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

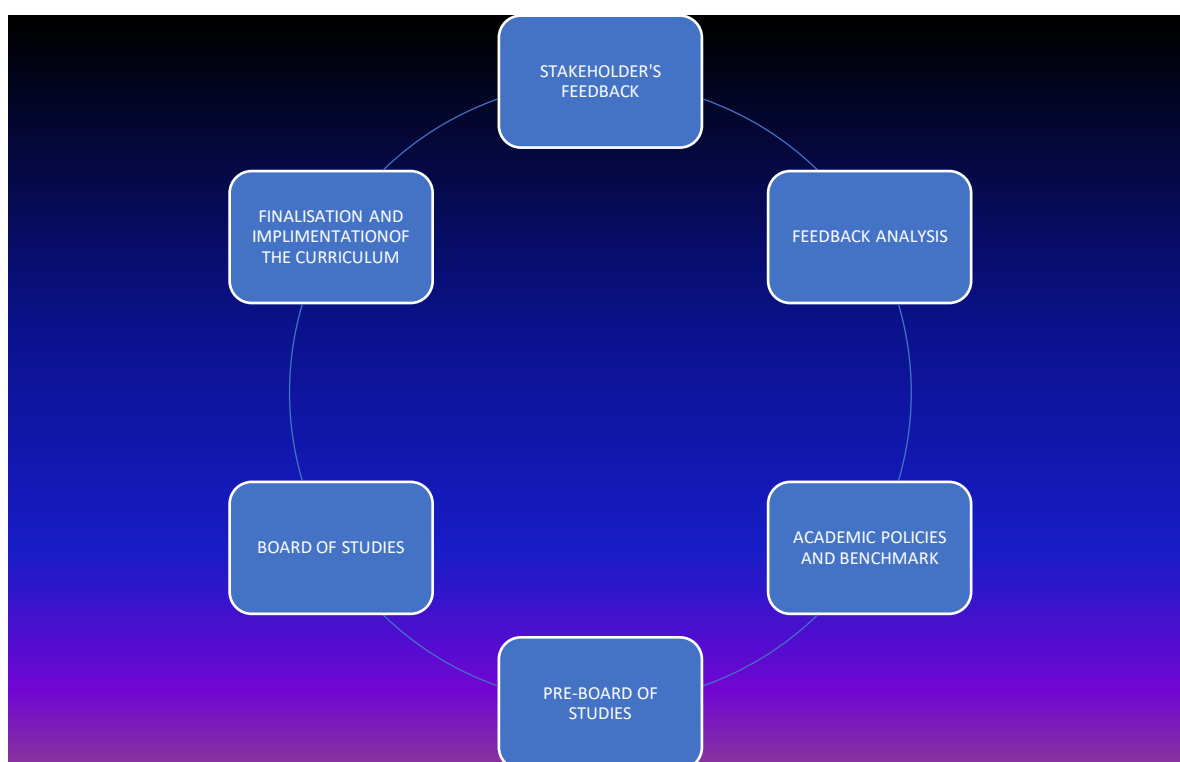
CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT



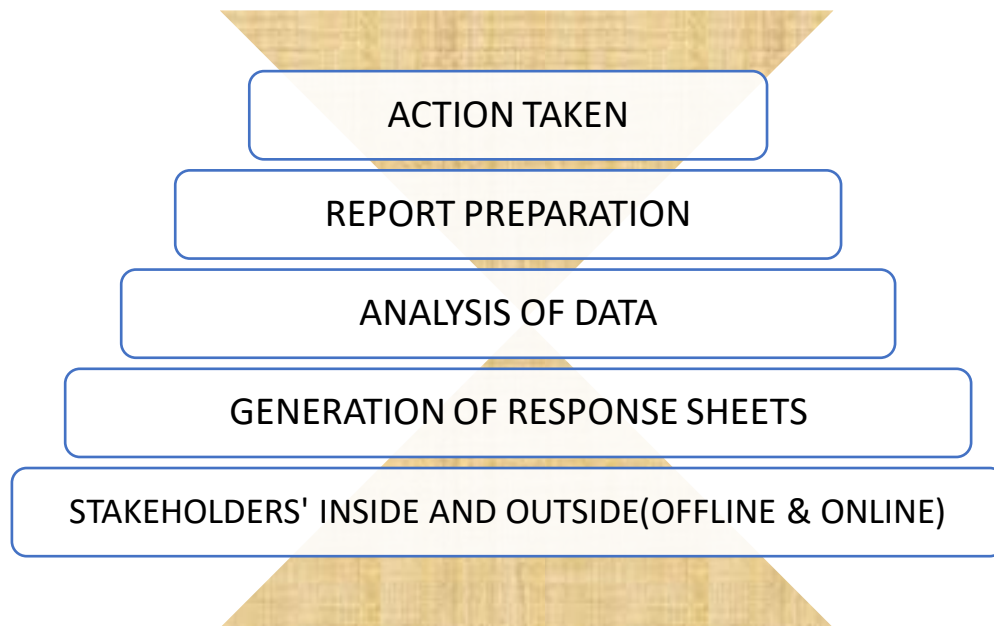
FEEDBACK PROCEDURE OF THE UNIVERSITY

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 2018-2019

Feedback for the academic year 2018-2019 was collected from all the stakeholders in a structured feedback personally as well as online (through mail). Feedback was collected during Board of Studies from invited academicians as well as Industry experts. Besides these, feedback was collected from industry during campus drives too.

STUDENT FEEDBACK ANALYSIS

Students' feedback is a prime factor for the enhancement of the learning environment and can help teachers to enhance their skills. It also nourishes teacher-student communication in classroom and assists to achieve excellence in teaching learning process.

Feedback of around **982** students of various courses was collected in the session 2018-2019.

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	432	378	82	54	36
Q.2	The curriculum has right mix of theory, practical and project.	460	350	86	49	37
Q.3	Got access to learning material (books/ handouts /e-content) for syllabus covered in courses in the library/others	423	352	105	57	45



Q.4	The syllabus and pedagogy generated interest in course	407	360	117	48	50
Q.5	Curriculum is effective in developing ICT & communication skills.	455	341	94	54	38
Q.6	Curriculum equipped you with necessary technical skills required by the industry	396	378	114	49	45
Q.7	Curriculum is structured, comprehensive, relevant and arranged properly.	428	368	102	39	45
Q.8	The Practical courses give you an effective hands-on experience	421	350	122	39	50
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	417	351	114	47	53
Q.10	You are satisfied with the course combination you have chosen as per CBCS	431	355	101	42	53

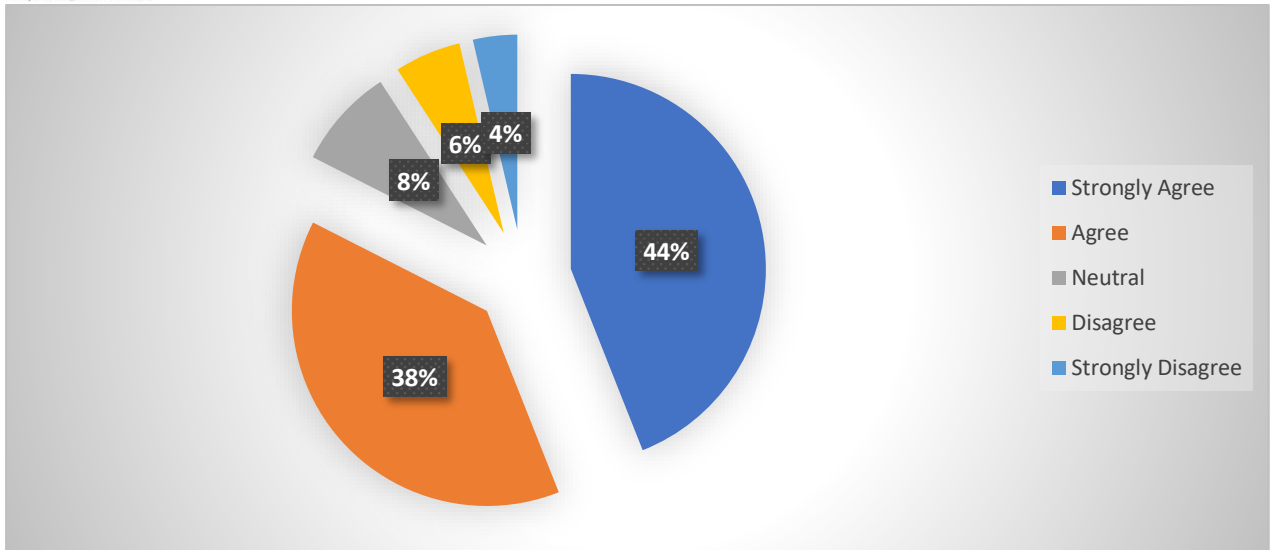
Graph 4.1.1

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

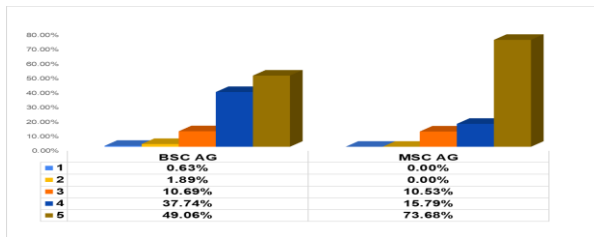


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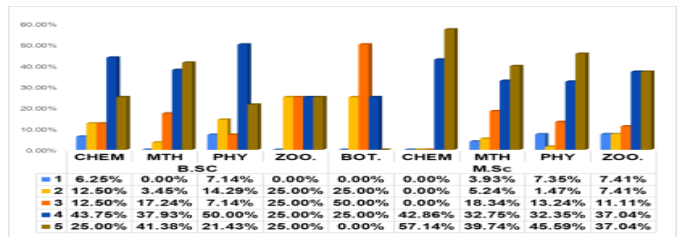
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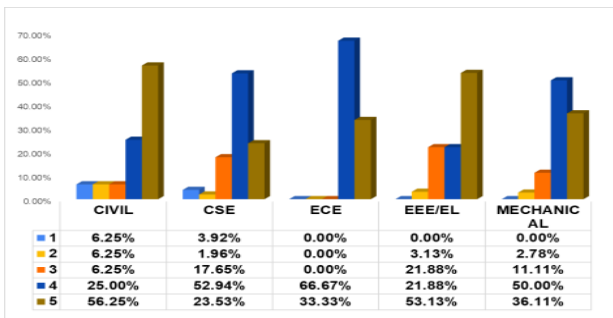
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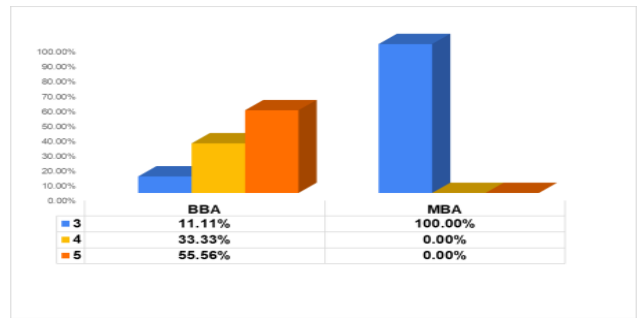
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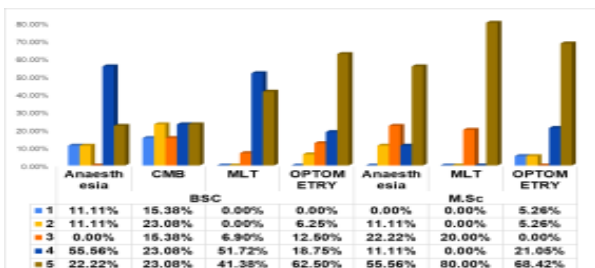
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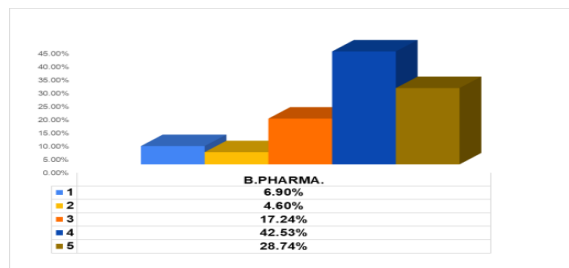
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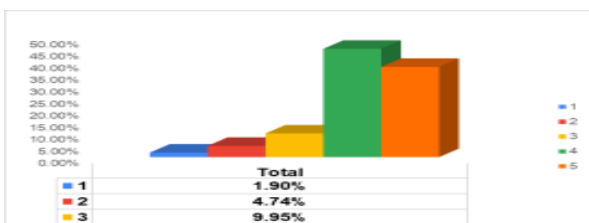
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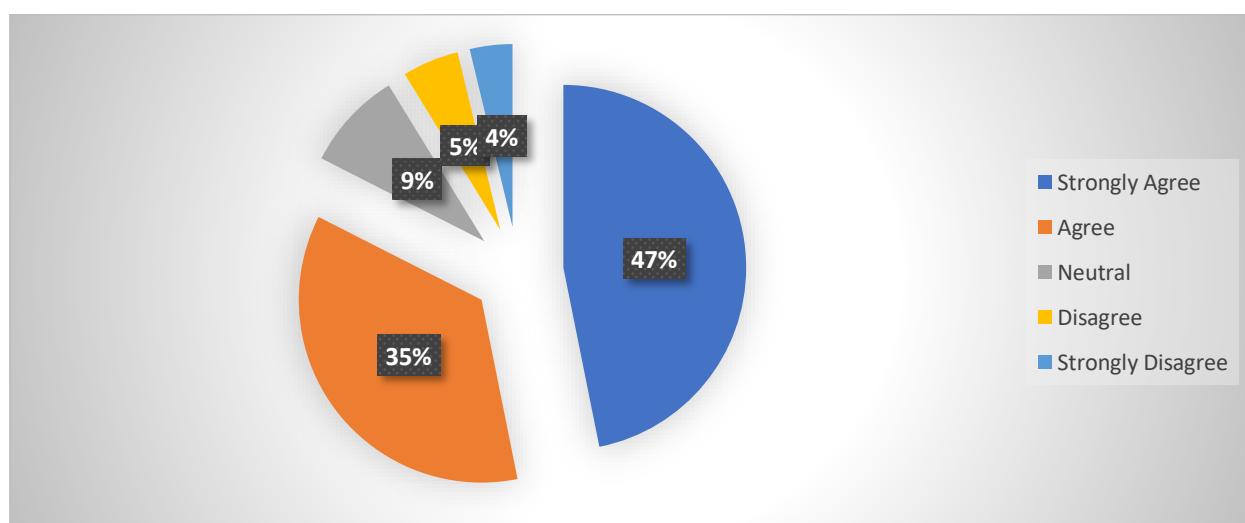
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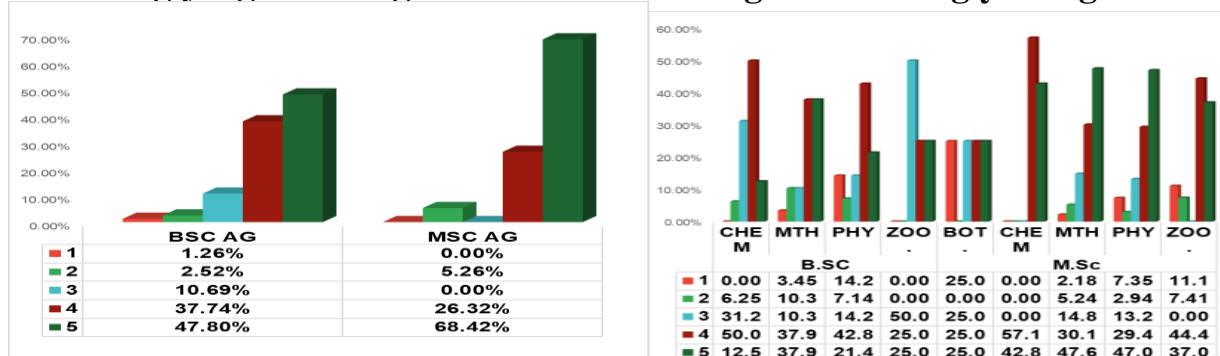
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Around 44 % of students strongly agreed and 38% agreed that the courses are matching with the expected outcomes while 4% of students strongly disagreed and 6% disagreed in this regard. University is always striving to match the course outcomes with courses so that students would use their competency in their workplace.

Graph 4.1.2
The curriculum has right mix of theory, practical and project



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

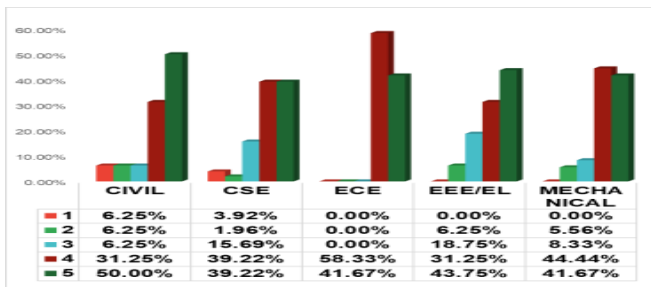




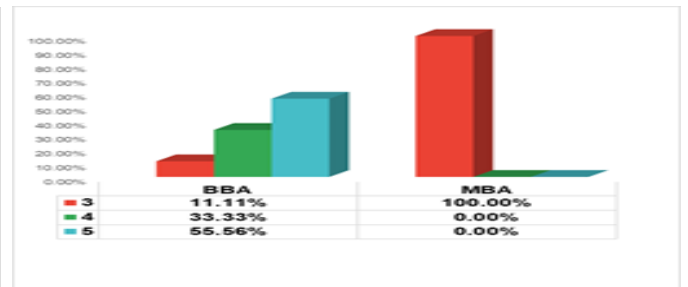
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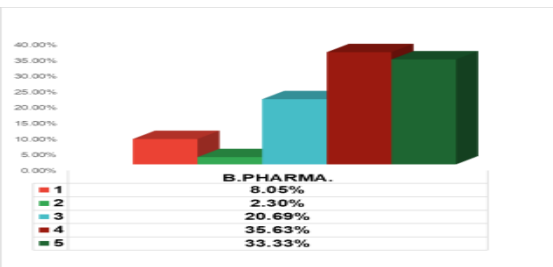
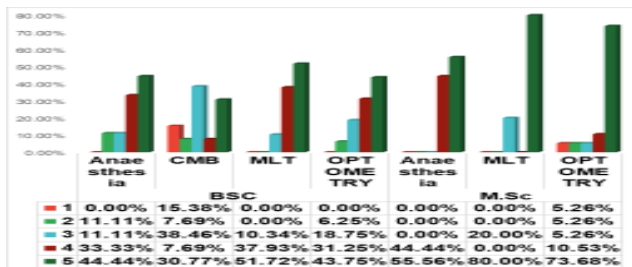


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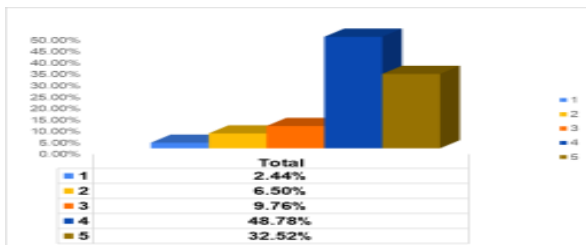
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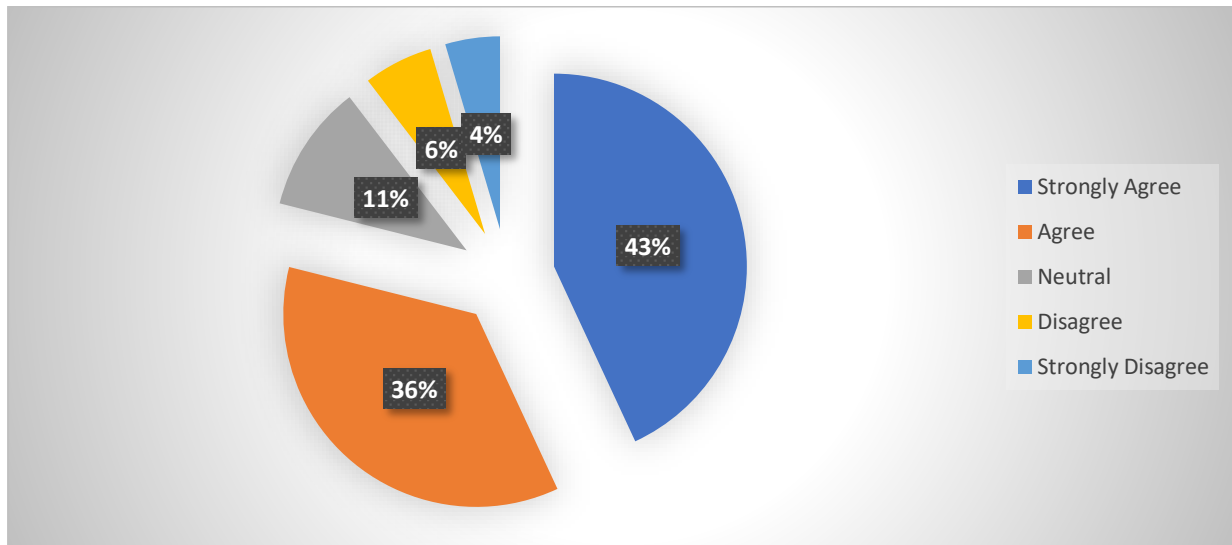
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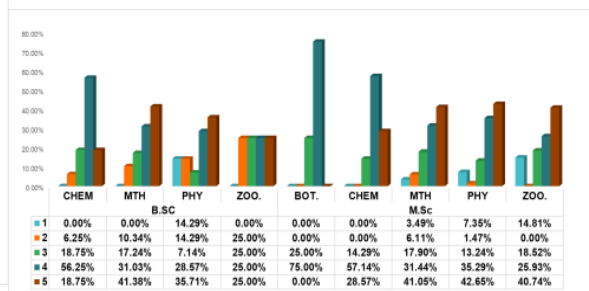
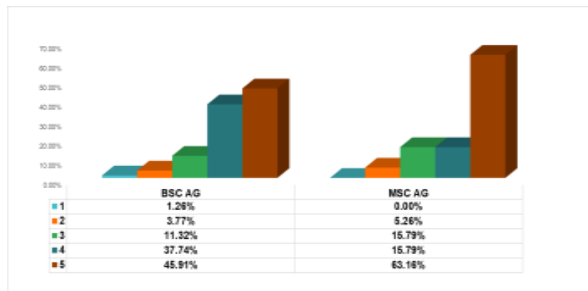
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The graph depicts that around 47% students strongly agreed and 35% agreed with curriculum which is a right mix of theory, practical and project. Whereas 4% of students were strongly disagreed and 5% disagreed. Practical knowledge and exposure to different mini projects as well as major projects of the students have been the prime focus of the University.

Graph 4.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the library/others

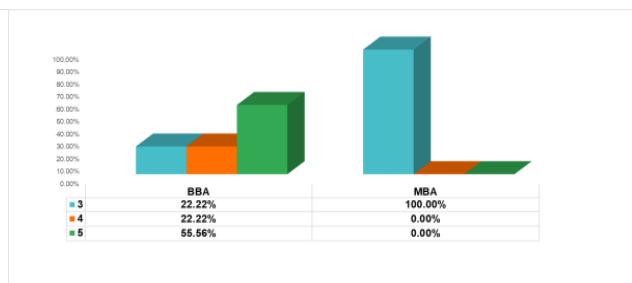
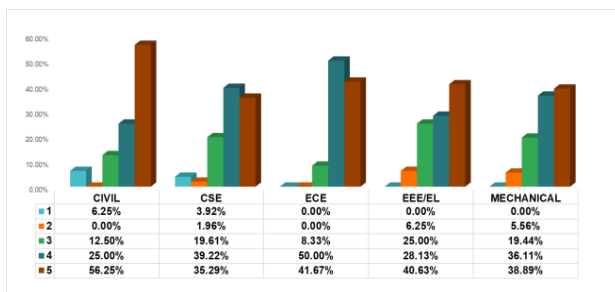


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



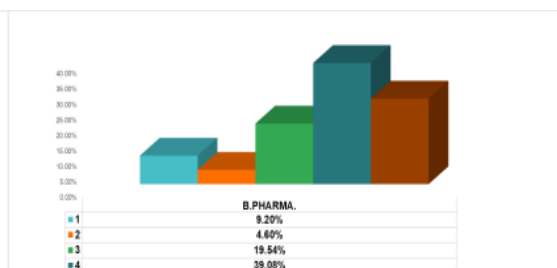
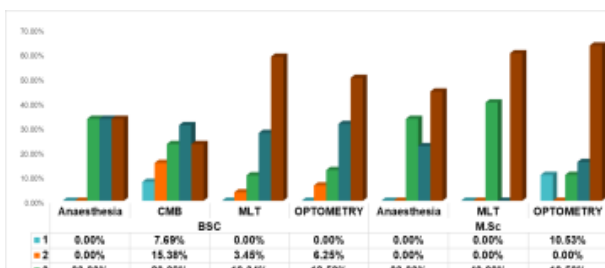
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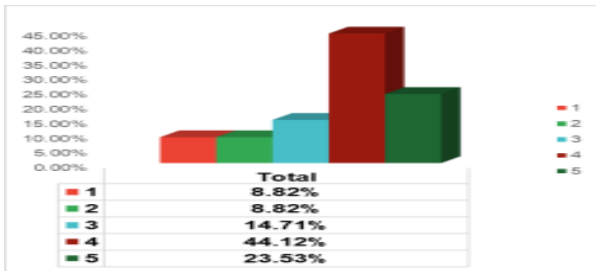


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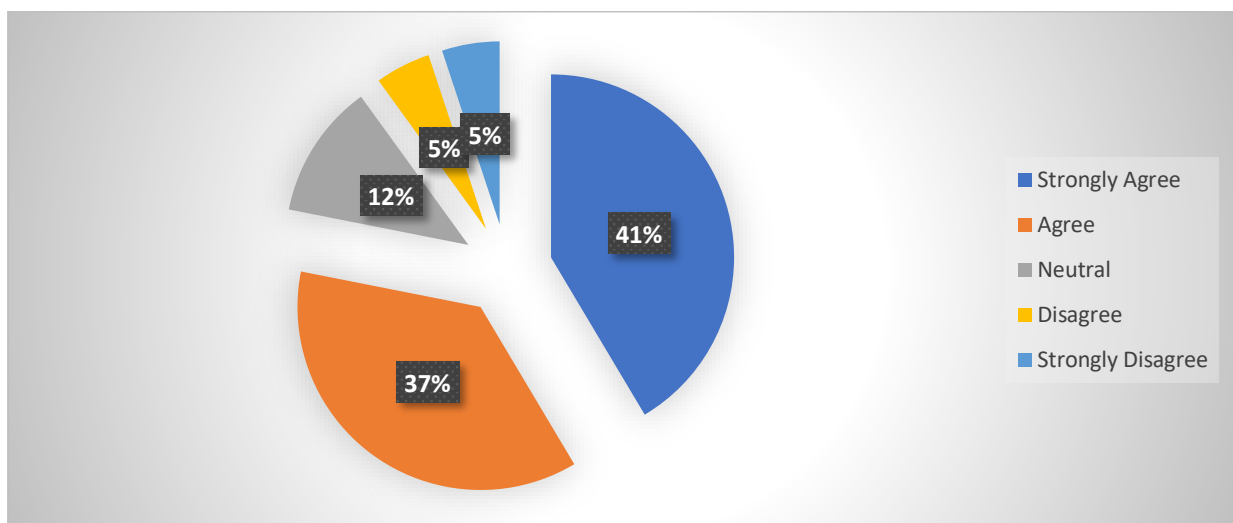


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The above graph shows that 43 % of the respondents are strongly agree and 36 % agree with the access to learning materials where as 4% students are strongly disagreed and 6% disagreed . Faculty members are putting strong effort in preparing the contents and updating the same in the MRC Portal. Library gets recommendation from faculty time to time to purchase books and facilitate students.

Graph 4.1.4
The syllabus and pedagogy generated interest in course.

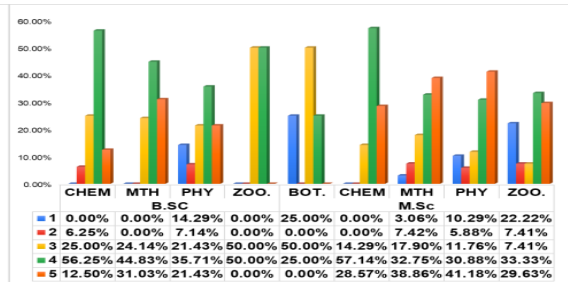
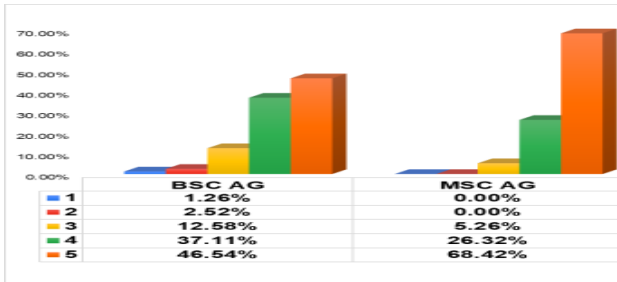


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

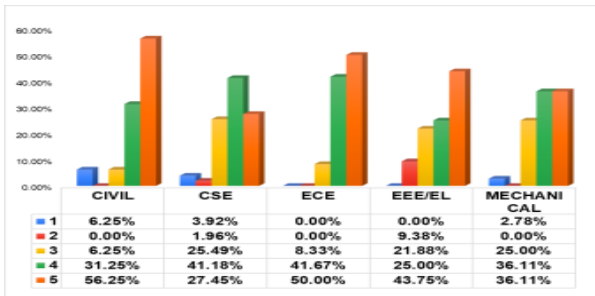


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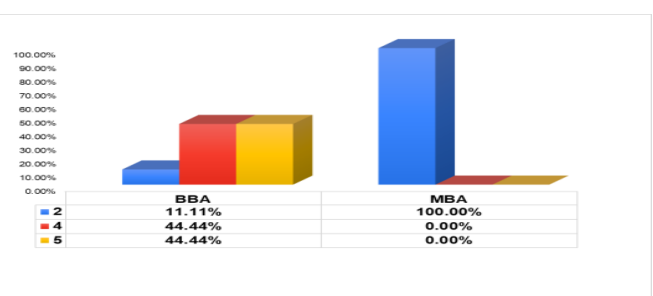
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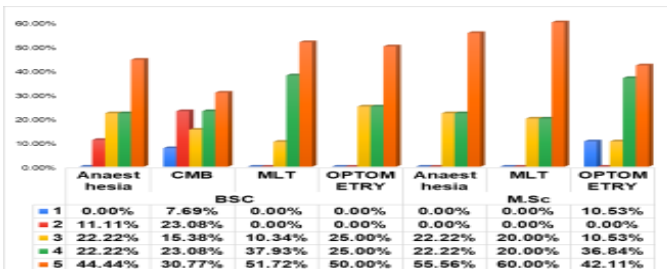
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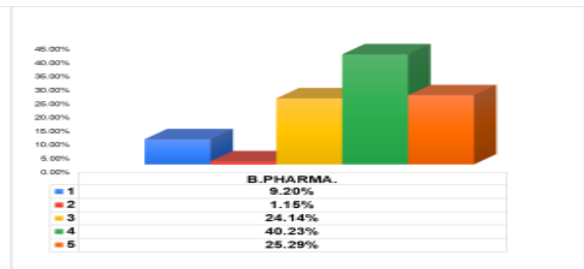
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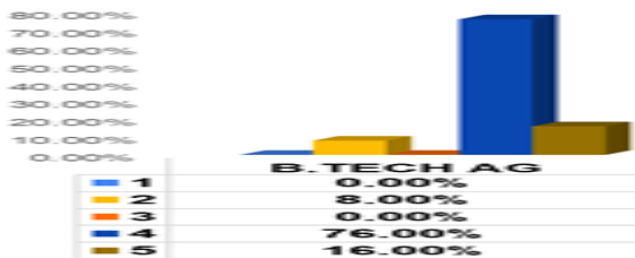
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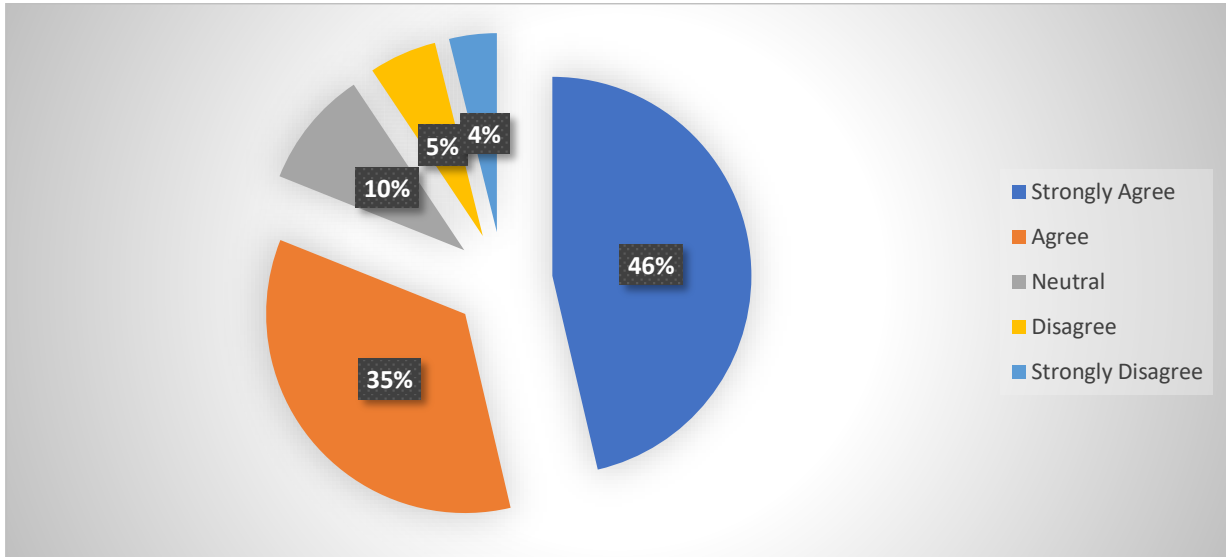
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In the graph it shows around 41 % of the respondents strongly agreed and 37% agreed that the syllabus and pedagogy generate interest. Around 5% of students strongly disagree and 5% disagree. To generate interest among students, teachers use different online resources and with you tube videos in the class. Faculty

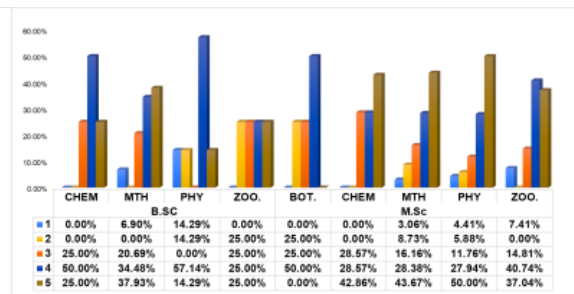
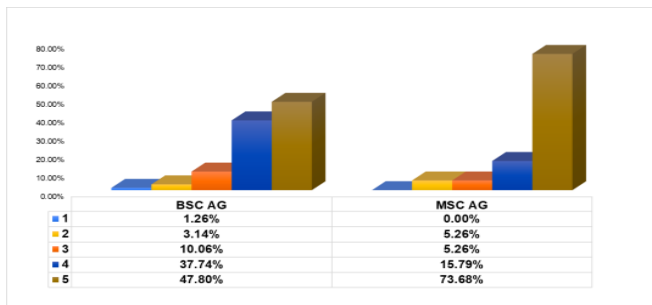


members conduct internal examination in different modes like presentations and quizzes to generate interest

Graph 4.1.5
Curriculum is effective in developing ICT & communication skills.

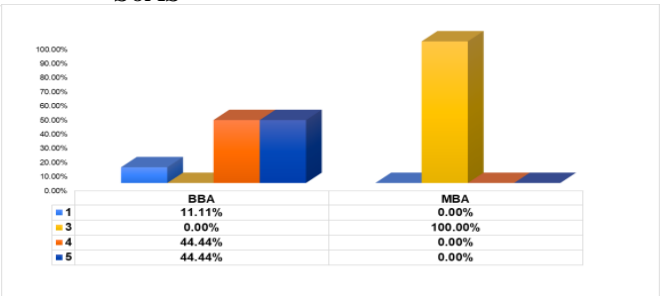
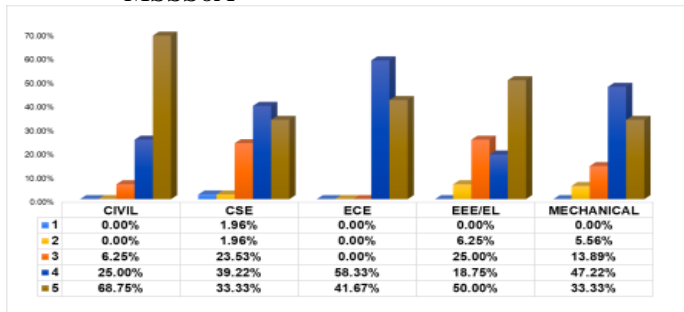


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



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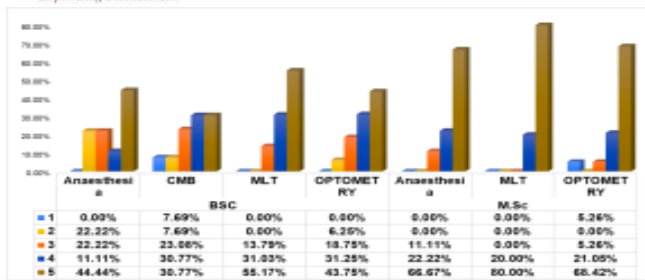
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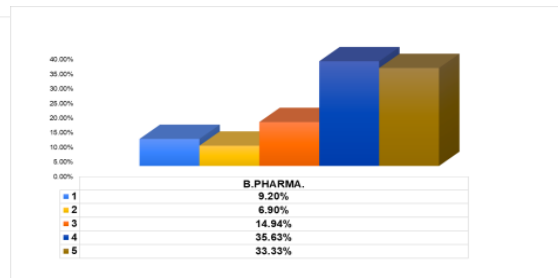


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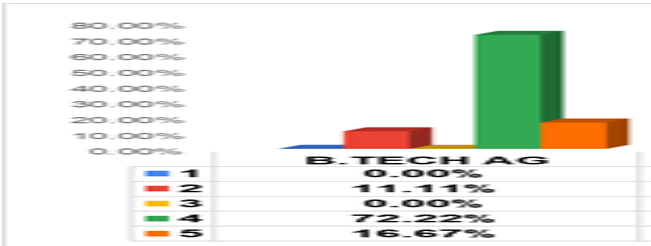
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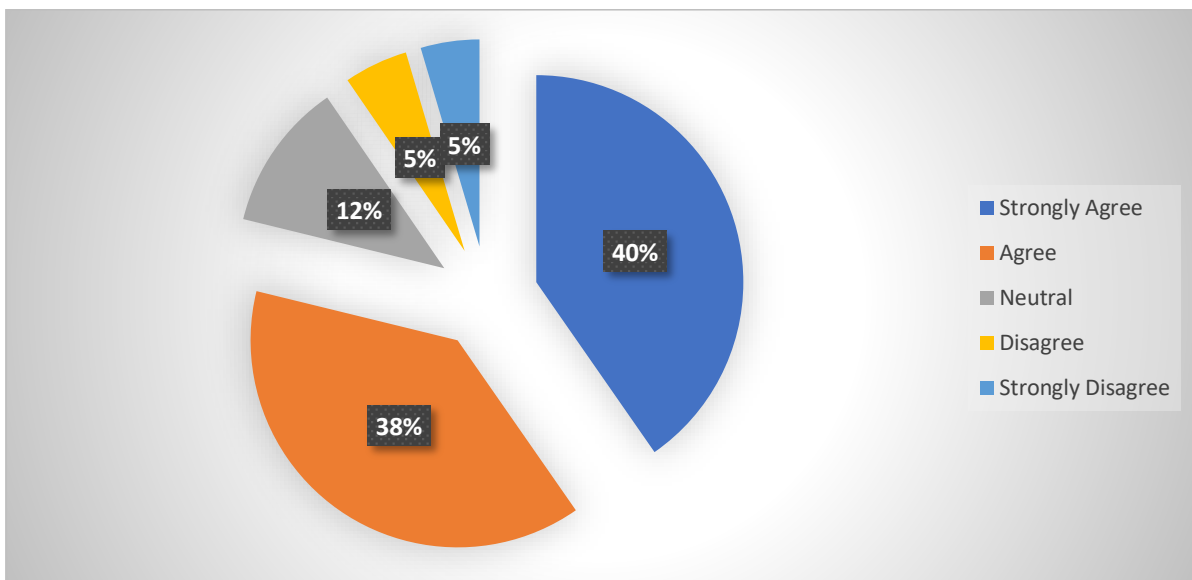


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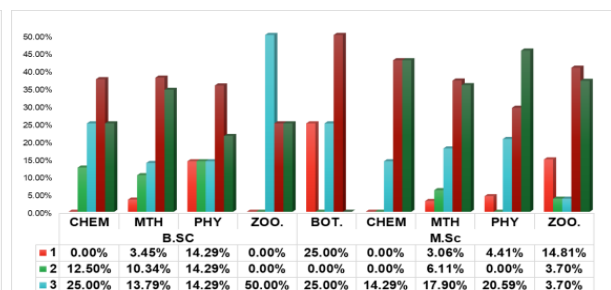
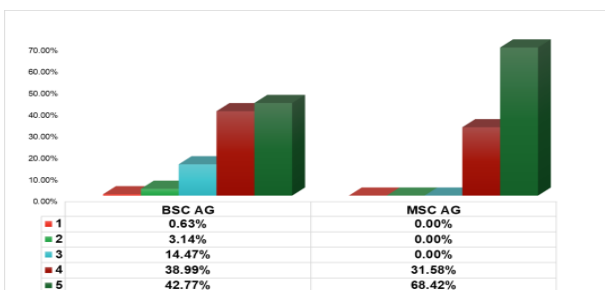
Most of the teaching learning practices involve presentations, quizzes which develops the communication skills of the students. The chart reveals the percentage of respondents. 46 % of the students strongly agreed and 35% agreed that the content of courses is able to increase their knowledge in ICT and communication skills. Whereas 4 % were strongly disagreed and 5% disagreed.

Graph 4.1.6

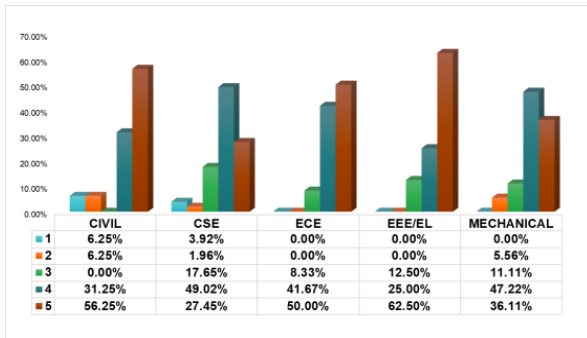
Curriculum equipped you with necessary technical skills required by the industry



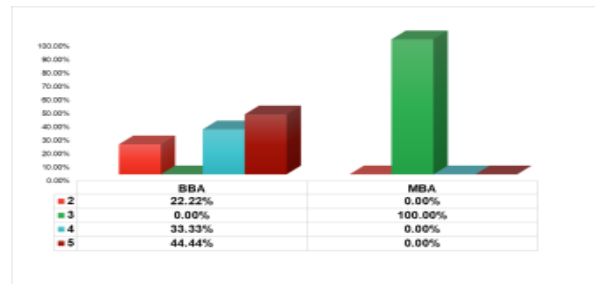
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



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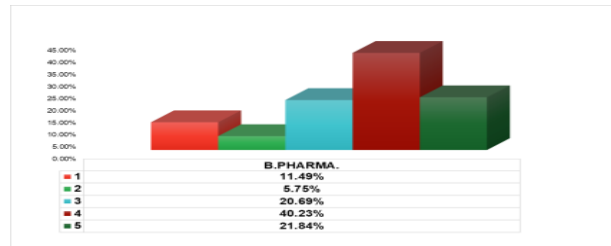
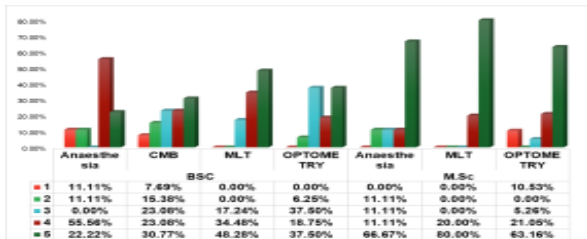


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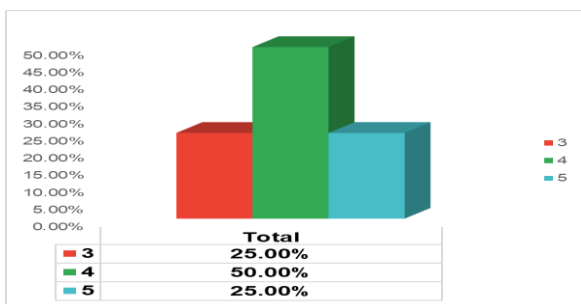
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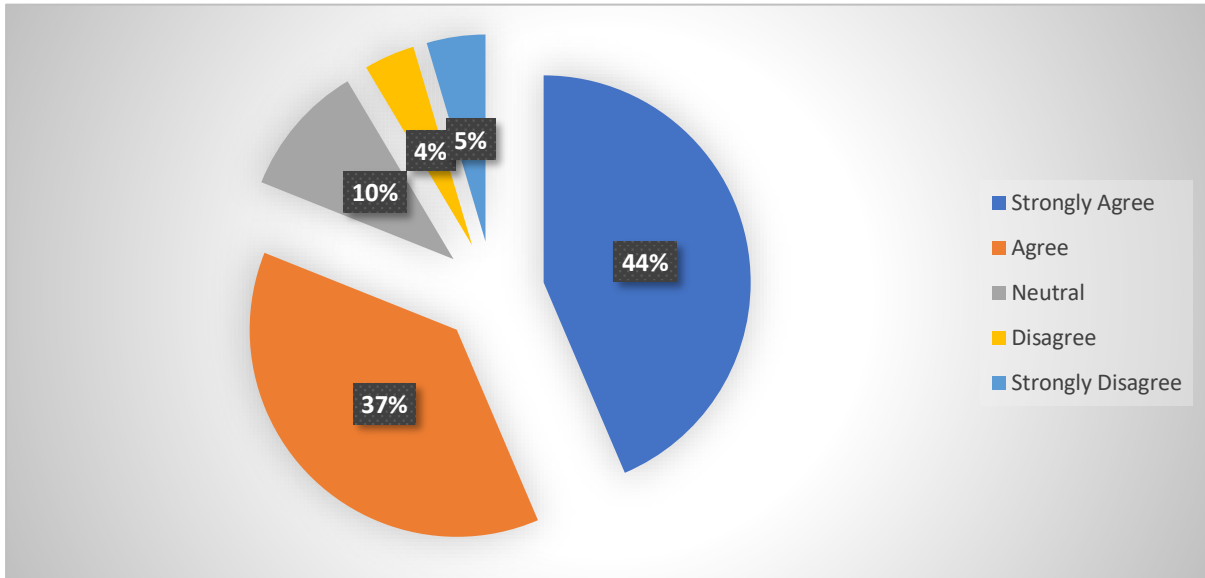
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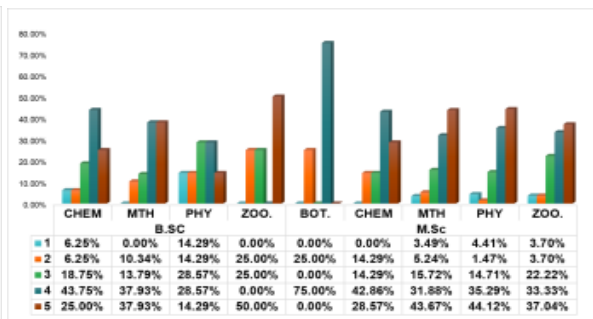
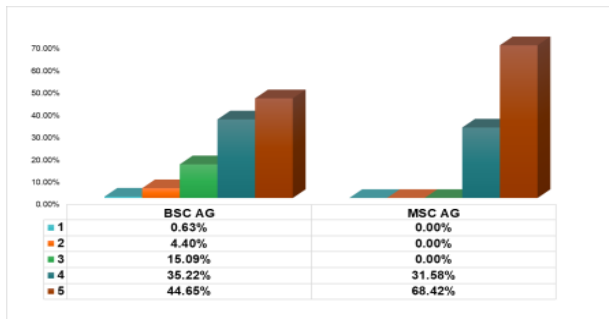
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The graph shows that around 40% of the respondents strongly agreed and 38% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 5% are strongly disagreed and 5% disagreed. The University is aimed at providing outcome base and industry oriented interdisciplinary education meeting the diversified needs of students.

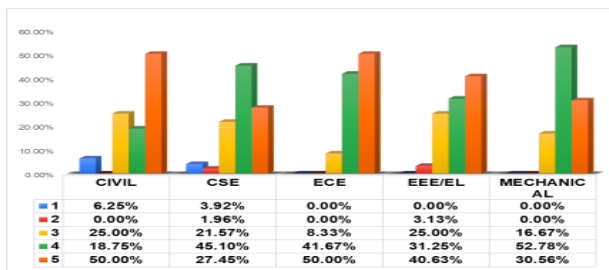
Graph 4.1.7
Curriculum is structured, comprehensive, relevant and arranged properly.



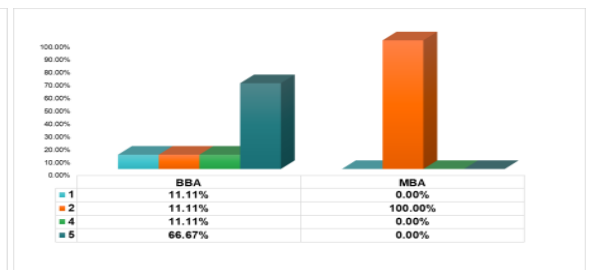
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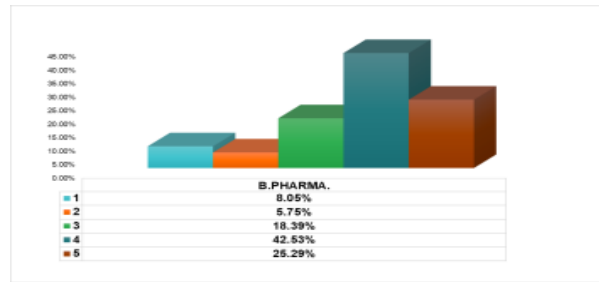
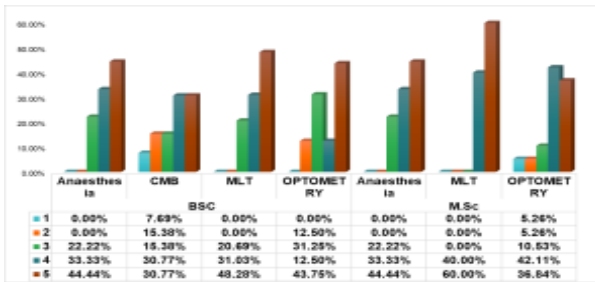
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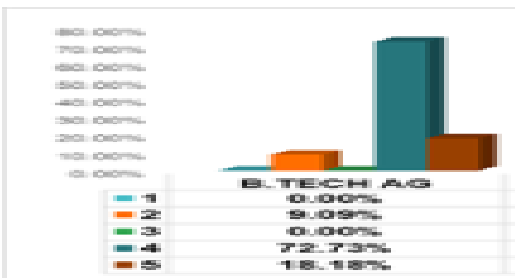


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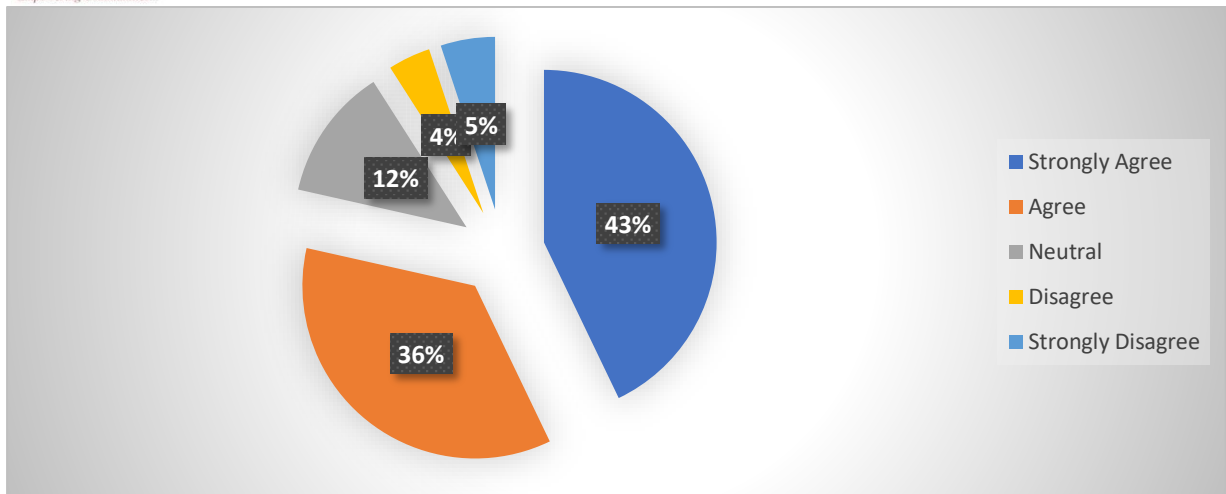
Analysis of feedback received shows around 44% of students strongly agreed and 37% agreed and found the courses offered to them are structured, comprehensive and interesting; Students can opt for courses of their interest from diverse courses offered in the programme scheme. Majority of students showed their agreement on significance and relevance of these courses in getting job placements and fulfilling industry requirements. Only 9% (5% strongly disagree and 4% disagree) students don't agree.

Graph 4.1.8
The Practical courses give you an effective hands-on experience.

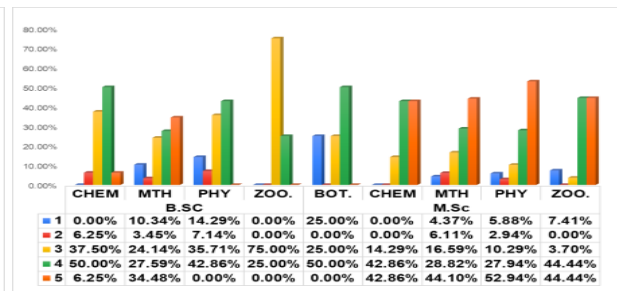
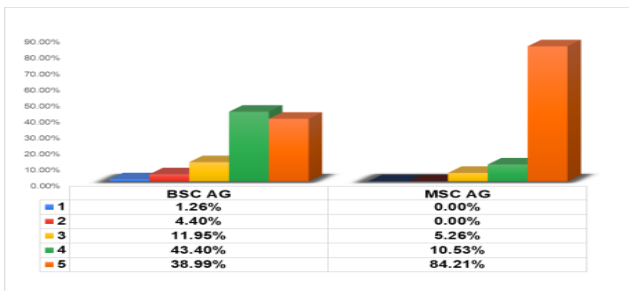


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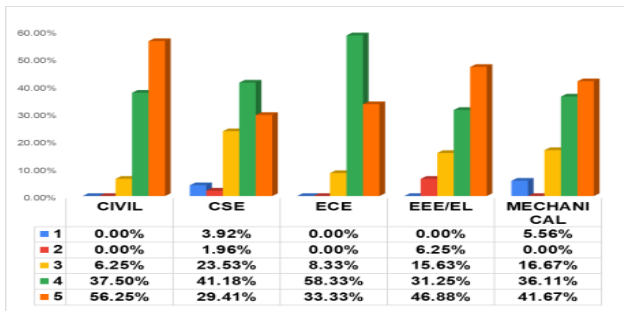
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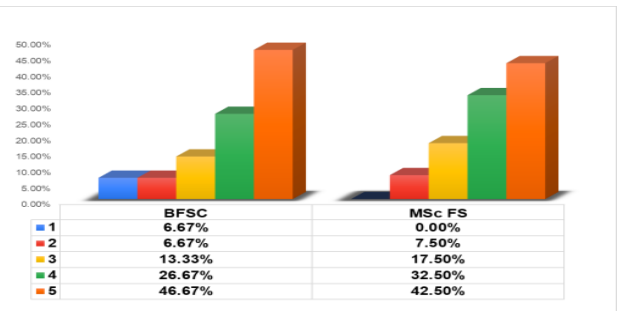
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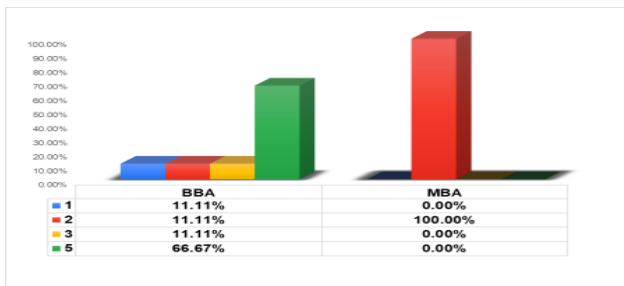
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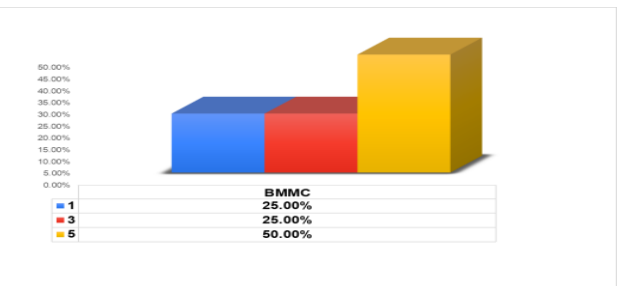
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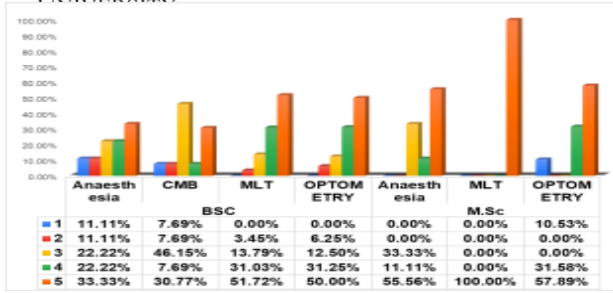


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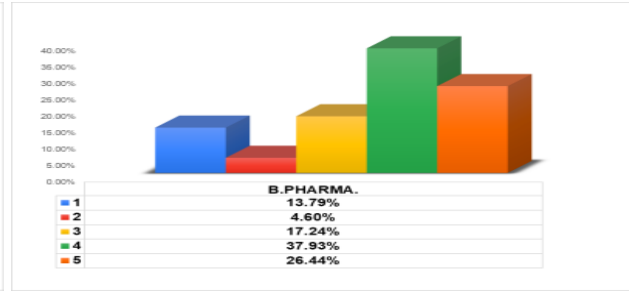
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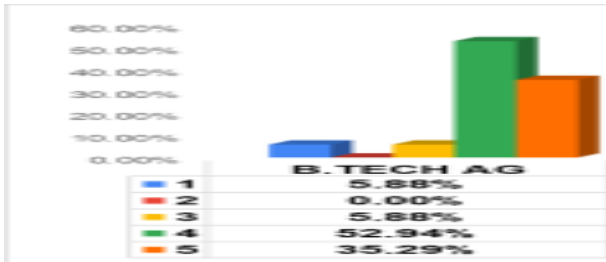
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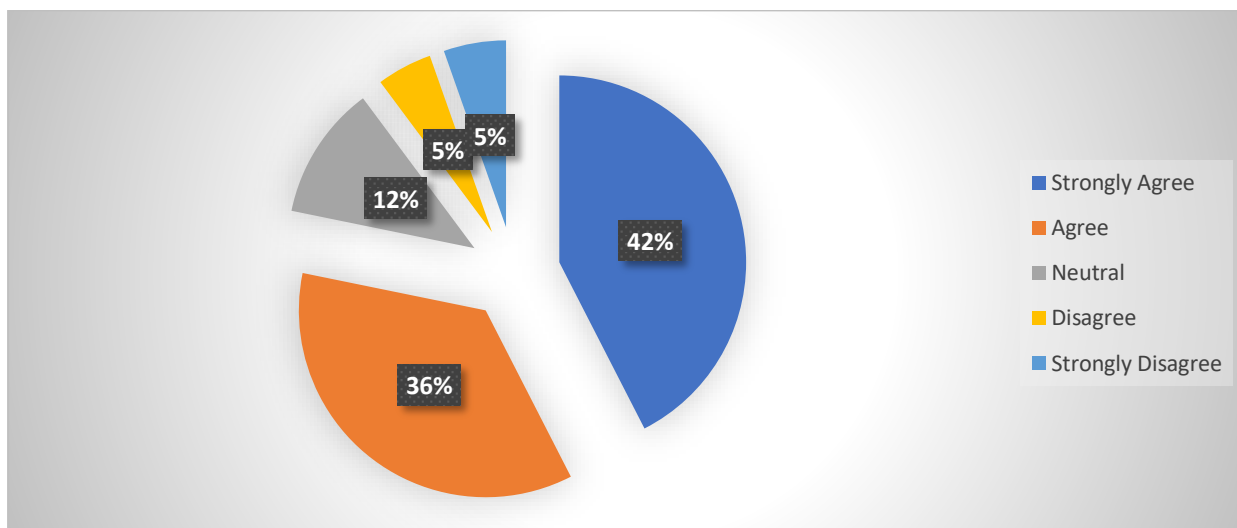


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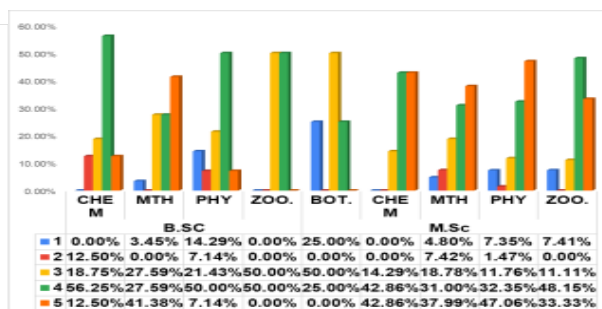
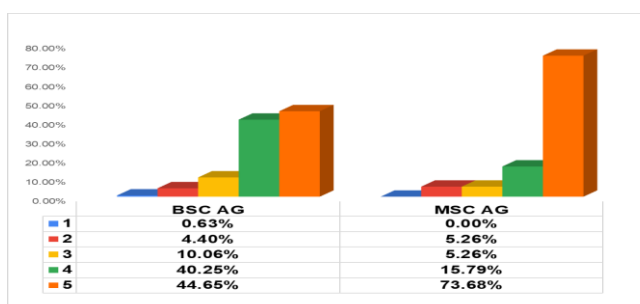
The curriculum gives hands on experience to the students through projects, live projects, workshops, use of industry relevant software, study tours, industrial visits, industry trainings / internships etc. The chart reveals that the students' feedback on the curriculum give hands on experience through projects, live projects, workshops, use of industry relevant software. 43% students strongly agreed and 36% agreed and only 9% (5% strongly disagree and 4% agree) students they are not happy with the curriculum. All students are encouraged to pursue live projects.

Graph 4.1.9

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

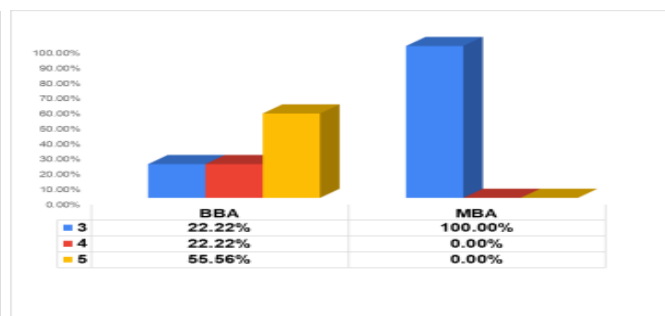
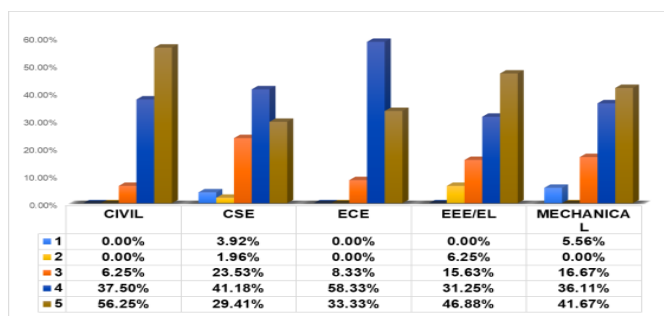


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA

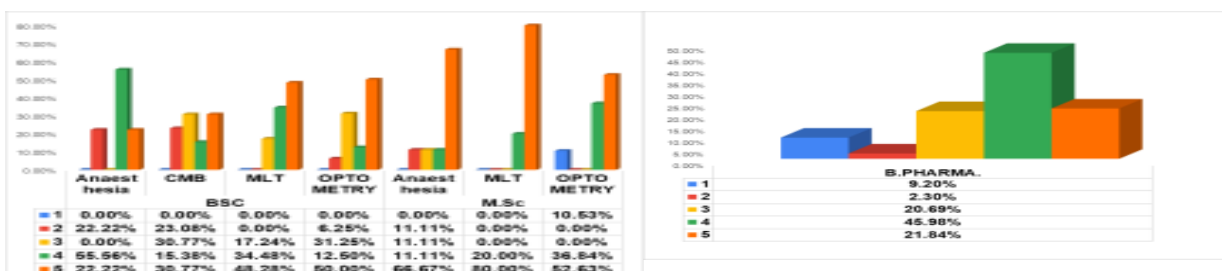
SoAS



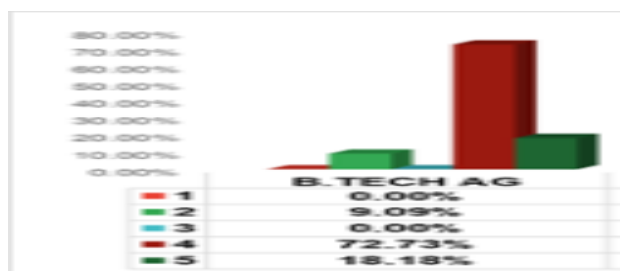
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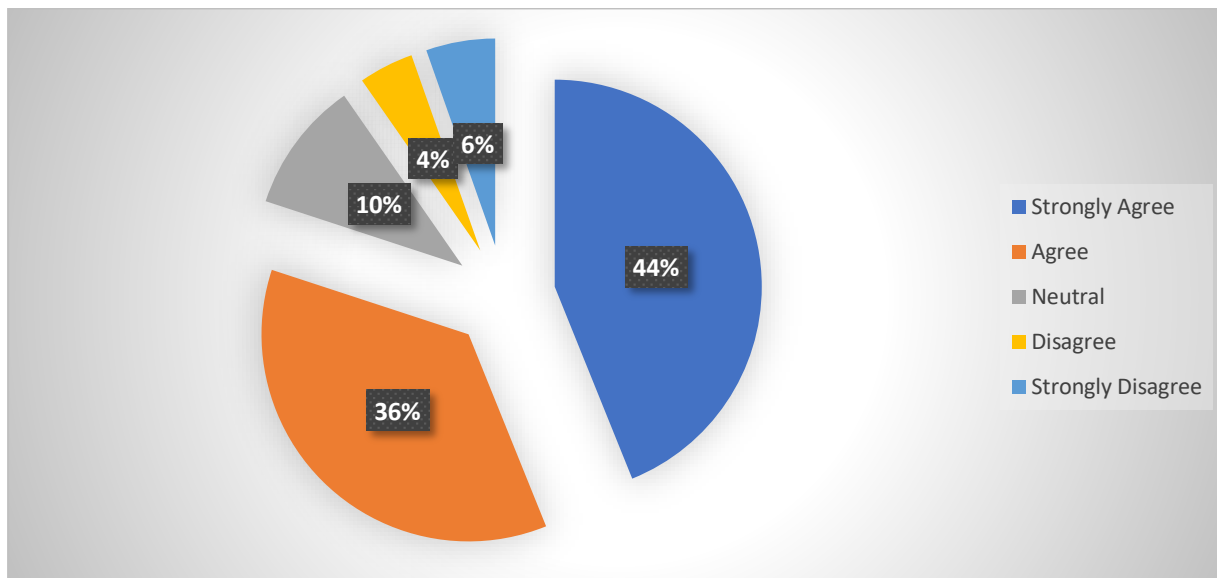


SoPLS

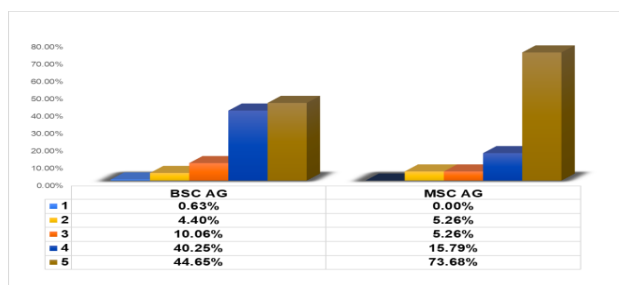
SoABE

The students were surveyed on the effectiveness of lab experiments and academic tasks. Approximately 42% are strongly agreed and 36% agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts. Whereas 5% students were “strongly disagree” and 5% “disagree”.

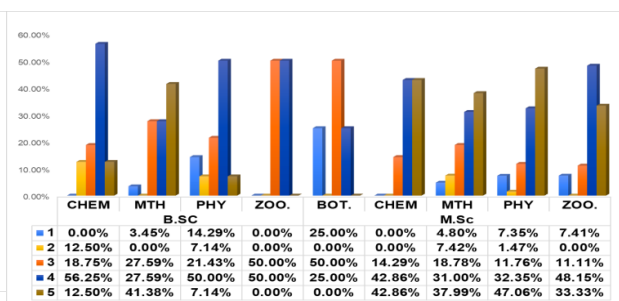
Graph 4.1.10
You are satisfied with the course combination you have chosen as per CBCS



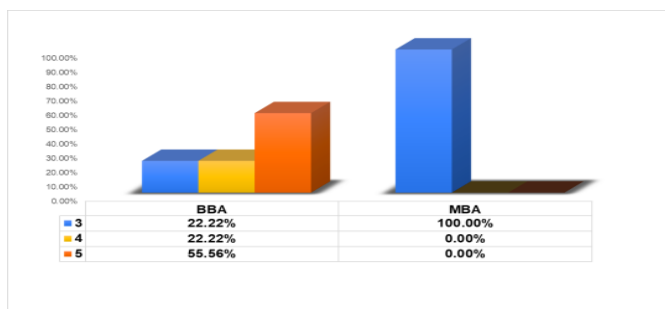
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



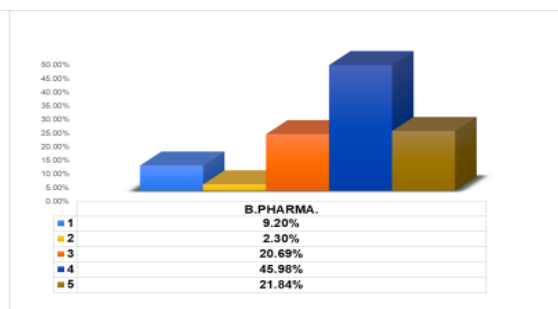
MSSSoA



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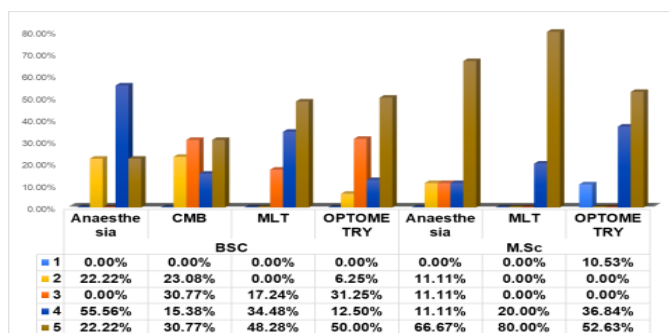


SoPLS

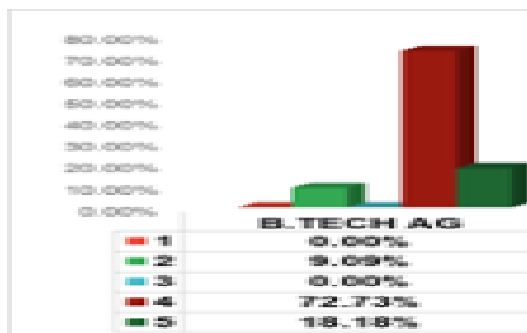


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As per Choice Based credit System(CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 44% of the students are strongly agree and 36% agreed and around 10% (6% strongly disagree and 4% disagree) of students are dissatisfied.

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

- More frequent Industrial visits for practical exposure.
- Timing of Library can be more.
- More interactive sessions will boost the confidence level of students
- Practical classes should be related to emerging trends and industry requirements.
- Communication skills of students should be given more importance. Teachers can conduct more presentations and seminar for students.
- Activities can be conducted for students in other technical sessions to generate interest among students.

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



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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.

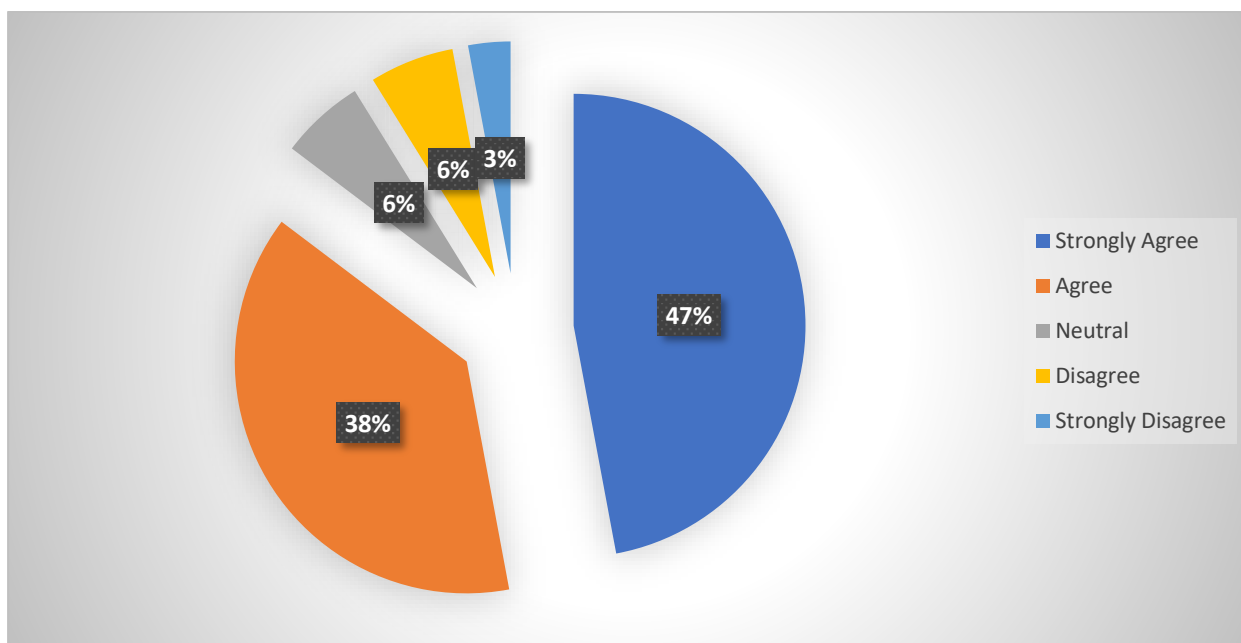
Feedback of around **34** teachers of various courses was collected in the session 2018-2019

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	16	13	2	2	1
Q.2	Aims and objectives of the syllabus are well defined and clear to teachers and students.	16	14	1	1	2
Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	16	14	1	2	1
Q.4	The curriculum has fair balance between theory and Lab	18	11	1	3	1
Q.5	The course content of the subjects improved student's knowledge and perspective.	15	13	3	2	1

Graph 4.2.1

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 more than 47% of faculty members are strongly agreed and 38% agreed with recent curriculum advancements. Whereas 3% of the respondents were strongly disagreed and 6% disagreed.

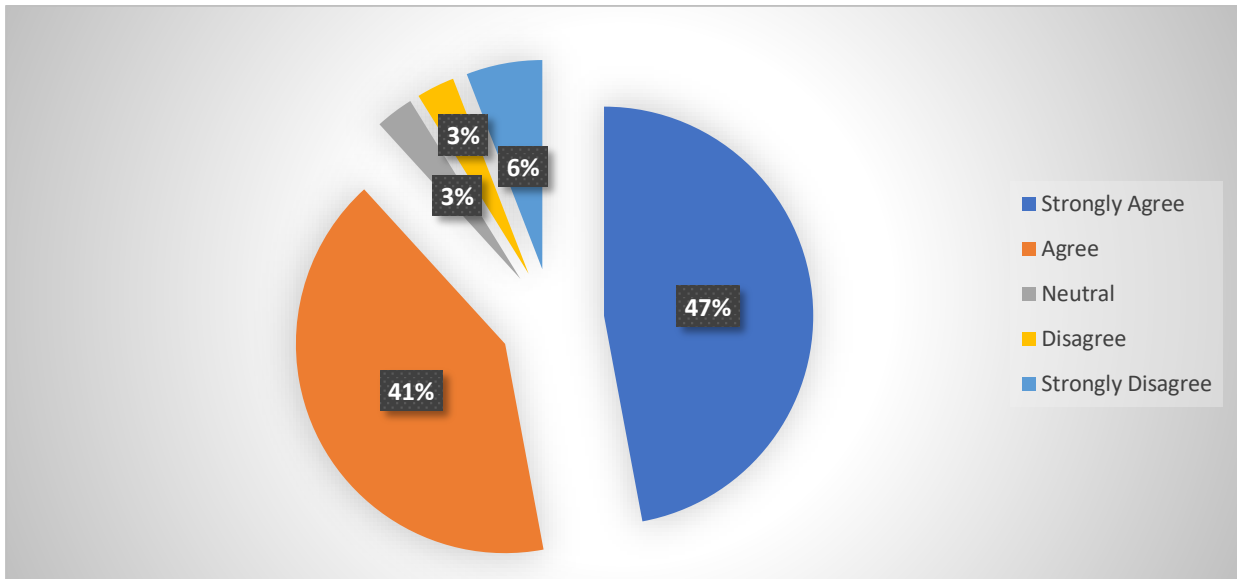
Graph 4.2.2



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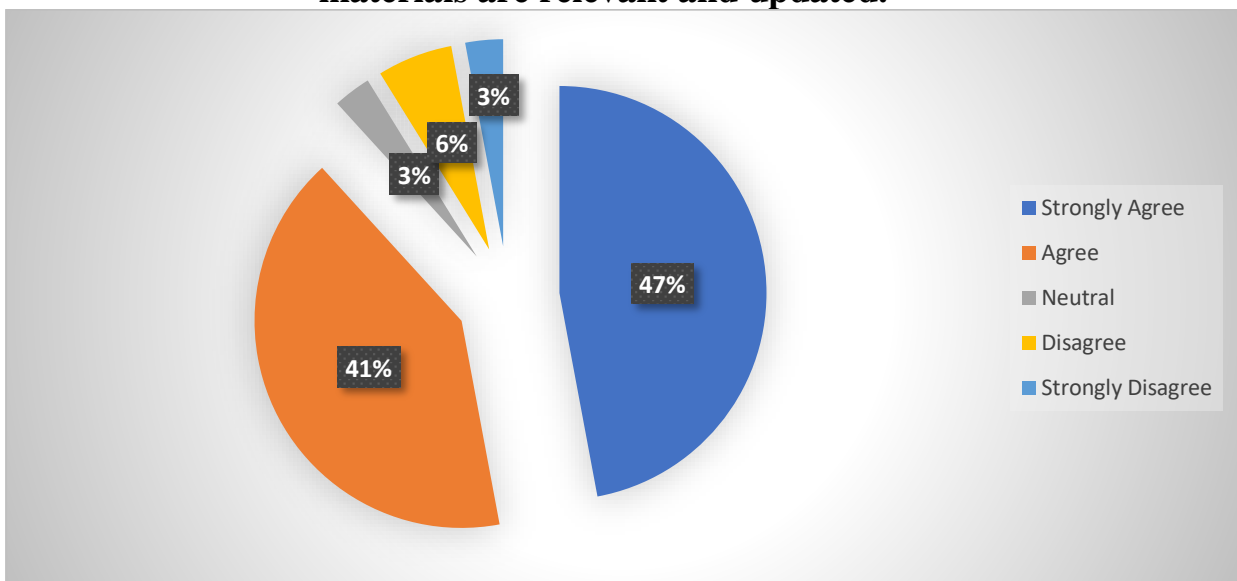
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Aims and objectives of the syllabus are well defined and clear to teachers and students.



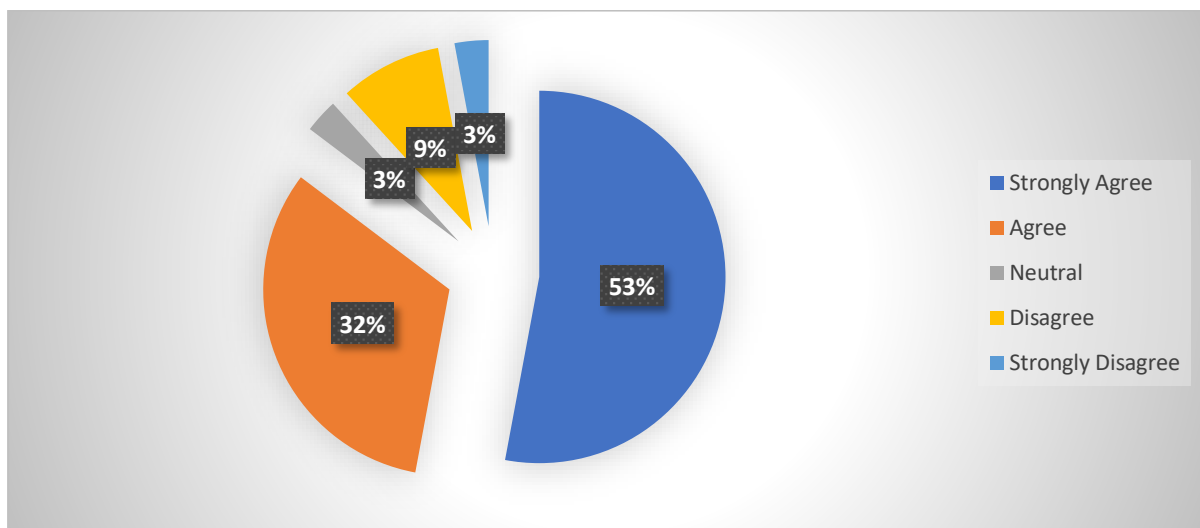
Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing more on depth of understanding and breadth of content coverage. The graph illustrates the percentage of respondents. Around 47% faculties were strongly agreed and 41% agreed with the breadth and depth of course content of the syllabus. Whereas 6% were strongly disagreed and 3% disagreed with the same.

Graph 4.2.3
The books prescribed and course contents in MRC Portal reference materials are relevant and updated.



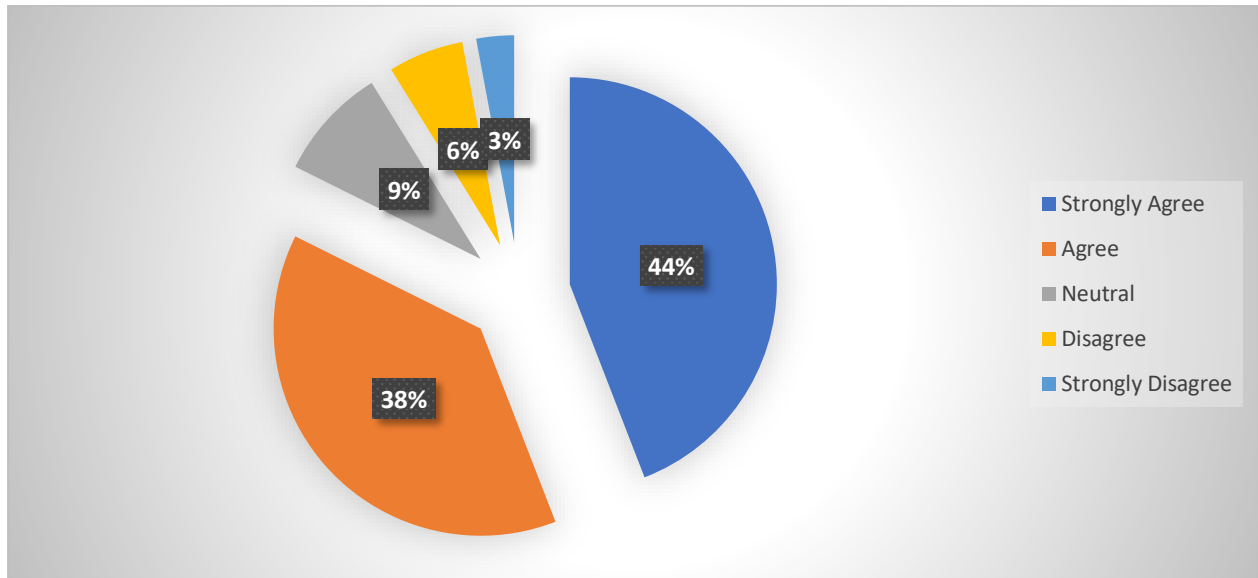
Textbooks, reference books and e-Contents in MRC Portal are framework that helps students to organize and manage their learning. These are the most important resource of information about their course contents. Textbooks and reference books help students understand the concepts thoroughly and make them familiar with the course. E-contents in MRC Portal are being used by teachers in the class, which contains YouTube links, practice test links as well course materials. . The graph displays the percentage of respondents. As per the survey, 88%(47% strongly agree and 41% agree) of teachers observed the availability of text books, reference books, and contents in MRC Portal for the students. Only 3% strongly disagreed and 6% disagreed in this regard.

Graph 4.2.4
The curriculum has right mix of Theory, Practical and Project



The graph depicts the percentage of respondents. As per this analysis, it was found that 53 % of faculty members were strongly agreed and 32% agreed about the preparedness of academic tasks and practical experiments and projects as per the instruction plans. Whereas 3% “strongly disagree and 9% “disagree” with the same.

Graph 4.2.5
The course content of the subjects improved student's knowledge and perspective.



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. The above chart explains the percentage of respondents. A majority of 44% teachers were strongly agreed and 38% agreed with the level of learning from academic tasks. Whereas 3% were strongly disagreed and 6% disagreed for the above criteria.

Further, the following points were also expressed by the Teachers

- Some credit course seems to be lengthy.
- Few more industry visits can be arranged for students to acquire exposure.
- Internships should start from 3rd/4th semester during semester break.
- Projects must be part of syllabus from first year.
- Mock PI and GD should be regular practice for students from first semester. If possible include industry experts to assess student's performance.

ALUMNI FEEDBACK ANALYSIS

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In the session 2018-2019, University collected and analyzed the feedback from around **93** 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

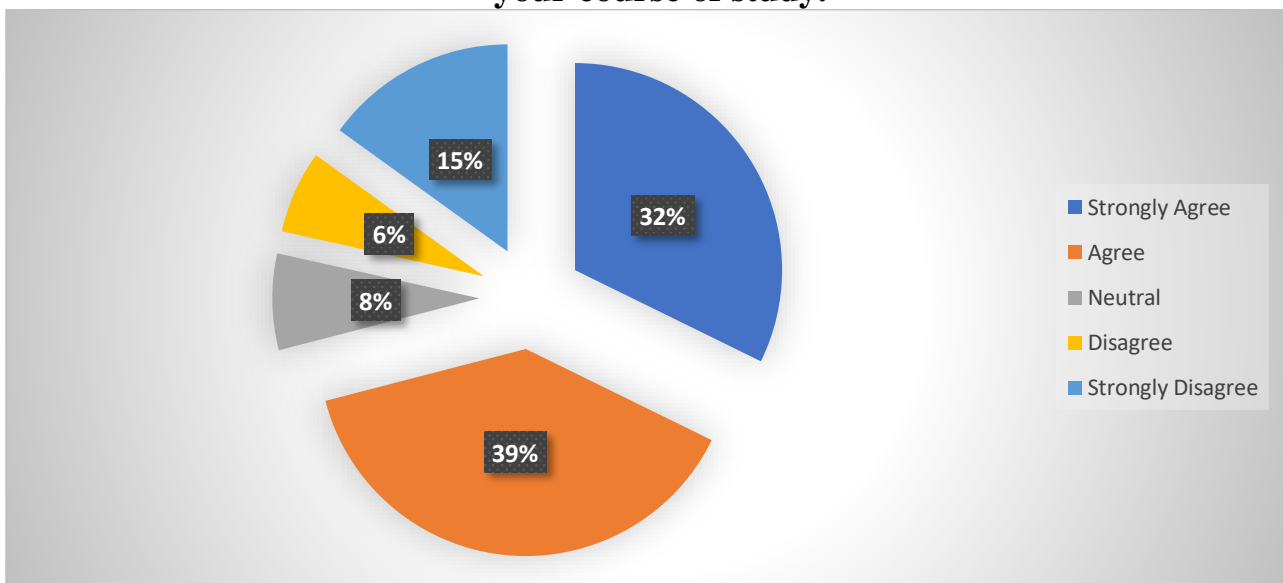
Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	30	36	7	6	14
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	34	39	4	7	9
Q.3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	30	38	11	9	5
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	31	39	8	9	6
Q.5	How do you rate the curriculum in written and oral communication abilities?	34	42	3	6	8
Q.6	Does the curriculum has ability and will to engage in a process of	38	34	4	7	10



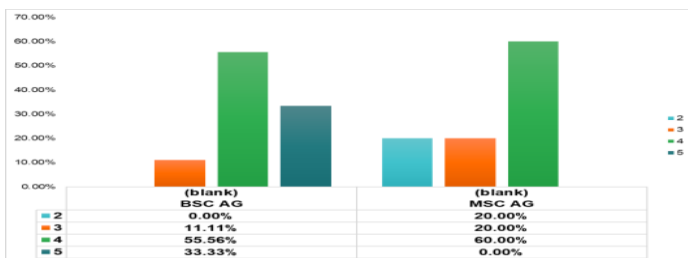
	continuous learning to meet the current job requirements?					
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	33	36	5	10	9

Graph 4.3.1

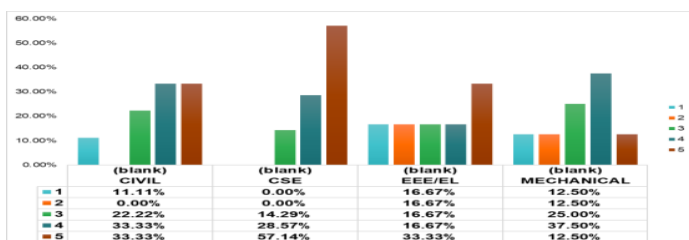
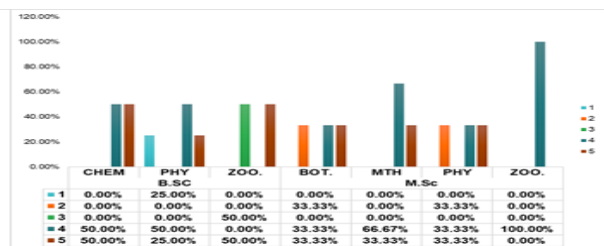
The current syllabus is adequately updated from the one followed during your course of study.



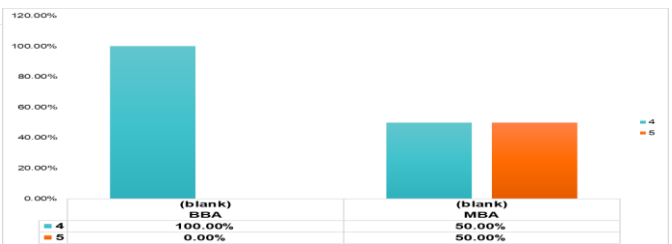
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



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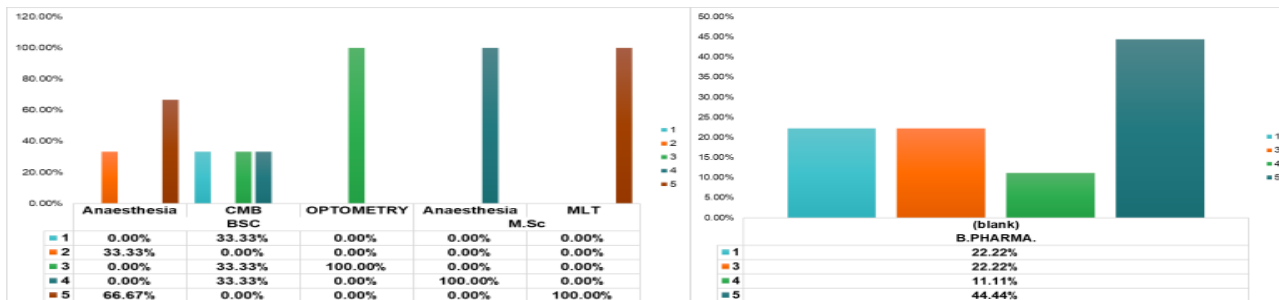


SoM



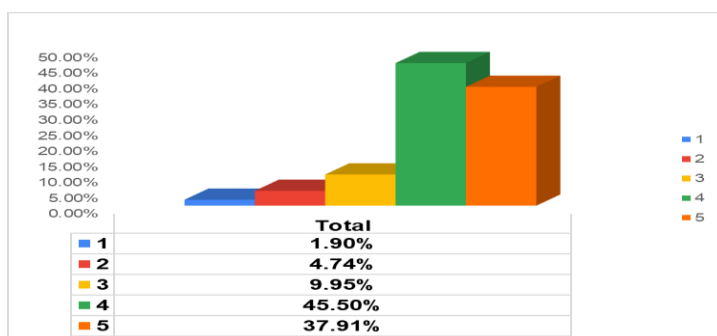
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Keeping the ever-changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers. 32% of alumni are strongly agreed and 39% agreed with the courses being offered while 15% strongly disagreed and 6% alumni expressed disagreed.

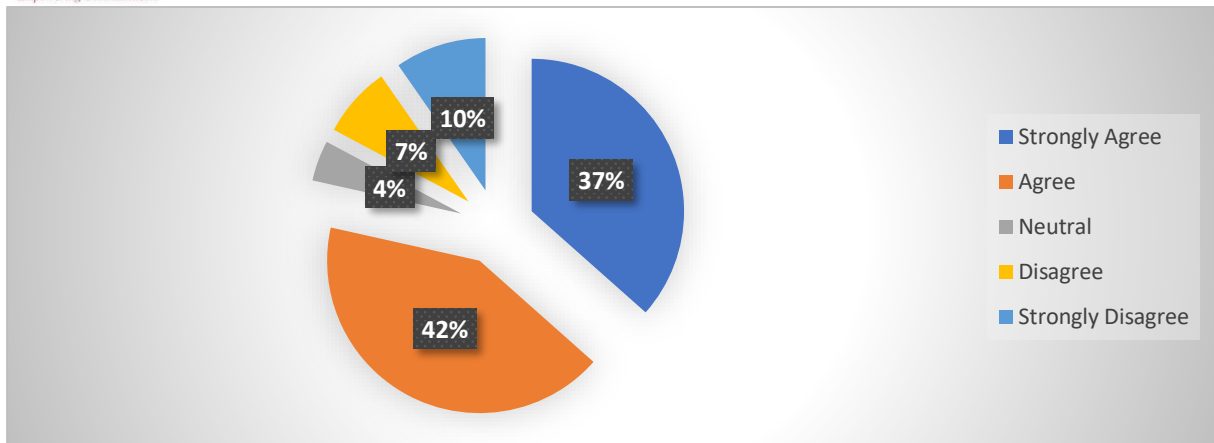
Graph 4.3.2

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

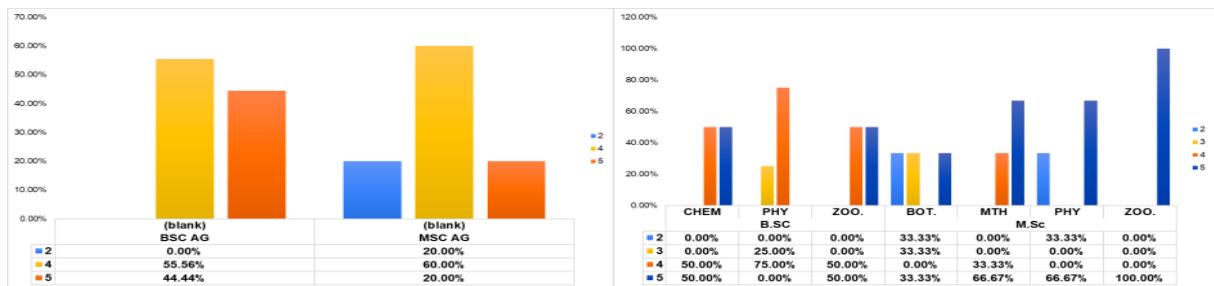


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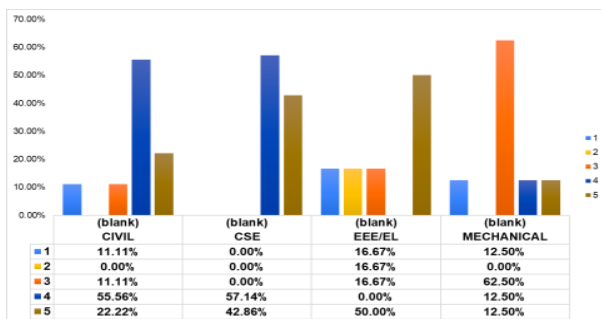
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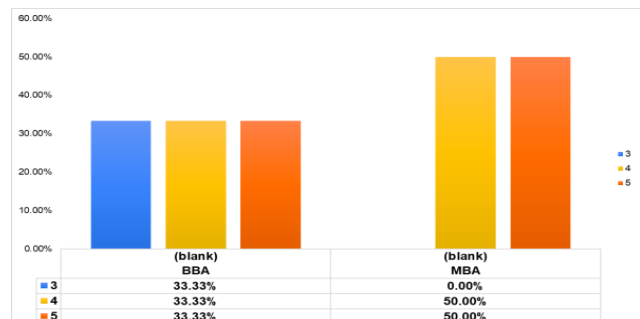
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



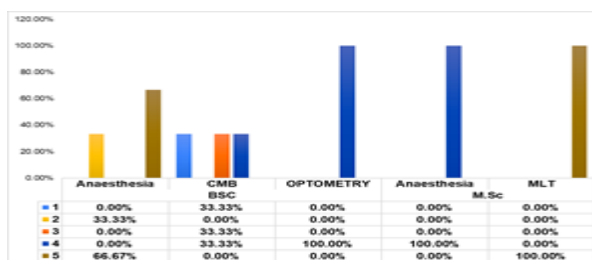
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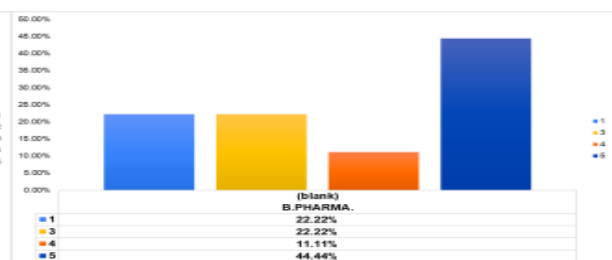
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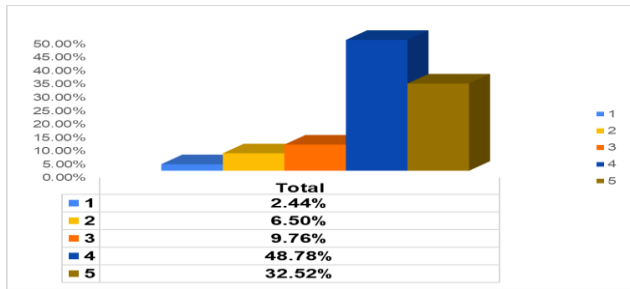


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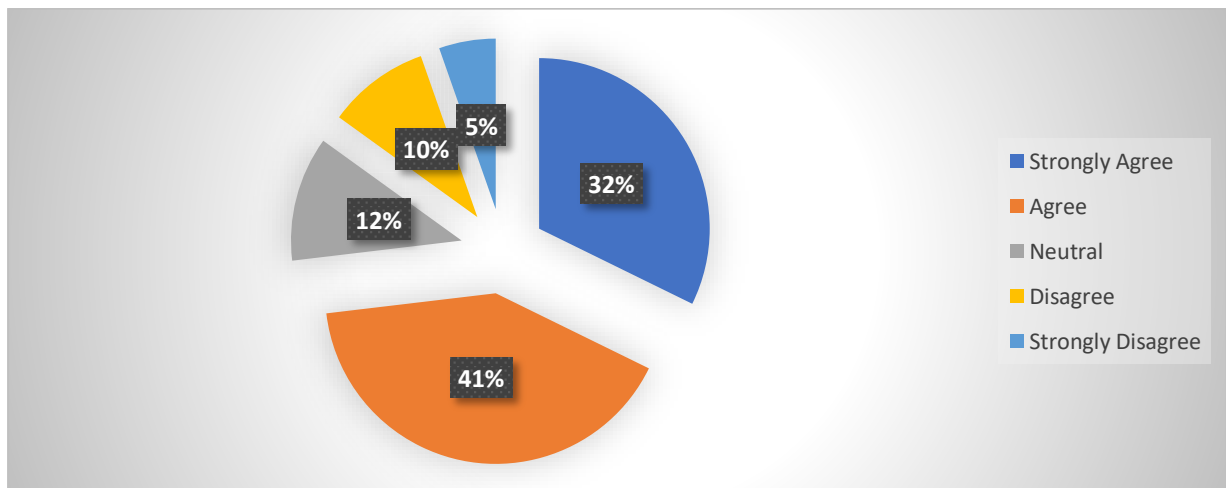


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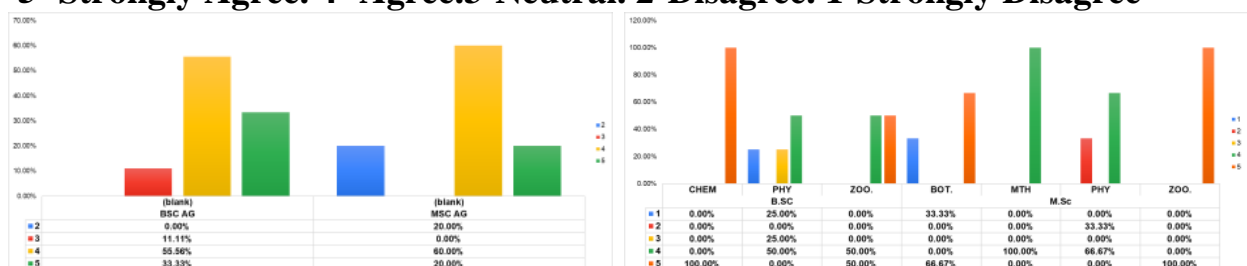
Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately 37 % of the strength was strongly agreed and 42% agreed with the assessment pattern adopted by the University for Individual Course is useful in grasping the concepts application. Whereas 10 % strongly disagreed and 7% disagreed alumni suggested for improvements in the contents.

Graph 4.3.3

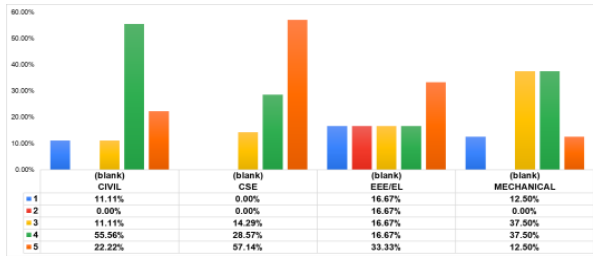
Does the curriculum have reasonably practical and laboratory skills for analysis and design?



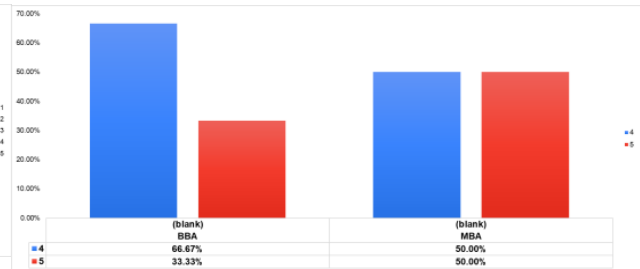
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA

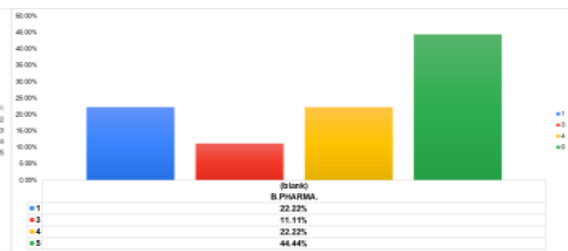
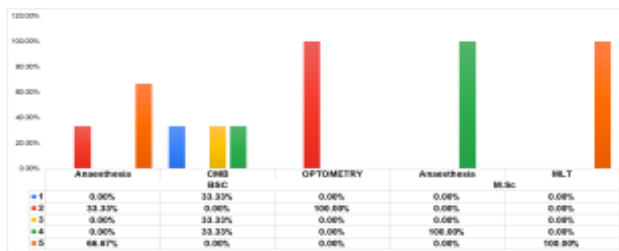


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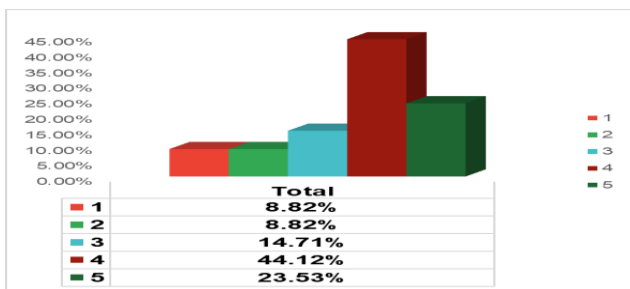
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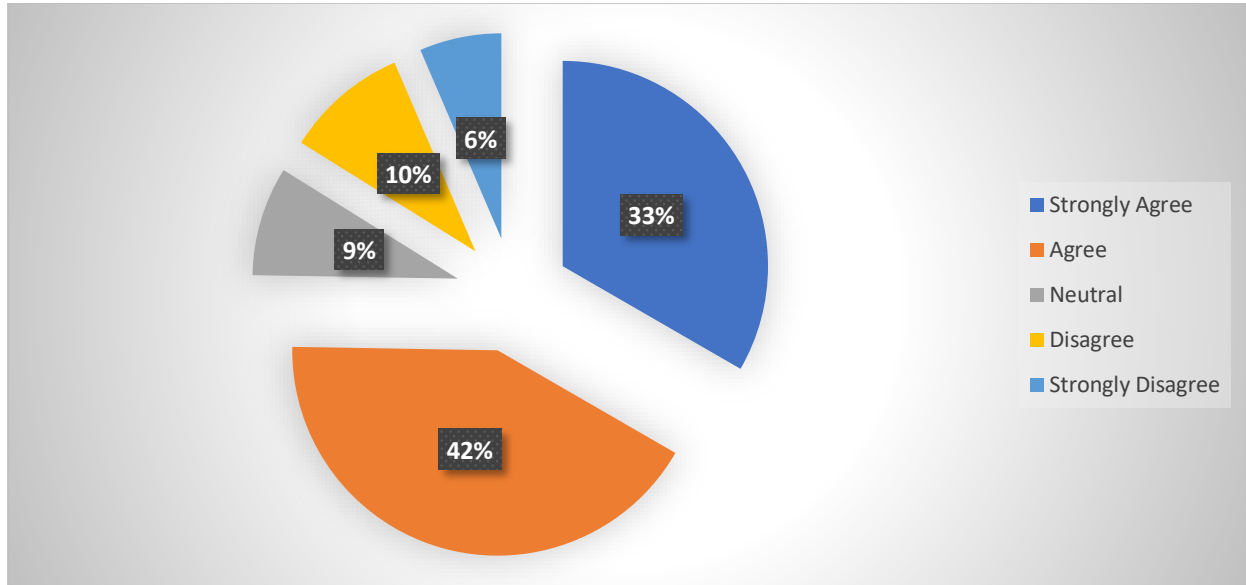


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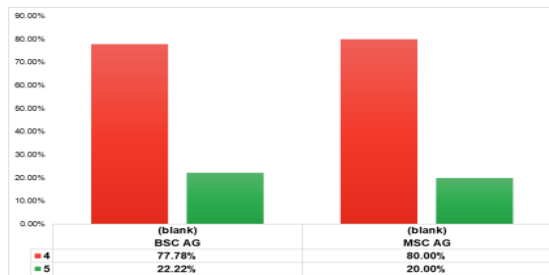
In order to assure that students learn in an efficient way, theory and practical courses are included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyze and design. The graph depicts the percentage of respondents. As per this analysis, it was found that 32% of alumni were strongly agreed and 41% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. 15% alumni showed complete disagreement (5% strongly disagree and 10% disagree).

Graph 4.3.4

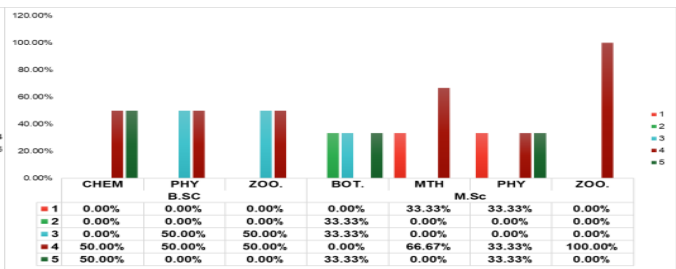
How do you rate the curriculum with respect to professional ethics and behavior



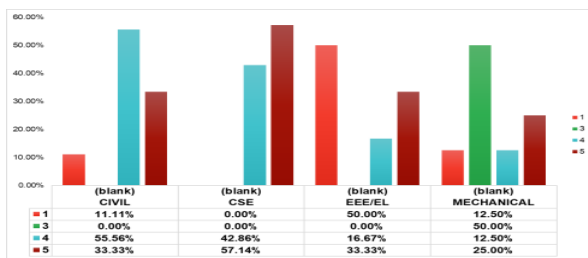
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



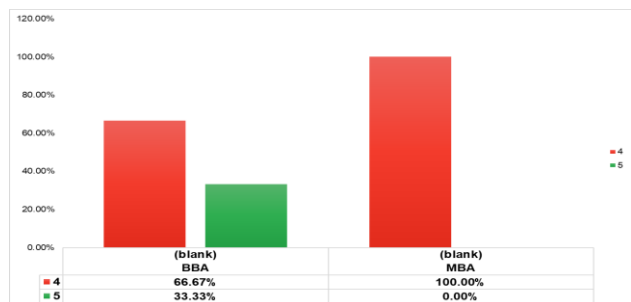
MSSSoA



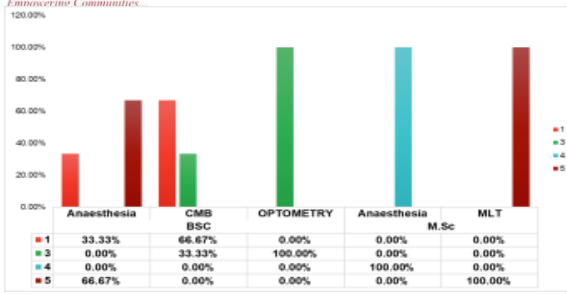
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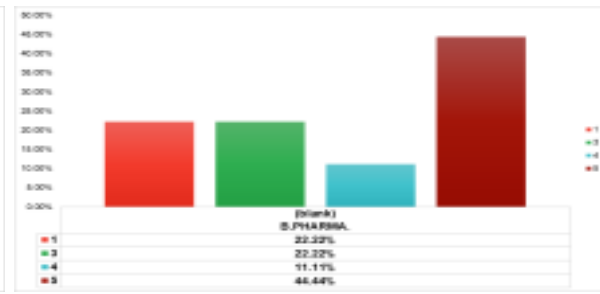
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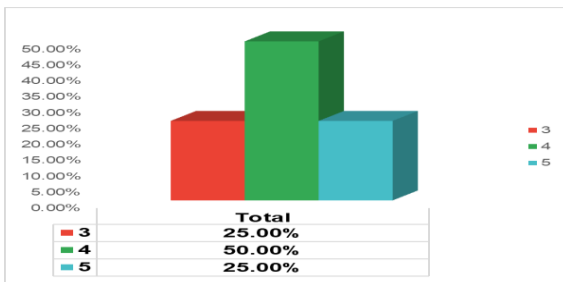
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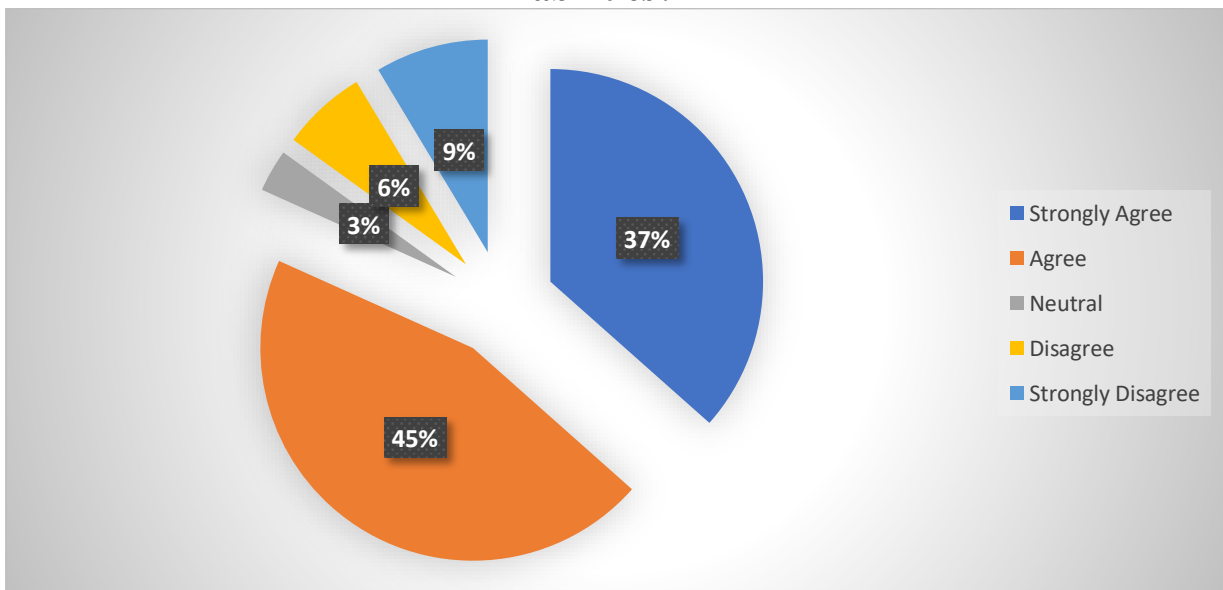
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Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and ready for outside world. Around 35% of alumni are strongly agree and 42% agreed with the Professional ethics and behaviour inputs in the curriculum while around 6% of alumni strongly disagreed and 10% disagreed.

Graph 4.3.5
How do you rate the curriculum in written and oral communication abilities?

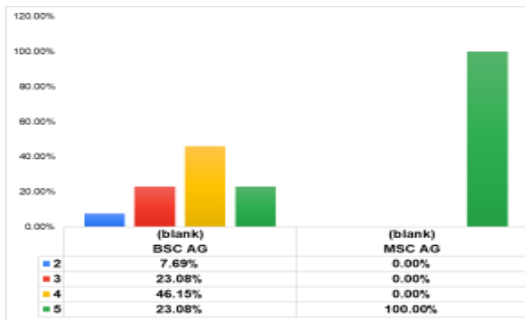




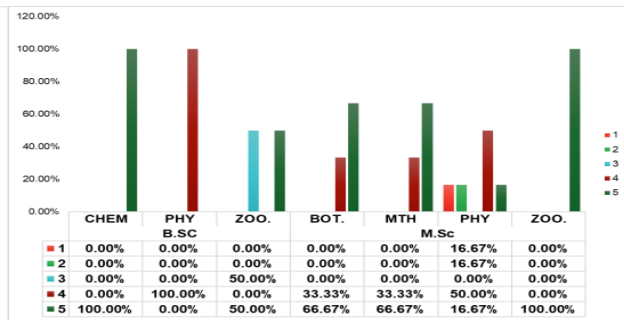
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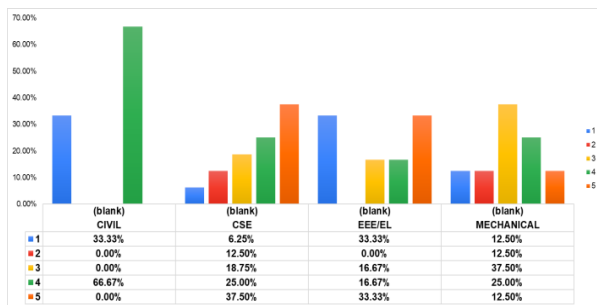
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



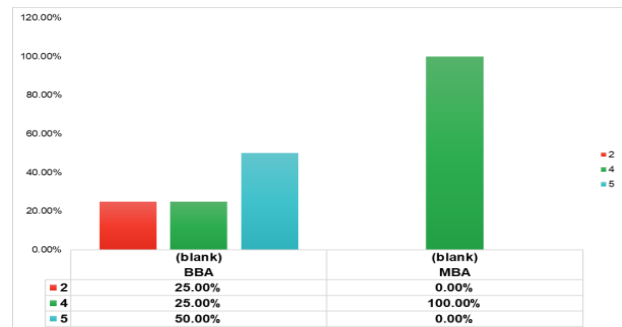
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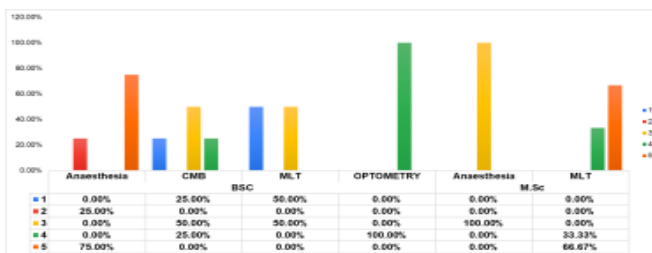
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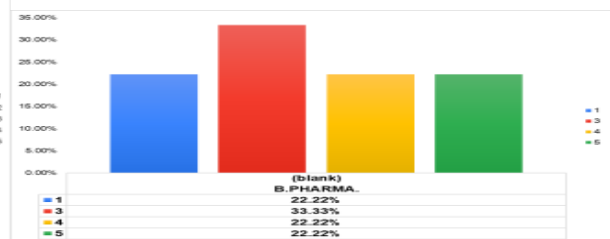
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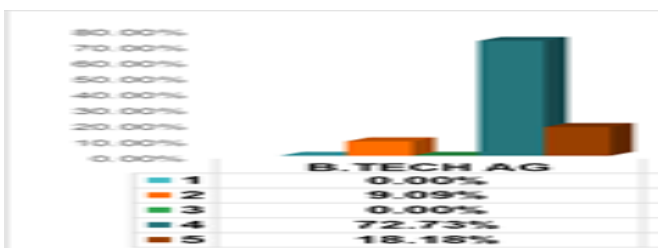
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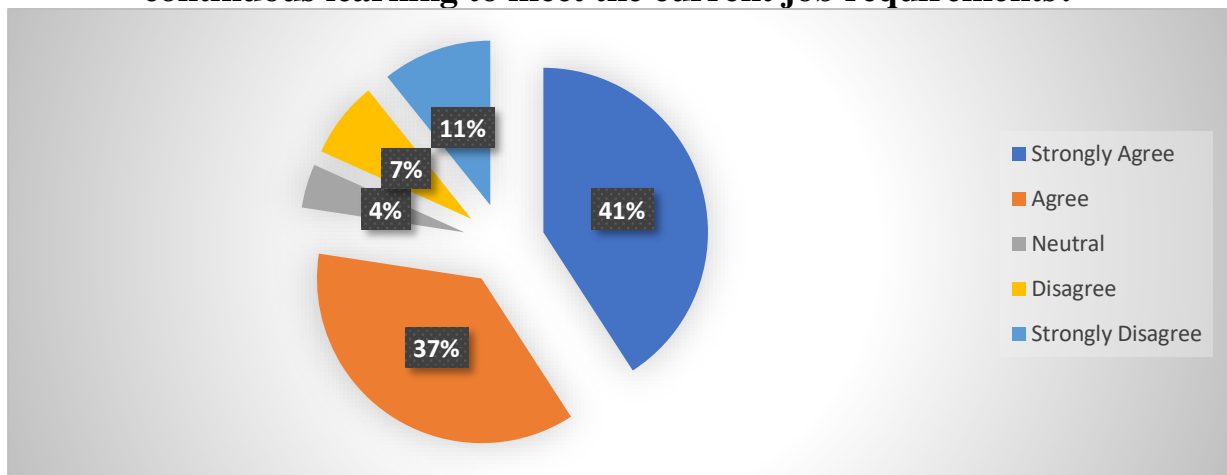
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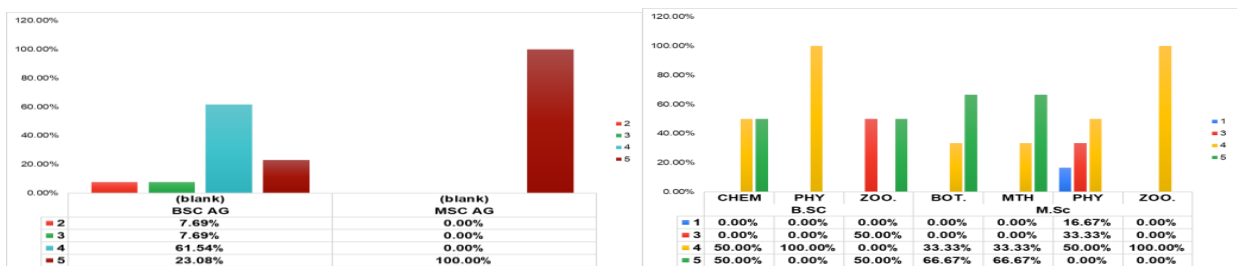
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication skills like gestures, body-language and voice tones effectively. More than 37% of alumni were strongly agreed and 42% agreed with the level Professional Enhancement/Communication skills input in the curriculum, and around 9% showed strong disagreement and 6% disagreement with the above mentioned statement.

Graph 4.3.6

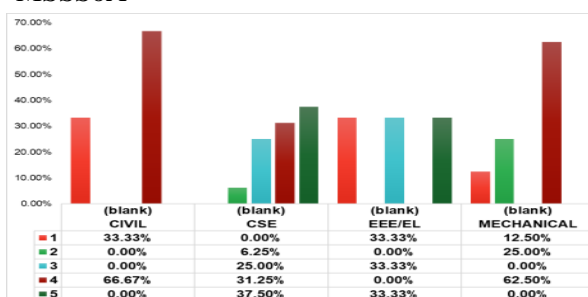
Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?



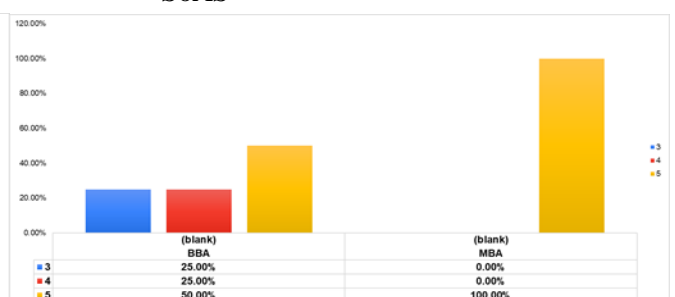
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA



SoAS



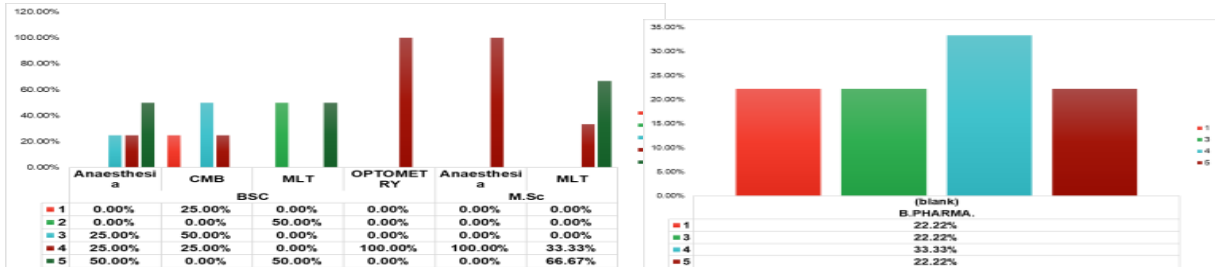


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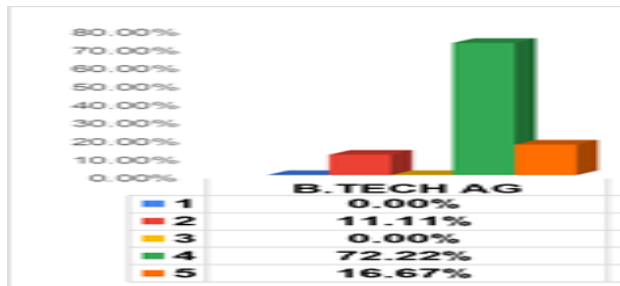
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SoPAHS

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SoABE

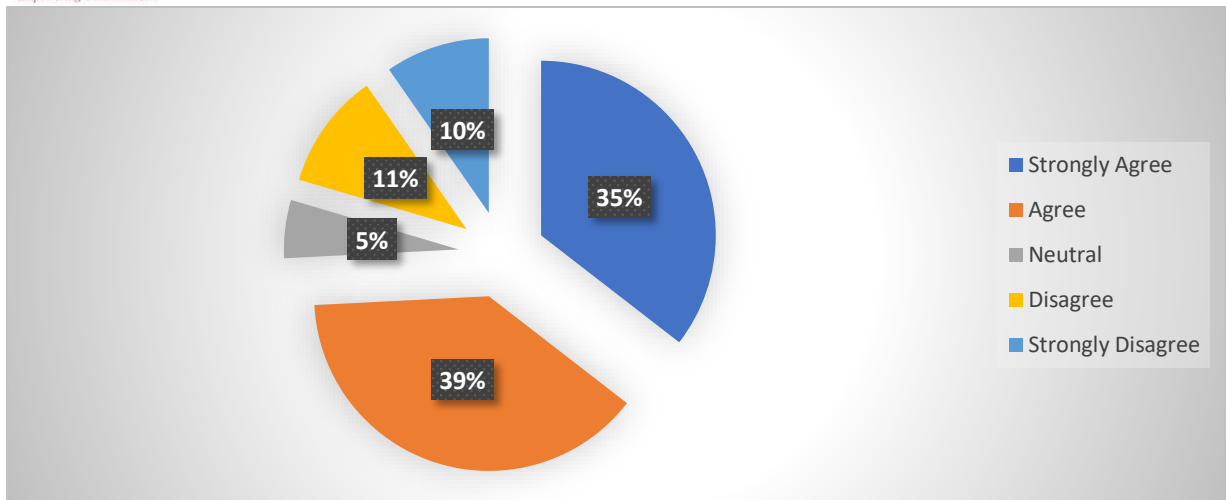
Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities. The graph depicts the percentage of respondents. As per this analysis, it was found that 41 % of alumni strongly agreed and 37% agreed in this context and a strength of 11% alumni showed strong disagreement and 7% disagreement.

Graph 4.3.7
Overall satisfaction with the current program in meeting its educational objectives.

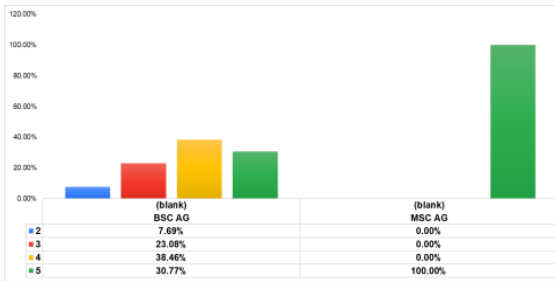


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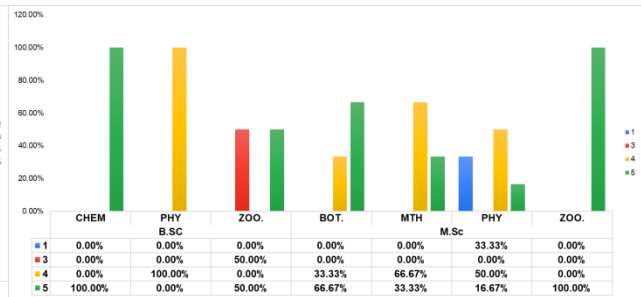
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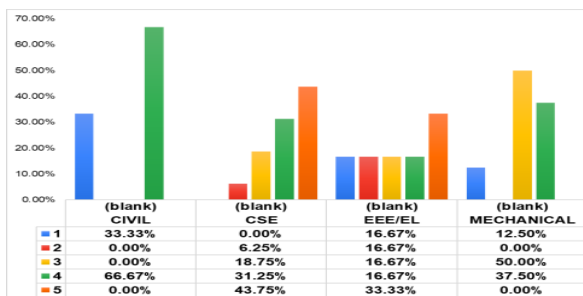
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



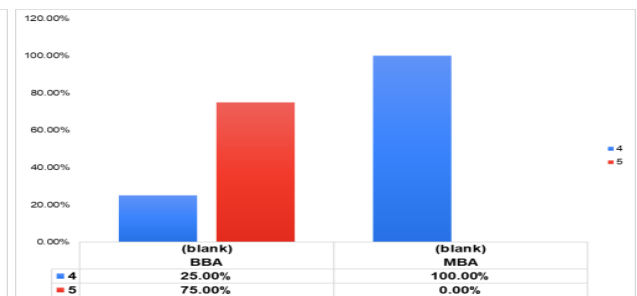
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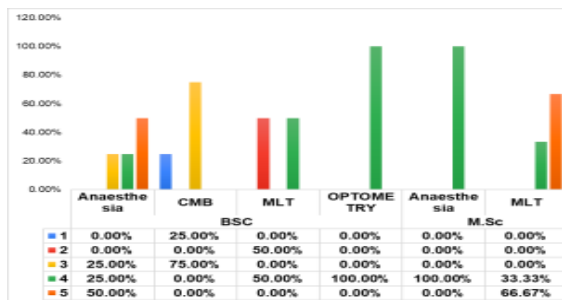
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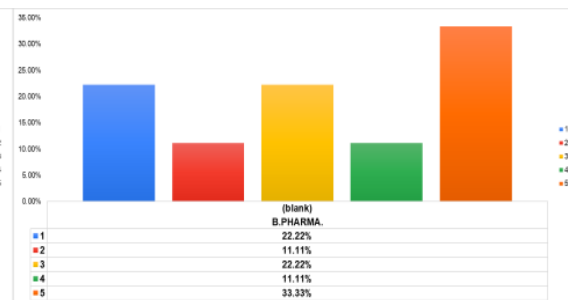
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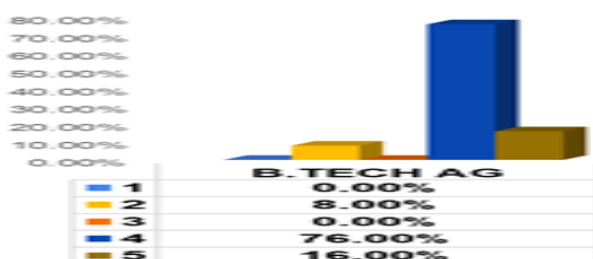
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SoPAHS



SoPLS



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 35 % of alumni strongly agreed and 39% agreed with recent curriculum with respect to educational objectives. Around 10% alumni were strongly disagreed and 11% disagreed.

Further, the following points were also expressed by the Alumni

- Interactive sessions should be more, Students must participate in the classroom discussions.
- Life skill development classes must have credits and trainers should generate interest among students.
- In the curriculum Presentation and Some activities should be conducted to develop Communication Skills of students.
- Motivation lectures should be arranged in regular intervals to motivate students.
- More projects and project based teaching should be implemented
- Industrial visits should be part of the curriculum from first year.

EMPLOYER FEEDBACK ANALYSIS

For session 2018-2019, feedback was collected from **31** 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



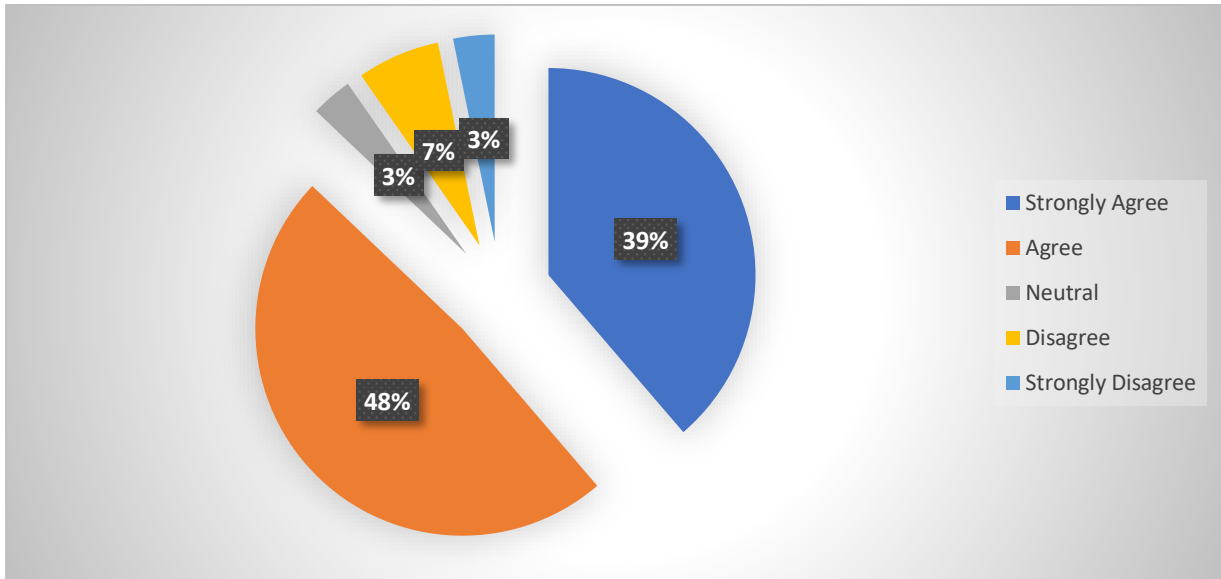
lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

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?	12	15	1	2	1
Q.2	Do our students have reasonable practical and laboratory skills for analysis and design?	11	15	2	2	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	16	13	1	1	0
Q.4	How do you rate our students in written and oral communication abilities?	15	13	1	1	1
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	17	10	2	1	1
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	17	10	2	2	0

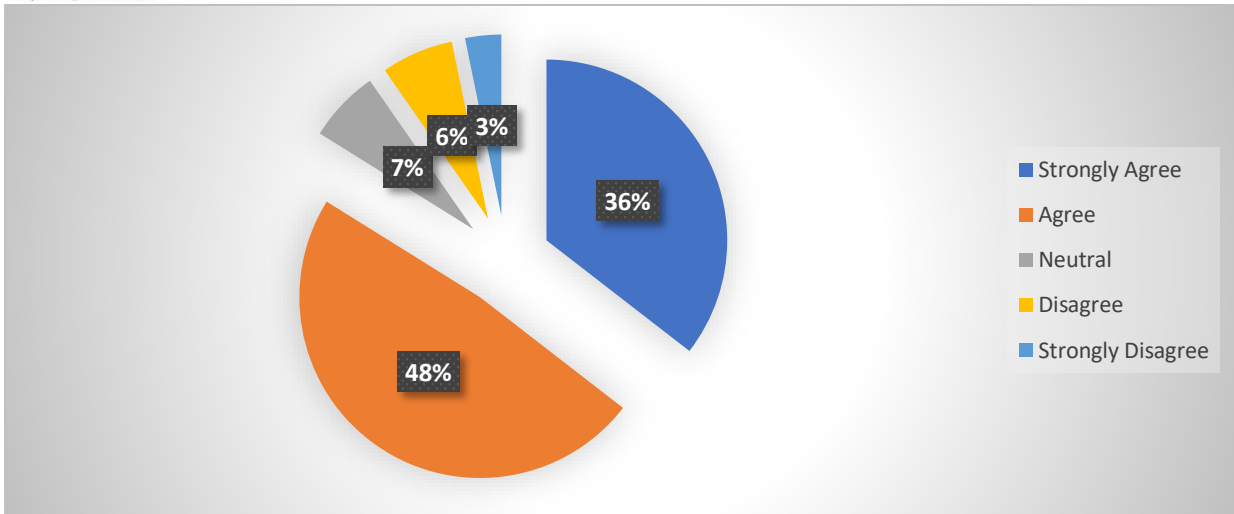
Graph 4.4.1

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



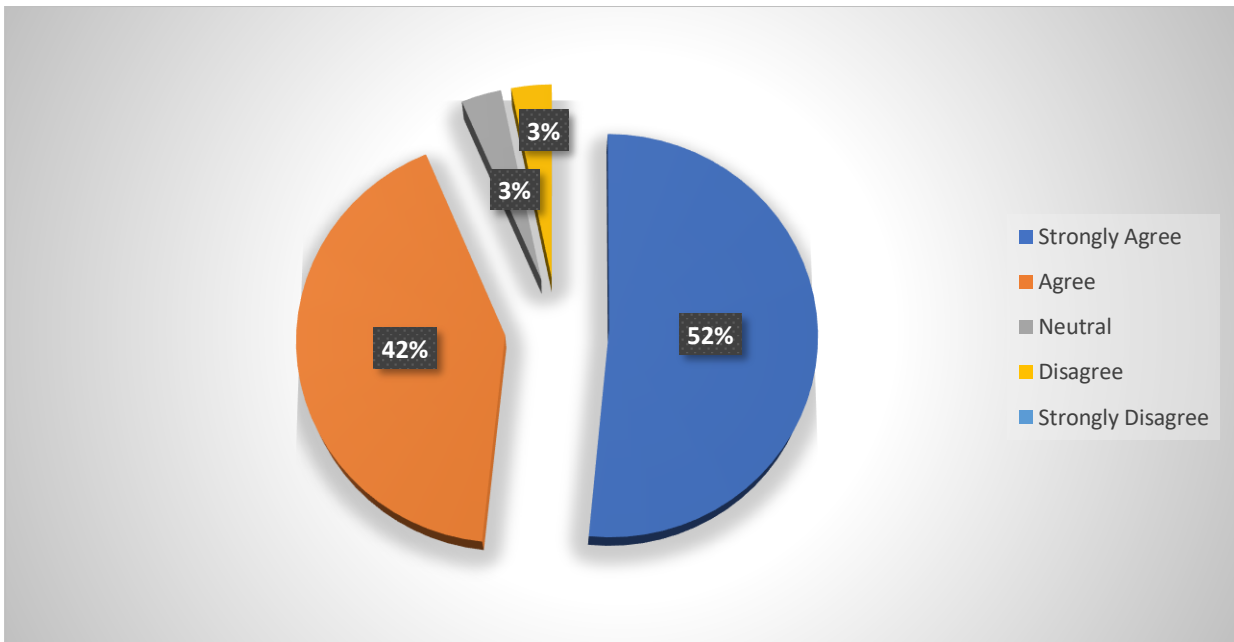
As per the feedback analysis, a large number of employers are contented with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 39% employers strongly agreed and 48% agreed with the ability of our students to find solutions of the real life problems 7% of the respondents disagreed AND 3% strongly disagreed.

Graph 4.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design?



Curriculum is designed to have theoretical and practical amalgamation of the course. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester. More than 36% of employers strongly agreed and 48% agreed with the Practical and theoretical knowledge of students required for analysis and design whereas nearly 6% of them don't agree and 3% strongly disagree with the same.

Graph 4.4.3
How do you rate our students with respect to professional ethics and behavior?



Course Curriculum is designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and Industry



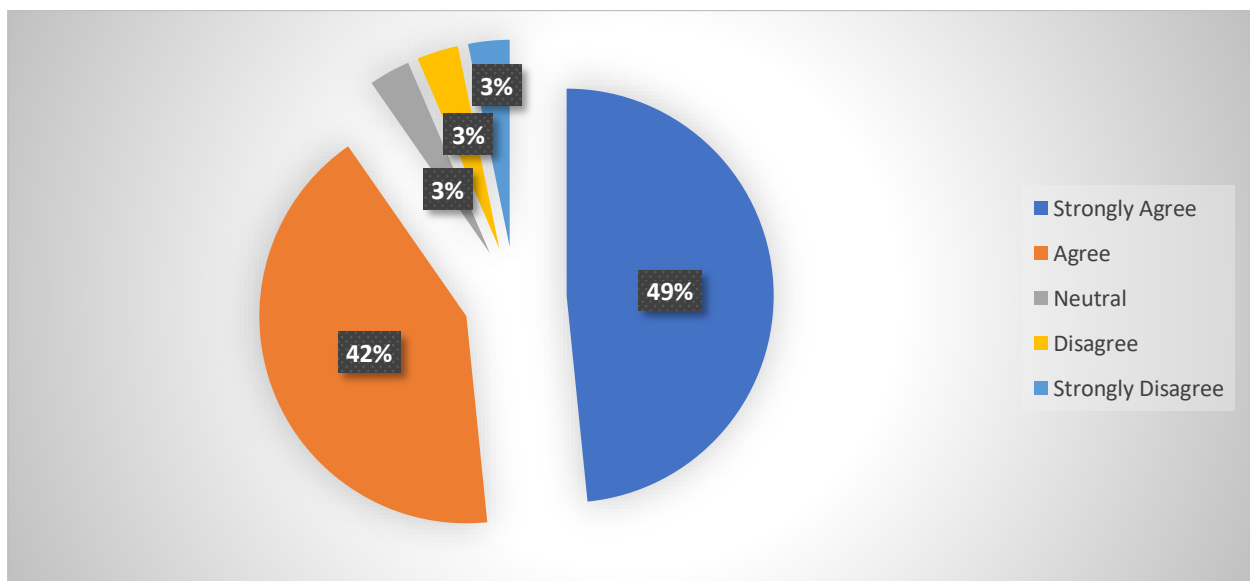
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ready. Besides the subject knowledge, students are taught moral values and ethics to become a responsible citizen. This can be easily seen through the chart as 52% employers are strongly agreed and 42% agreed on this ground of Professional ethics and behavior of our students. Whereas 3% “strongly disagree” and 3% “disagree” for the same .

Graph 4.4.4

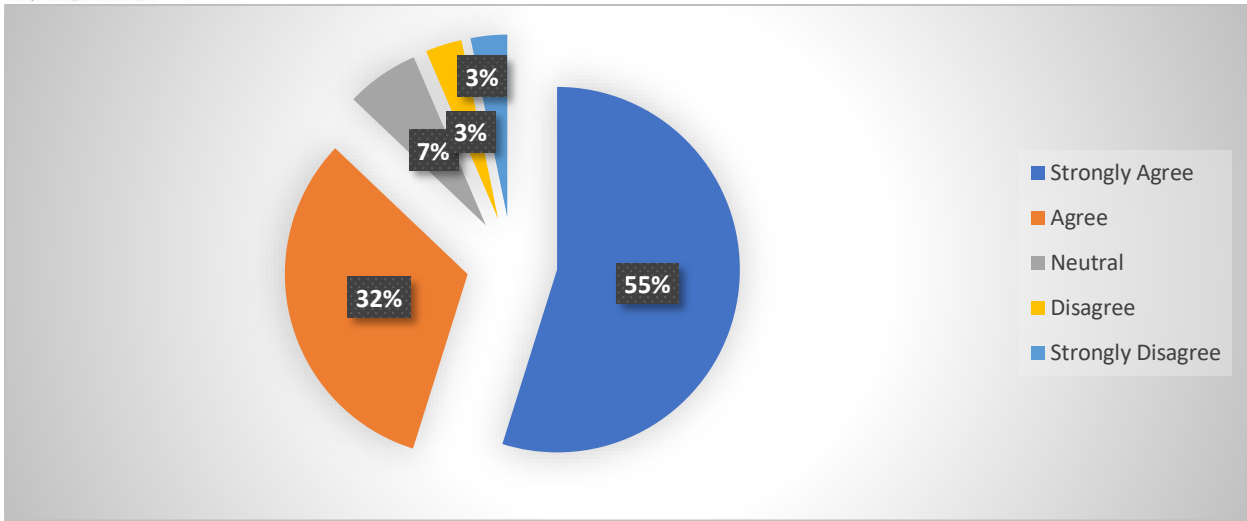
How do you rate our students in written and oral communication abilities?



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 disagreed and 3% disagreed with Professional enhancement/Communication skills capabilities of our students however more than 49% of them strongly agreed and 42% agreed.

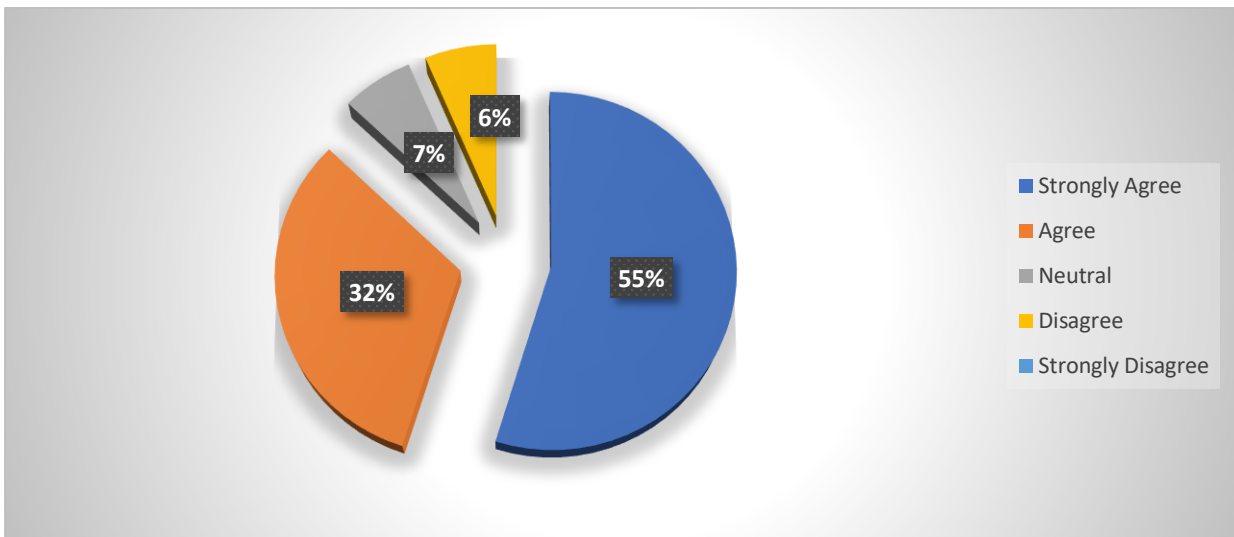
Graph 4.4.5

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 guide and motivate students so that they can believe in themselves and encourage them to take part in every cultural, technical, academic event, as doing so adds to the students’ personality. As the chart shows that our students are very willing to learn the job requirements, 55 % of employers strongly agreed and 32% agreed whereas almost 3% of employers express their strong disagreement and 3% disagreement.

Graph 4.4.6
How do you rate professional capabilities of our students with respect to students from other institutions?



Majority of the employers has 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



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hardware technologies. As the chart depicts that almost 55% of employers strongly agree and 32% agree with the Professional capabilities of our students with respect to students of other institutions. Whereas 6% employers are disagreed.

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

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2018-2019

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

Mechanical Engineering

Recommendations: Longitudinal and Hoop stress seems to be heavy and difficult .

Action Taken: In subject Mechanics, only basics of Longitudinal and Hoop stress would be there in syllabus.(BoS 2018-2019)

Recommendations: Wish to know about power tools in W/S technology

Action Taken: Power Tools added in W/S technology.(BoS 2018-2019)

Recommendations: Content is heavy in Fluid Mechanics and Heat Transfer.

Action Taken: Compressible Flow removed from Fluid Mechanics and Heat Transfer.(BoS 2018-2019)

Recommendations: Hyperworks should be used to analyze in Mechanics of Machines.

Action Taken: Hyperworks would be used for analysis instead of Simulia and Ansys in Mechanics of Machines.(BoS 2018-2019)

Civil Engineering

Recommendations: Soil Mechanics should be in syllabus.

Action Taken: Soil Mechanics included in Basket-iv (BoS 2018-2019)

Recommendations: Sallow Foundation, Deep Foundation, Earth Pressure and Stability Slope should be added in the syllabus.

Action Taken: Sallow Foundation, Deep Foundation ,Earth Pressure and Stability Slope included in Foundation Engineering.(BoS 2018-2019)

Electrical And Electronics Engineering

Recommendations: Advanced Architecture should be included in syllabus.

Action Taken: Advanced Architecture included in Microprocessor Course.(BoS 2018-2019)

Electronics and Communication Engineering

Recommendations: Electronics Today should be included in syllabus

Action Taken: Electronics Today has been included as basic course to get exposed to all types of electronics appliances. (BoS 2018-2019)

Recommendations: Embedded software and Development, and Microwave and Radar Communication should be included

Action Taken: Embedded software & Development, and Microwave & Radar Communication included in the syllabus.(BoS 2018-2019)

School of Applied Science

Mathematics

Recommendations: Calculus and Probability & Statistics should be there in syllabus for B.Tech

Action Taken: Three papers introduced in syllabus of B.Tech (CBCS)(BoS 2018-2019)

- a) Calculus (3 credits)
- b) Probability & Statistics (3 credits)
- c) Integral Transfer (3credits)

School of Forensic Science

M.Sc Forensic and Cyber Security

Recommendations: Digital Forensic & Cyber Crime Investigation and Operating System Administration & Data Base Security should focus on theoretical aspect.

Action Taken: Digital Forensic & Cyber Crime Investigation and Operating System Administration & Data Base Security each carrying 5 credits merged with theory but considered as practical mode.(BoS 2018-2019)

School of Media and Communication

Recommendations: Gaming, Motion capture and VFX should be included in the syllabus.

Action Taken: Gaming, Motion capture and VFX topics included in core paper “Digital Media”.(BoS 2018-2019)

Conclusion


Thus the feedback given by the stakeholders were analyzed 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.

Board of Studies Conducted on : 30th June 2018

Date of Compilation: 18th July 2018



CO-ORDINATOR, IQAC
Centurion University of
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