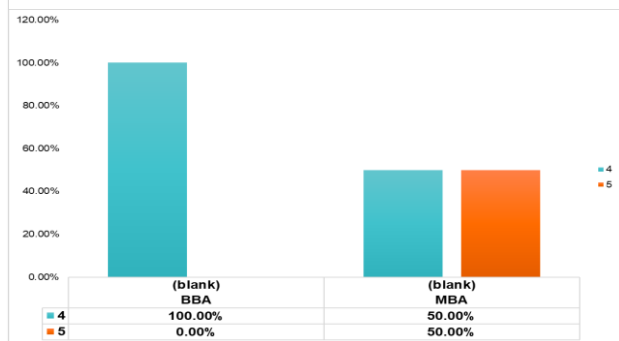
Shaping Lives...
Empowering Communities...



MSSSoA

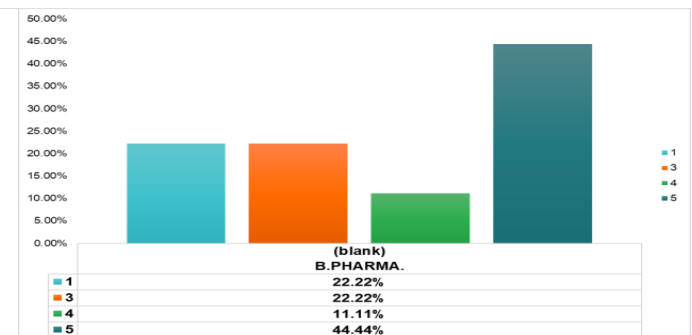
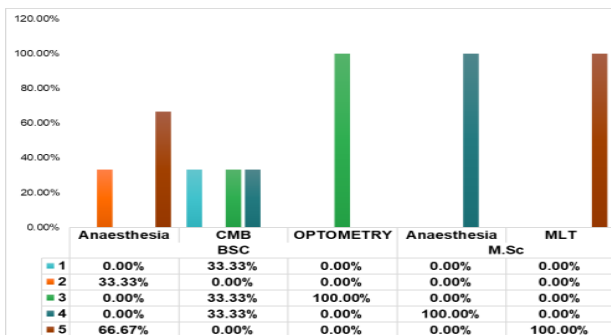


SoAS



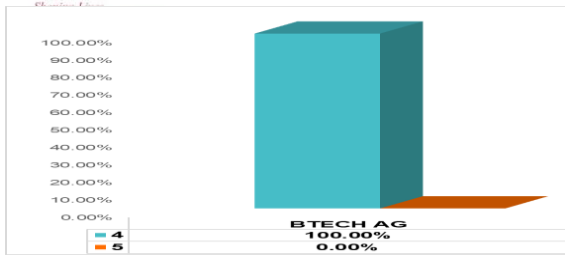
SoET

SoM



SoPAHS

SoPLS

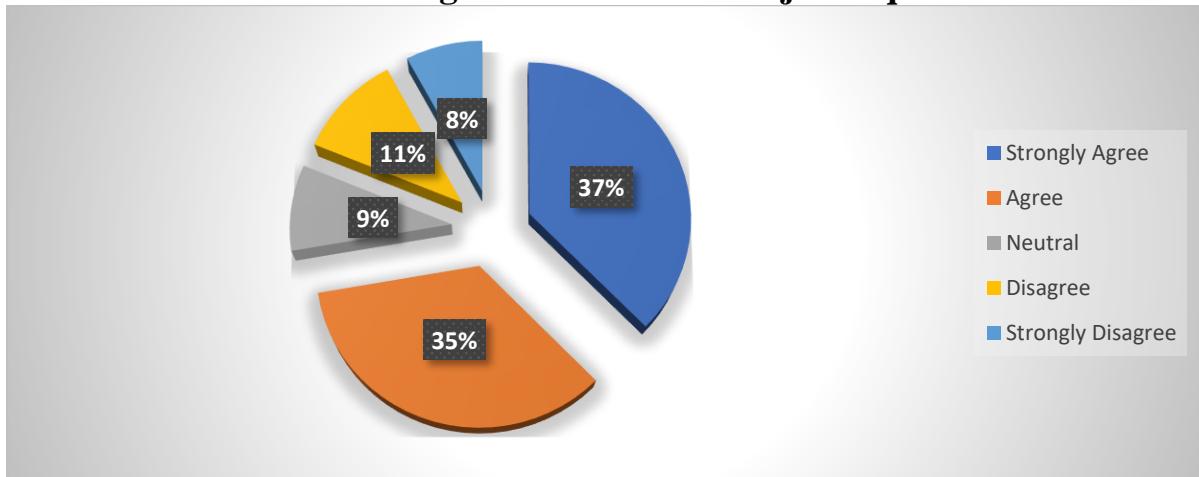


SoABE

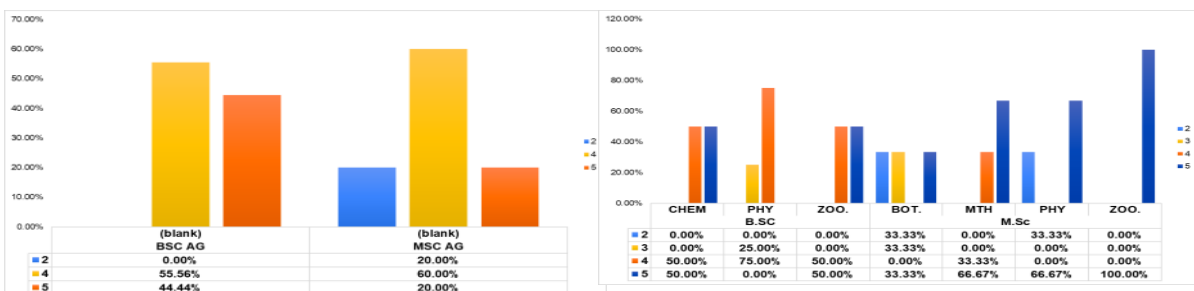
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication skills like gestures, body-language and voice tones effectively. More than 36% of alumni were strongly agreed and 38% agreed with the level Professional Enhancement/Communication skills input in the curriculum, and nearly 12% showed strong disagreement and 9% disagreed with the above mentioned statement.

Graph 5.3.6

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



5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

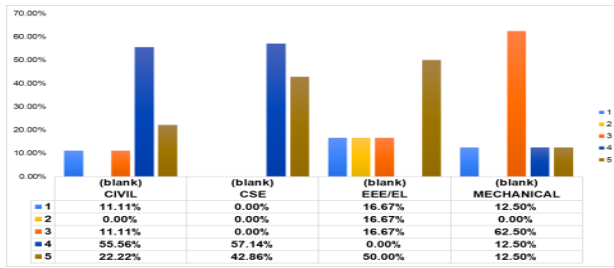




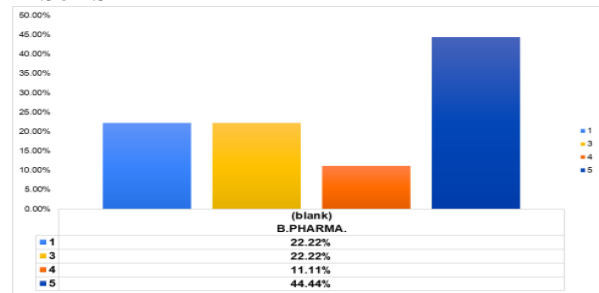
Centurion UNIVERSITY

Shaping Lives... Empowering Communities...

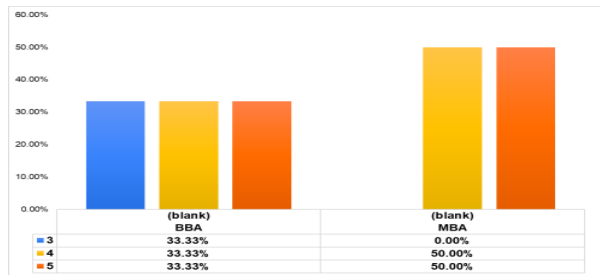
MSSSoA



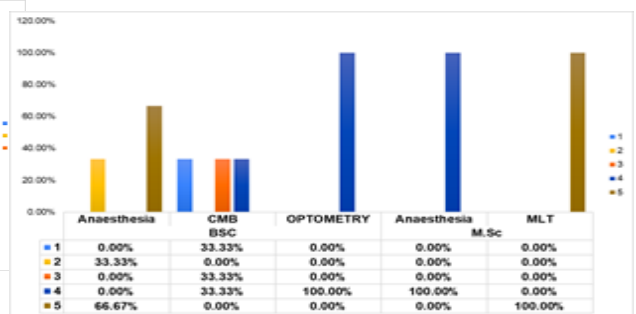
SoAS



SoET

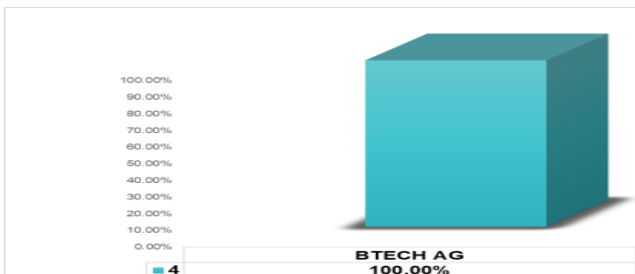


SoPLS



SoM

SoPAHS



SoABE

The graph depicts the percentage of respondents. As per this analysis, it was found that 37 % of alumni are strongly agreed and 35% agreed with this context and a strength of 8% alumni showed strong disagreement and 11% disagreement. Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities.

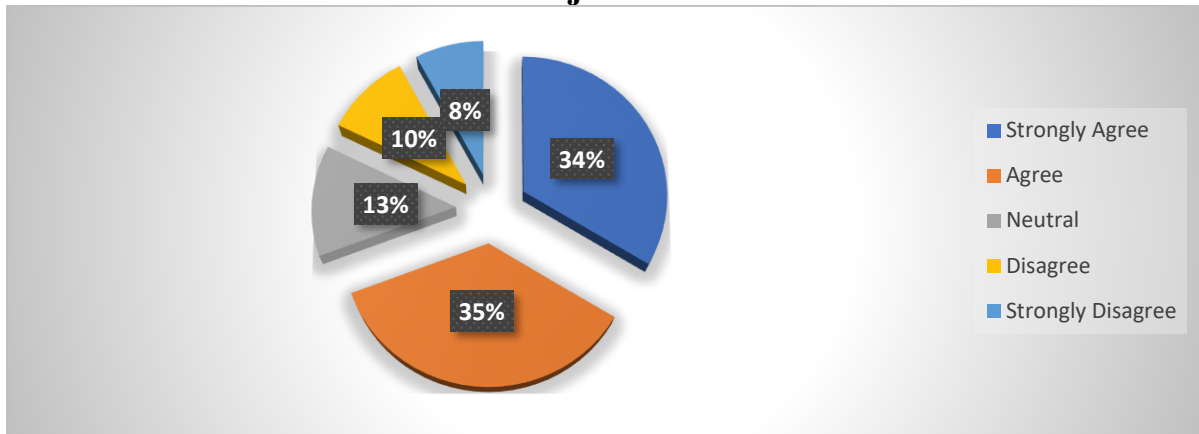
Graph 5.3.7



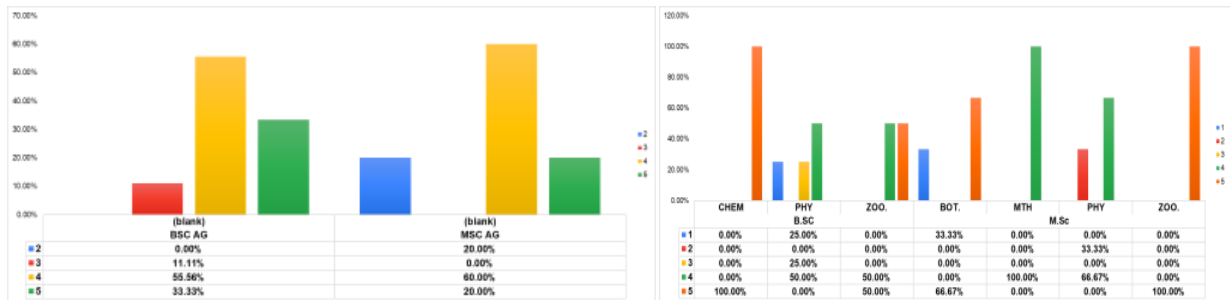
Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...

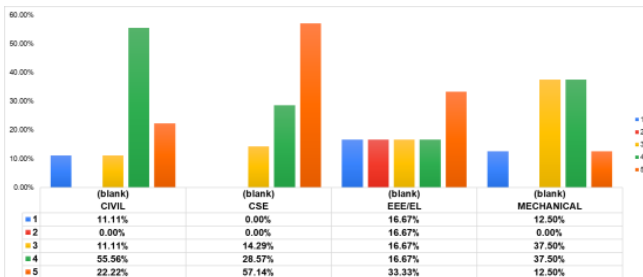
Overall satisfaction for the current program in meeting its educational objectives



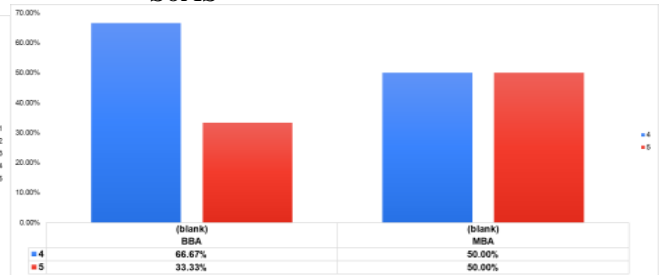
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



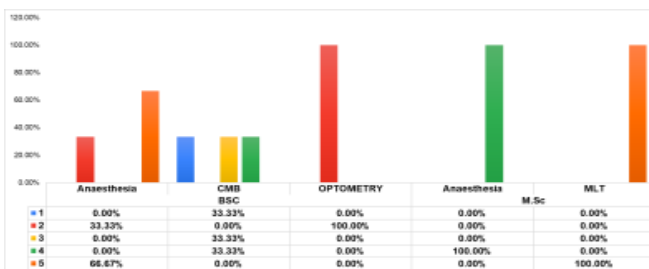
MSSSoA



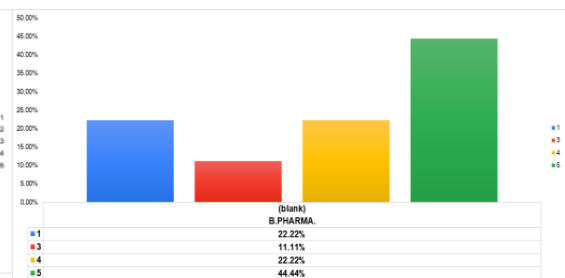
SoAS



SoET



SoM



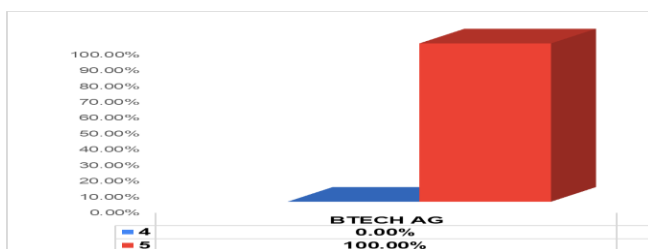
SoPAHS

SoPLS



Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...



SoABE

Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that more than 34% of alumni were strongly agreed and 35% agreed with recent curriculum with respect to educational objectives. Around 8% were strongly disagreed and 10% disagreed.

Further, the following points were also expressed by the Alumni

- Students need to update themselves as per the industry requirements. Teachers are required to give proper guidance and information beyond subject.
- Syllabus should be designed to improve certain practical skills of the students.
- Practical should be given more importance.
- Regular sessions by industry partners with students should be planned.
- More interactive sessions should be arranged.
- Number of activities should be planned for students, where students will get scope to explore and develop communication and other skills.

EMPLOYER FEEDBACK ANALYSIS

For session 2017--2018, feedback was collected from **28** employers on various programme and syllabus offered by the University through online/offline mode. Proper and periodic analysis of feedbacks provided by various stakeholders helps a lot in constantly improving teaching-learning process. Regular feedback from industry experts, employers during placement drives, workshops, guest



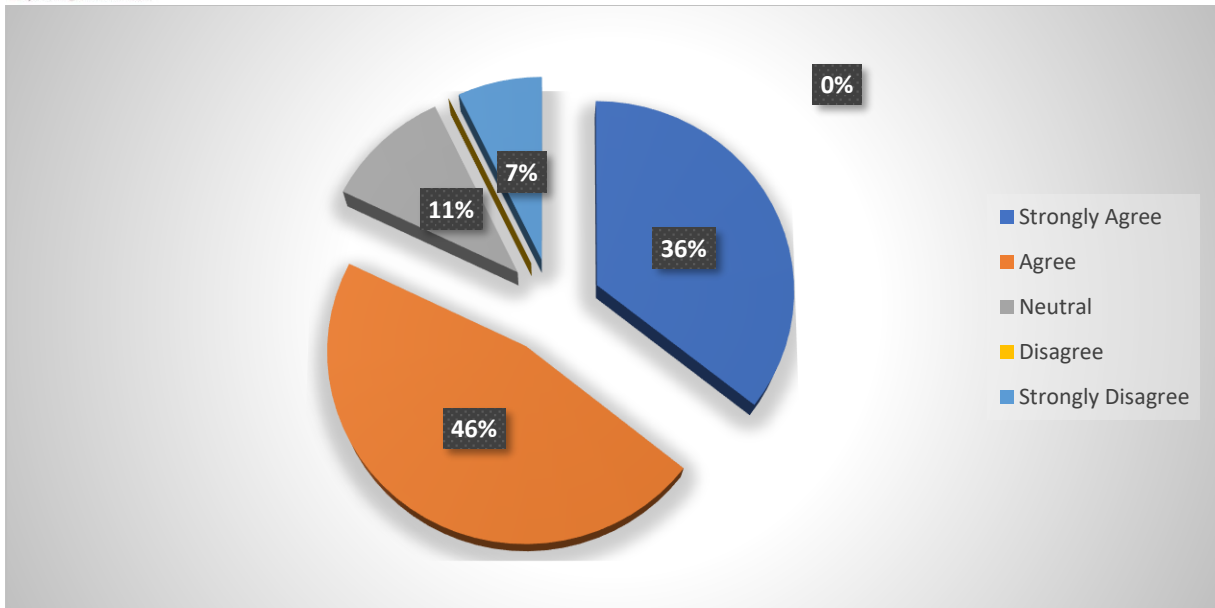
lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

RESPONSE COUNT

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?	10	13	3	0	2
Q.2	Do our students have reasonable practical and laboratory skills for analysis and design?	9	12	5	1	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	12	14	1	1	0
Q.4	How do you rate our students in written and oral communication abilities?	8	12	4	3	1
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	10	14	1	2	1
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	14	9	3	1	1

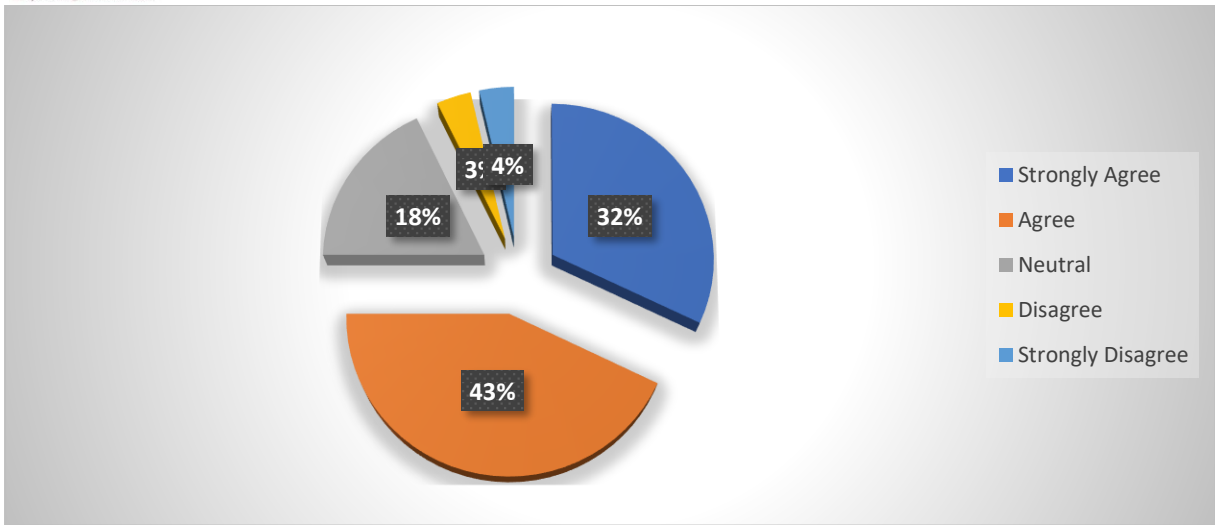
Graph 5.4.1

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



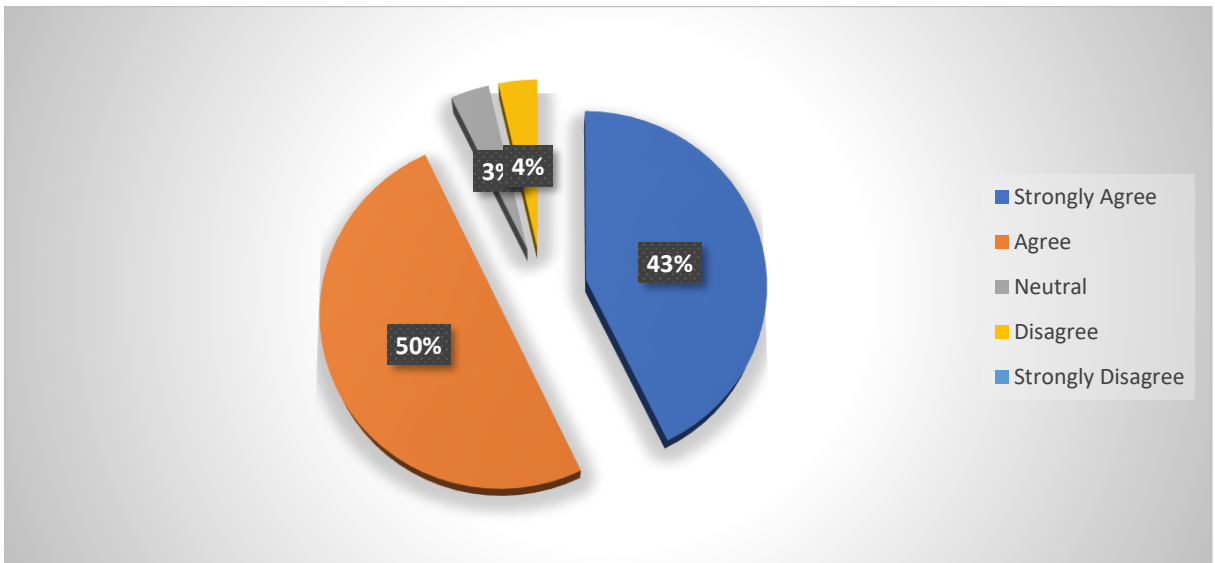
The chart explains the percentage of respondents. A majority of 36% employers are strongly agreed and 46% agreed with the ability of our students to find solutions of the real life problems and 7% strongly disagreed. As per the feedback analysis, a large number of employers are contended with the course contents being taught as the syllabus is regularly updated to meet existing technological trends.

Graph 5.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design



The course's curriculum is designed to include both theoretical and practical components. Students explore a variety of ideas in class and have the opportunity to apply what they've learned later in the semester.. More than 32% of our employers are strongly agreed and 43% agreed with the Practical and Theoretical knowledge of our students required for analysis and design whereas nearly 4% of them strongly disagreed and 3 % disagreed with the same.

Graph 5.4.3
How do you rate our students with respect to professional ethics and behavior

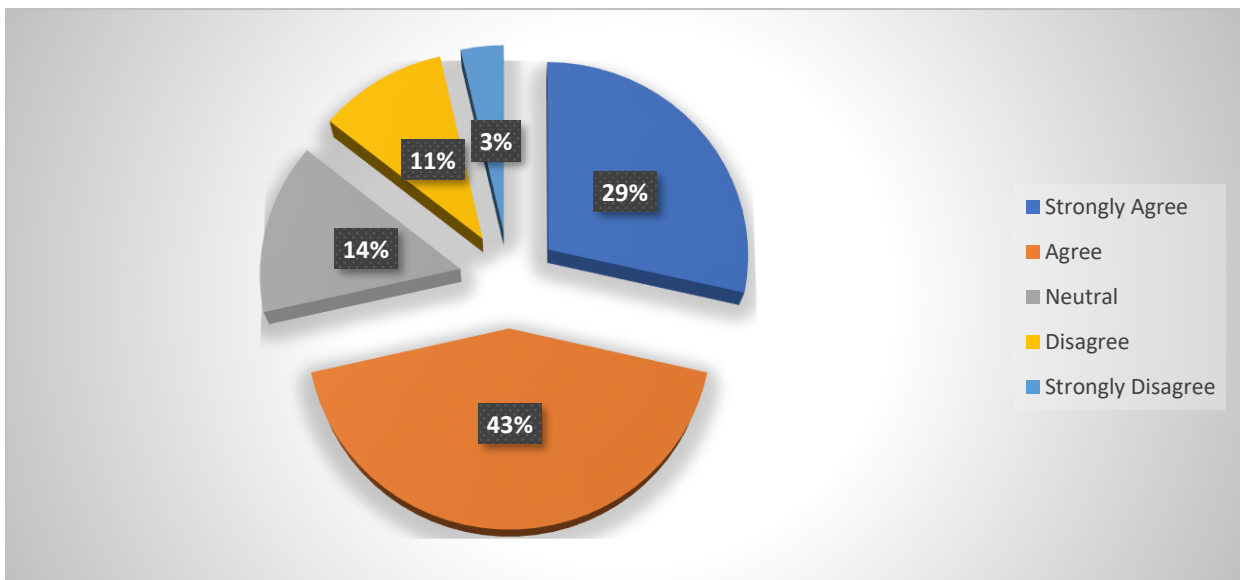


Course curriculum is aimed to instill professional and behavioural standards in students, preparing them to be presentable and industry ready. Students are

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 43 % employers strongly agreed and 50% agreed on this ground of Professional ethics and behavior of our students. Around 6% disagree with the same.

Graph 5.4.4

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

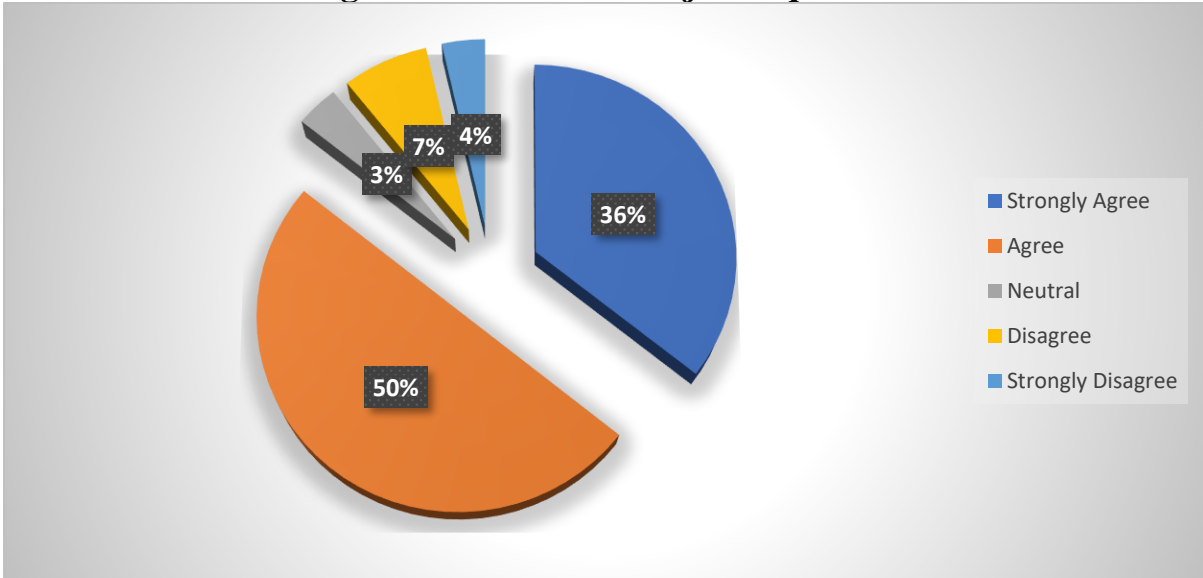


Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. A very few 3% “strongly disagree” and 11% disagree with Professional enhancement/Communication skills capabilities of our students however more than 29%% of them strongly agreed and 43% agreed.

Graph 5.4.5



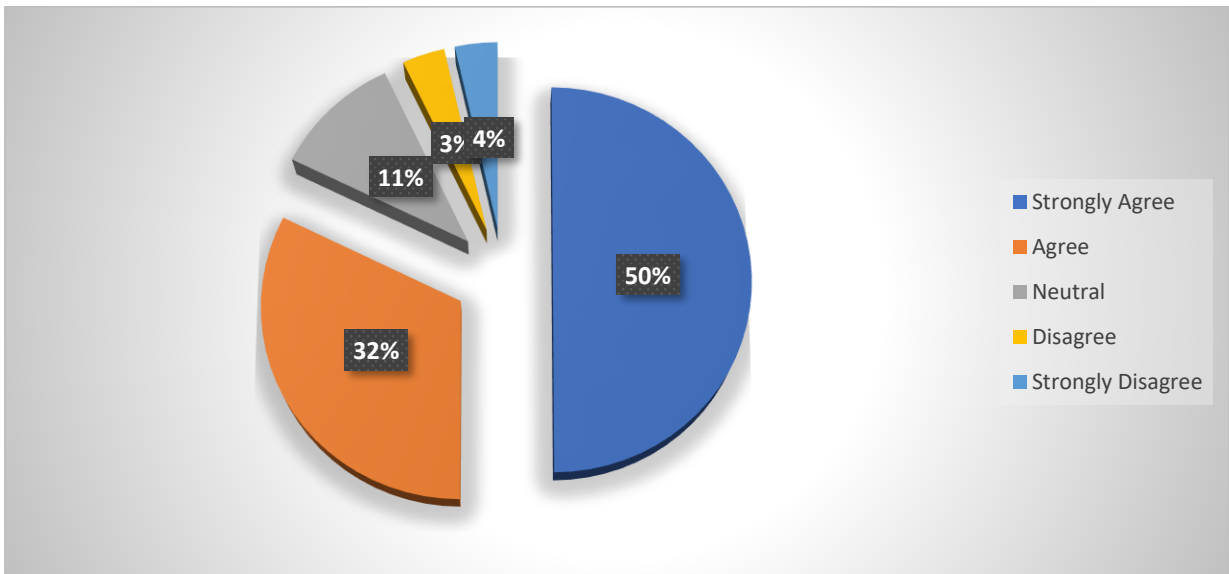
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



Faculty, mentors, and trainers inspire students to believe in themselves by guiding and motivating them to participate in every cultural, technological, and academic event possible, since this contributes to their whole personality. As shown in the graph, our students are eager to learn the employment requirements. 36 % of employers strongly agreed and 50% agreed whereas almost 4% feel strongly disagreed and 7% disagreed in this regard.

Graph 5.4.6

How do you rate professional capabilities of our students with respect to students from other institutions?





Centurion
UNIVERSITY

*Shaping Lives...
Empowering Communities...*

Majority of the employers have given strong agreement about the professional capabilities of our students. Curriculum is flexible enough to adapt the latest technology trends which help the student to be updated with latest software and hardware technologies. As the chart depicts that almost 80% all of our employers are satisfied (50% strongly agree and 32% agree) with the Professional capabilities of our students with respect to students of other institutions. Whereas 4% are strongly disagreed and 3% disagreed in this regard.

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.

- Internships should be one of the important part of syllabus.
- Industry Exposure visits should be arranged more frequently.
- Students must get opportunity to interact with industry regularly.

ACTION TAKEN REPORT

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

2017-2018

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 ENGINEERING AND TECHNOLOGY



Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...

Civil Engineering

Recommendations:

The course on Geotech and G.I.T to be recommended as Geotech Investigation and the topics related to Ground Improvement to be covered in a new subject” Geo Synthetics and Ground Improvements Techniques under a separate Domain(General Domain) .

Action Taken: The General Domain was framed by the external experts with the following subjects i) Transport Engineering, ii) Green Buildings, iii) 3d Building Technology, iv) Geo Synthetics and Ground Improvements Techniques, v) Concrete Technology, and students can opt for this course from next sessions. (BoS 2017-2018).

Electrical and Electronics Engineering

Recommendations: Fiber Optics should be included in Domain 3

Action Taken: In the course of Fundamentals and Overview of Transmission System, Fibre Optics included in place of PLCC. (BoS 2017-2018).

Recommendations: Some chapters should be replaced with recent industry need topics.

Action Taken: Syllabus of two courses a) Design, Fabrication and Repair of Transformer Domain b) Operation & Maintenance of Transmission & Distribution System, were modified (BoS 2017-2018).

Mechanical Engineering

Recommendations: i) RAC should be a separate subject

ii) Design Software and simulation should be included in the syllabus

iii) Syllabus should meet Industrial requirement

iv) CAD/CAM subjects should have more practice



Centurion
UNIVERSITY

Shaping Lives...
Empowering Communities...

Action Taken: Five new domain courses such as a) Automobile domain b) Welding domain c) Conventional & CNC d) R& AC e) Automotive Product Design included in the Basket -5.

Recommendations: Subjects should be taught keeping GATE point of view.

Action Taken: GATE domain changed to Pool General Courses, consists of 12 general Courses. (BoS 2017-2018)

Agricultural Engineering

Recommendations: Classification of Soil, physical properties of soil should be deleted from the course as it is repetition.

Action Taken: Classification of Soil, physical properties of soil deleted from Soil Mechanics.(BoS 2017-2018)

Recommendations: Irrigation Engineering course should be shifted from Sem-III to Sem-IV

Action Taken: Irrigation Engineering course shifted from Sem III to Sem-IV (BoS 2017-2018)

Recommendations: Geometric Modeling Lab should be deleted from sem-V and merged with AutoCAD application.

Action Taken: Geometric Modeling Lab deleted from Sem-V and merged with AutoCAD application.(BoS 2017-2018)

Recommendations: In Tractor system and controls the following topics should be added i) Classification of tractor and their values ii) Transmission system of power tiller ii) Steering system in track-type and walking type tractors.

Action Taken: The following topic added in Tractor System and Control.
i)Classification of tractor and their values ii) Transmission system of power tiller ii) Steering system in track-type and walking type tractors.

Recommendations: Introduction to decorticators to be added in Farm Machinery& Equipment-ii

Action Taken: Introduction to Decorticator added in Farm Machinery& Equipment-ii(BoS 2017-2018)

School of Applied Science

Physics

Recommendations :M.Sc Physics syllabus should be modified

Action Taken:M.Sc Physics syllabus modified as per the suggestion.

Chemistry

Recommendations :Green Chemistry Lab and Instrumentation Methods of Analysis Lab. Should be there in syllabus for M.Sc.


Action Taken:InM.Sc syllabus Green Chemistry Lab and Instrumentation Methods of Analysis Lab introduced.(BoS 2017-2018)

Conclusion

Thus the feedback given by the stakeholders were analysed and suitable action 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.



CO-ORDINATOR, IQAC
Centurion University of
Technology & Management
ODISHA



Dr. Prasanta Kumar Mohanty
Dean Academic Dean Academics
Centurion University of Technology & Management
CUTM. _____ Odisha
Odisha, India



Centurion
UNIVERSITY

*Shaping Lives...
Empowering Communities...*