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

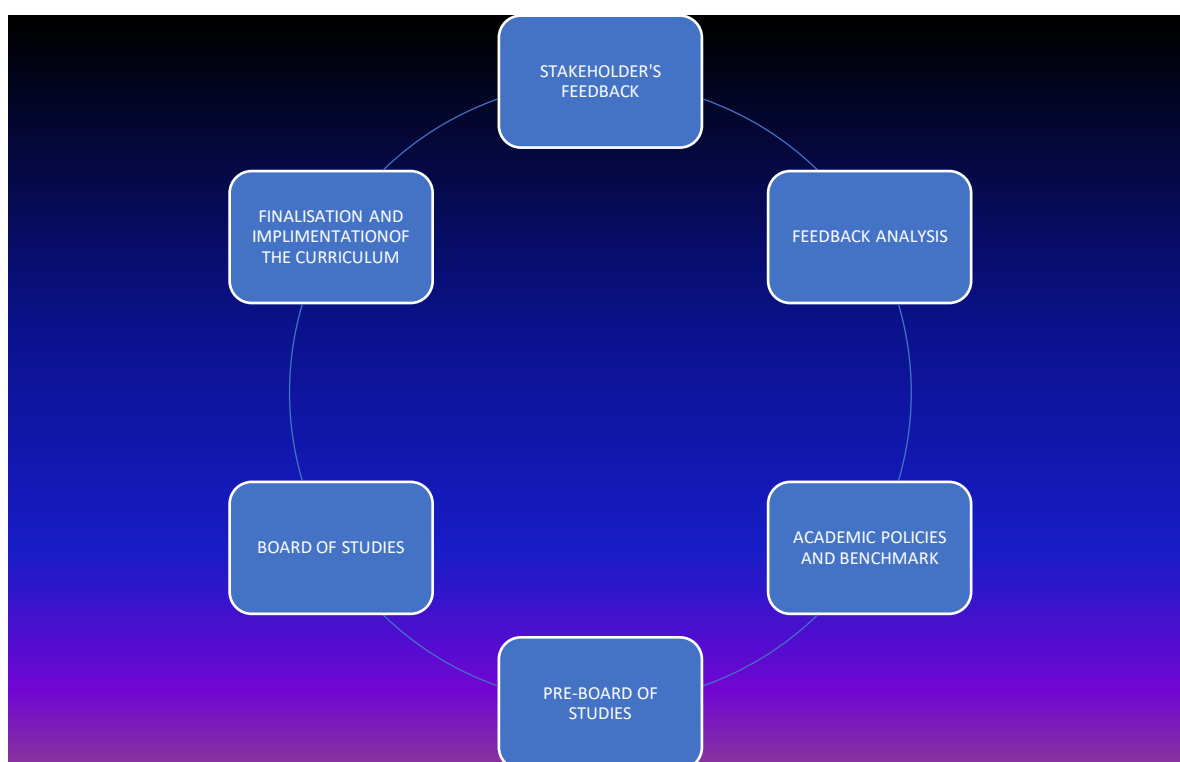
CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT



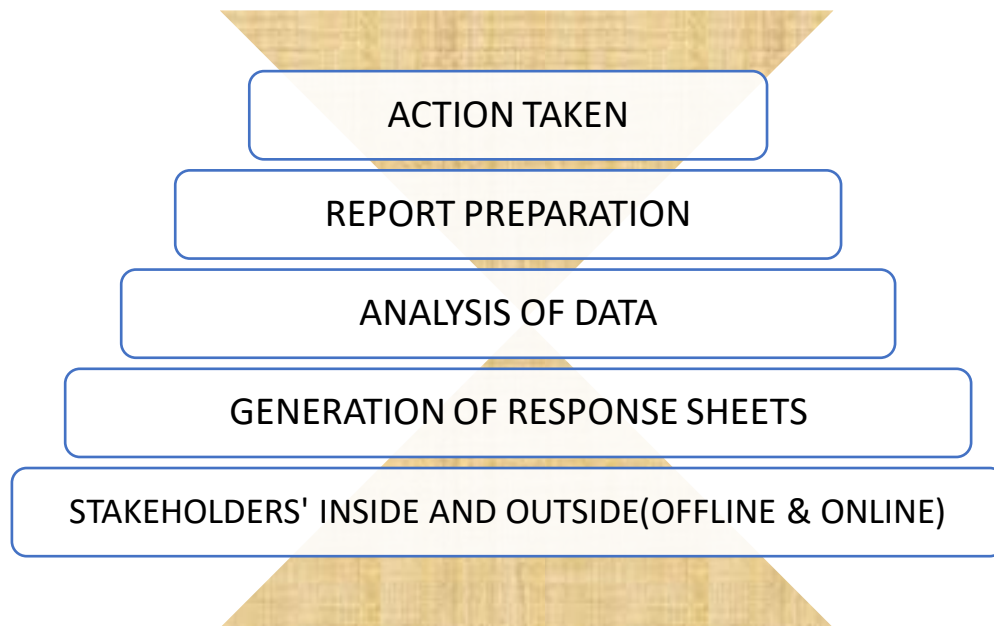
FEEDBACK PROCEDURE OF THE UNIVERSITY

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 2019-2020

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 **996** students of various courses was collected in the session 2019-2020.

RESPONSE COUNT

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The courses that you have studied match with the expected course learning outcomes.	421	352	137	51	35
Q.2	The curriculum has right mix of theory , practical and project	467	352	94	44	39
Q.3	Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others	426	350	124	52	44
Q.4	The syllabus and pedagogy generated	409	355	136	47	49



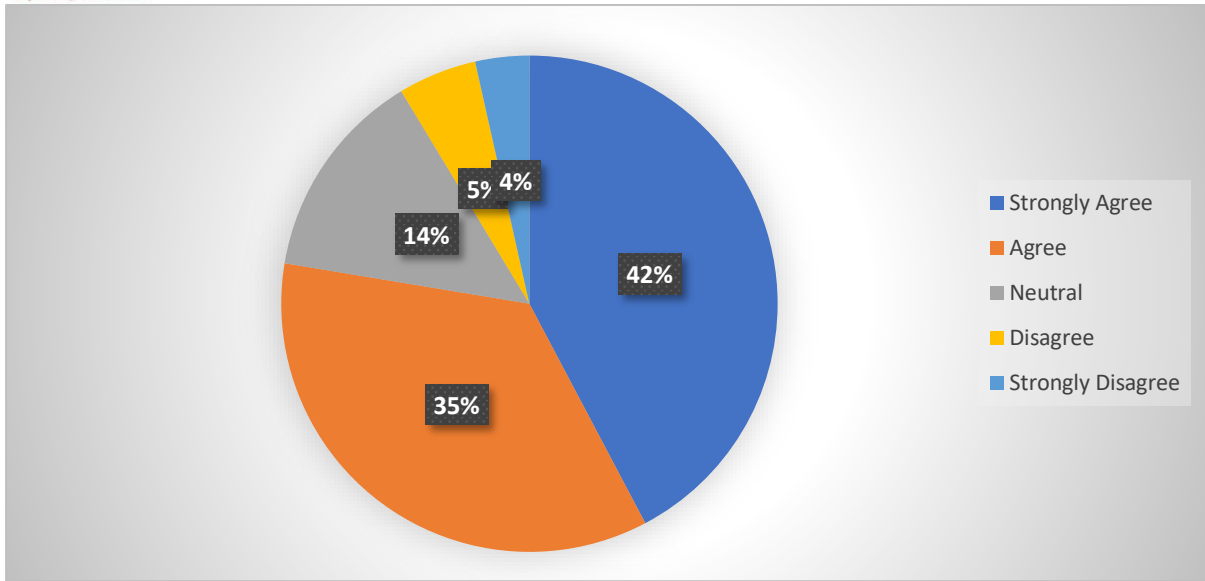
	interest in course.					
Q.5	The content of courses is able to increase your knowledge and skills to pursue higher education	447	330	127	60	32
Q.6	Curriculum equipped you with necessary technical skills required by the industry	396	375	126	56	43
Q.7	The domain courses offered are in consonance with the technological advancements.	430	369	103	52	42
Q.8	The Practical courses give you an effective hands-on experience.	417	356	128	44	51
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	446	340	129	43	38
Q.10	You are satisfied with the course combination you have chosen as per CBCS	420	375	127	39	35

Graph 3.1.1
The courses that you have studied match with the expected course learning outcomes.

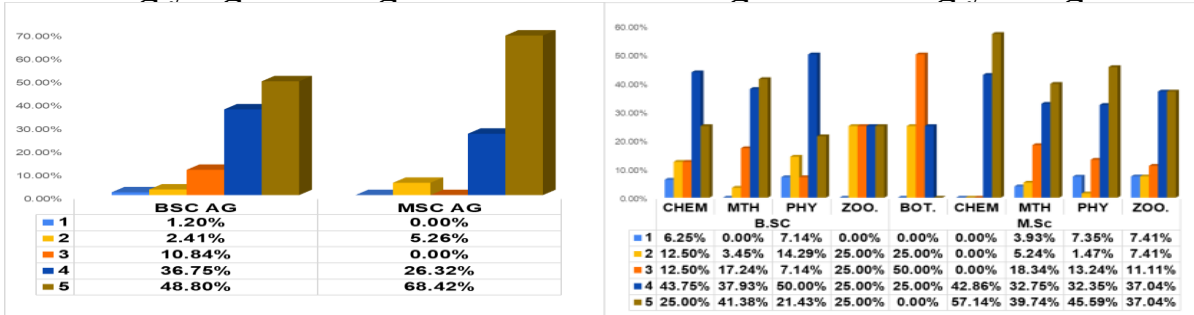


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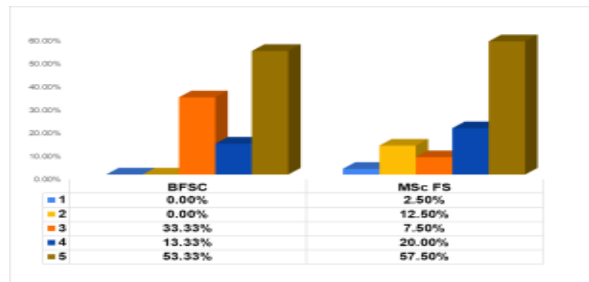
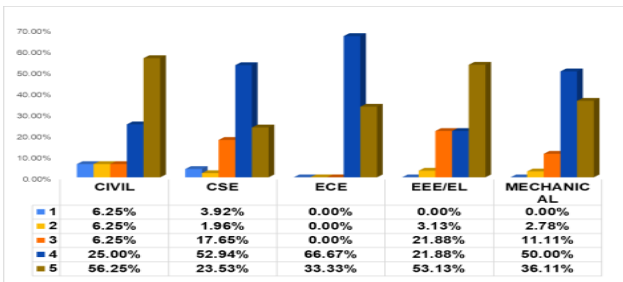


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



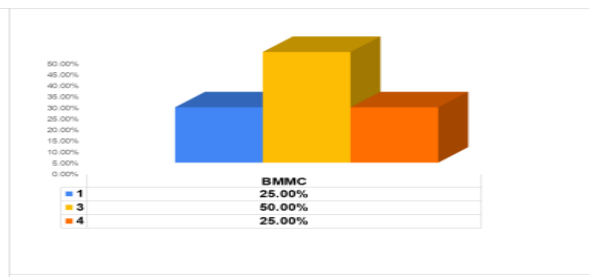
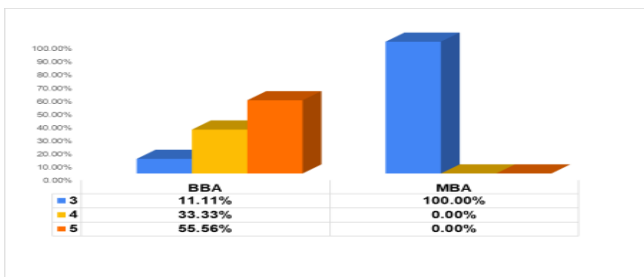
MSSSoA

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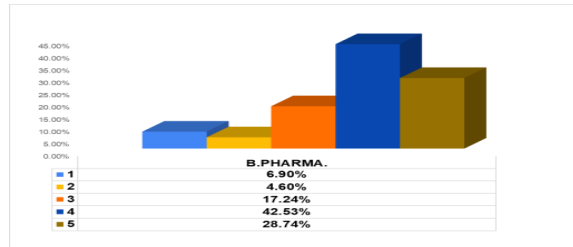
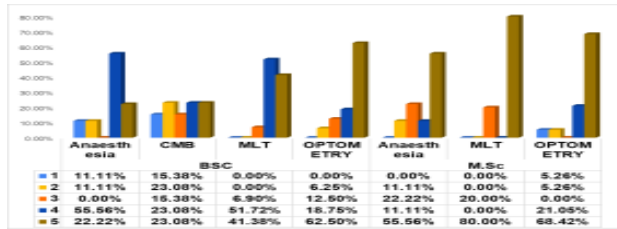
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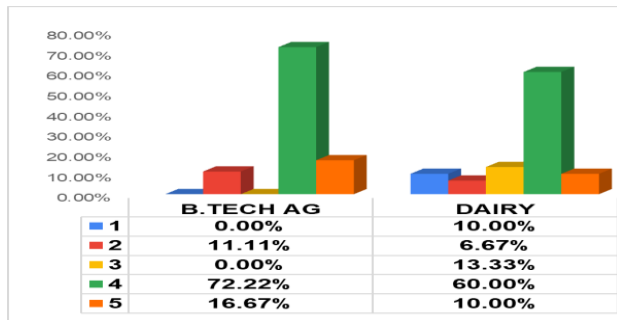


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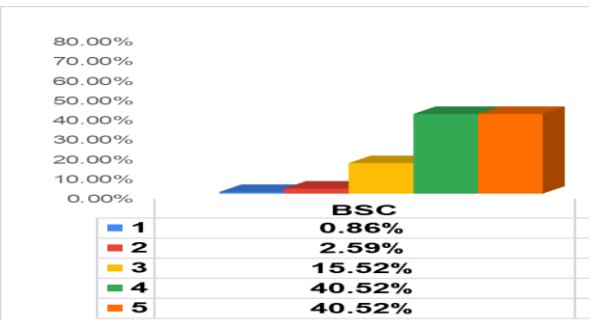
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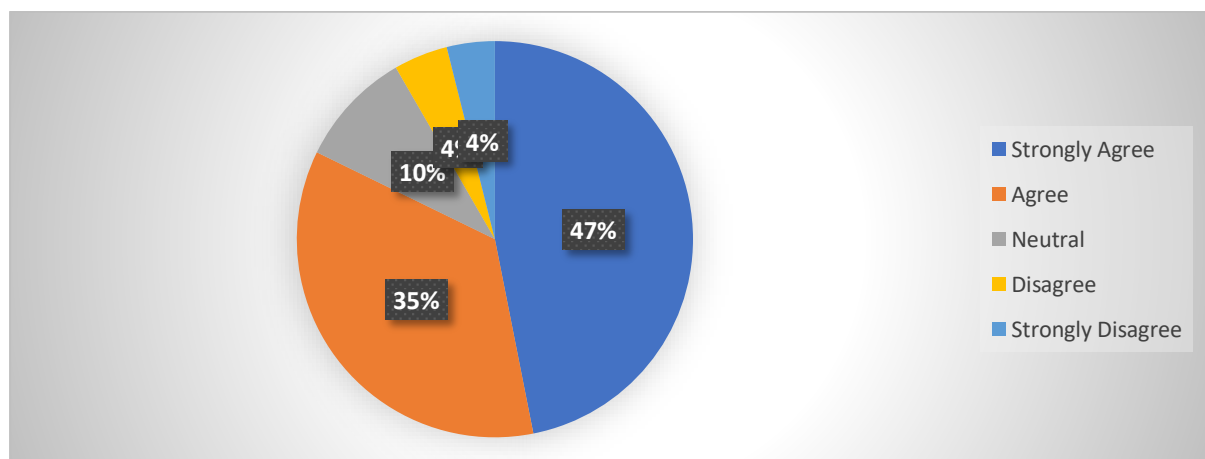


SoABE

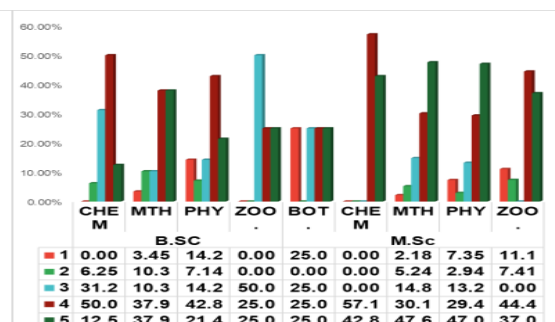
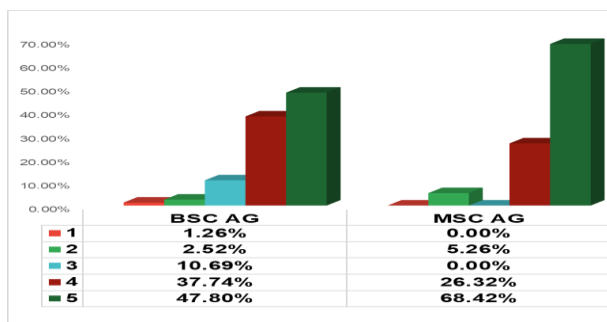
SOF

Around 42% of students “strongly agree” and 35 % “agree” that the courses are matching with the expected outcomes while 4% of students “strongly disagree” and 5% “disagree”. University is always striving to match the course outcomes with courses so that students would use their competency in their workplace.

Graph 3.1.2
The curriculum has right mix of theory, practical and project



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

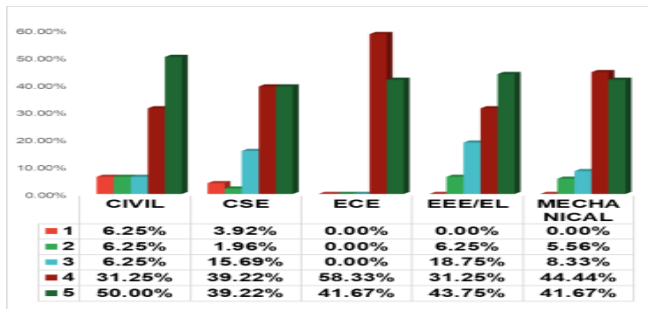




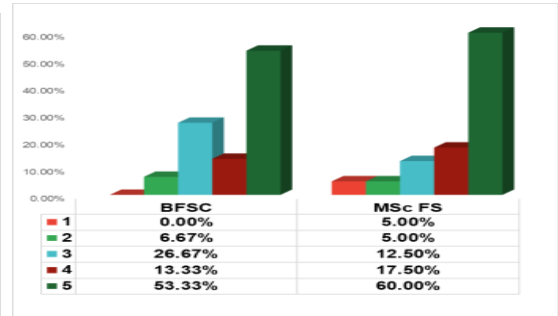
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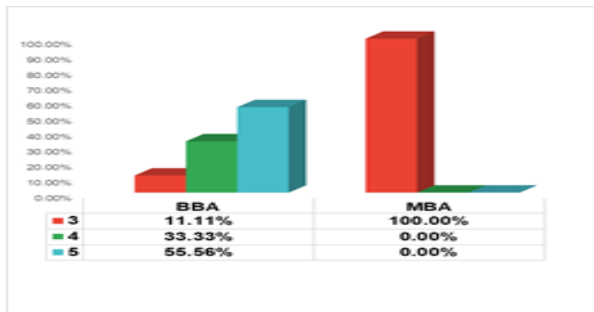
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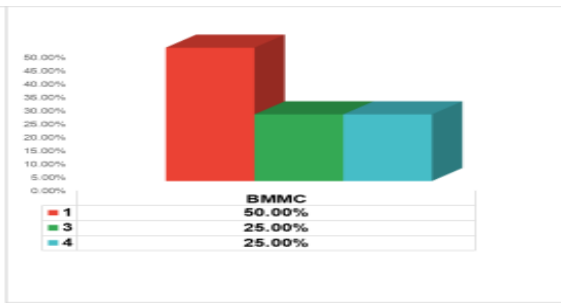
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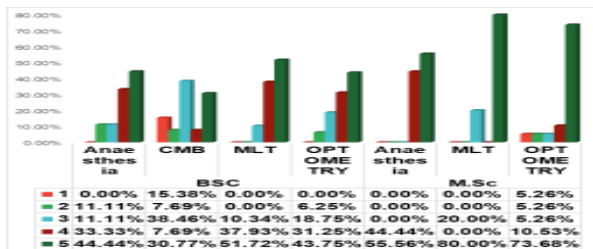
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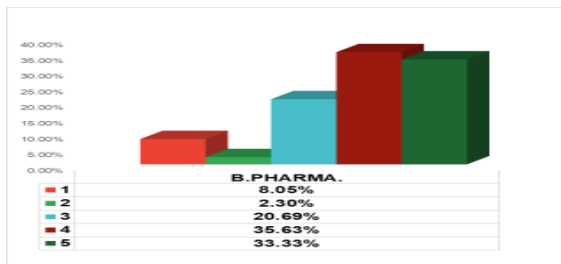
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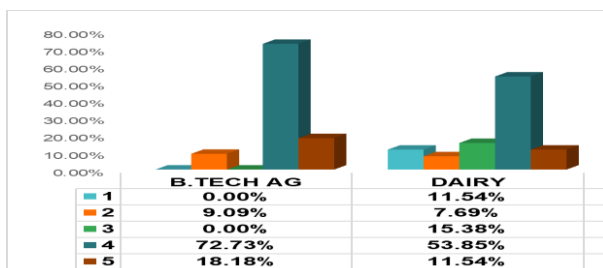
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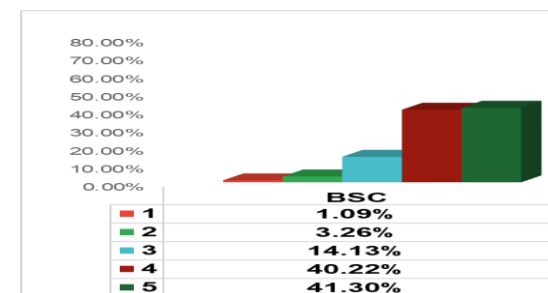
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SoPAHS



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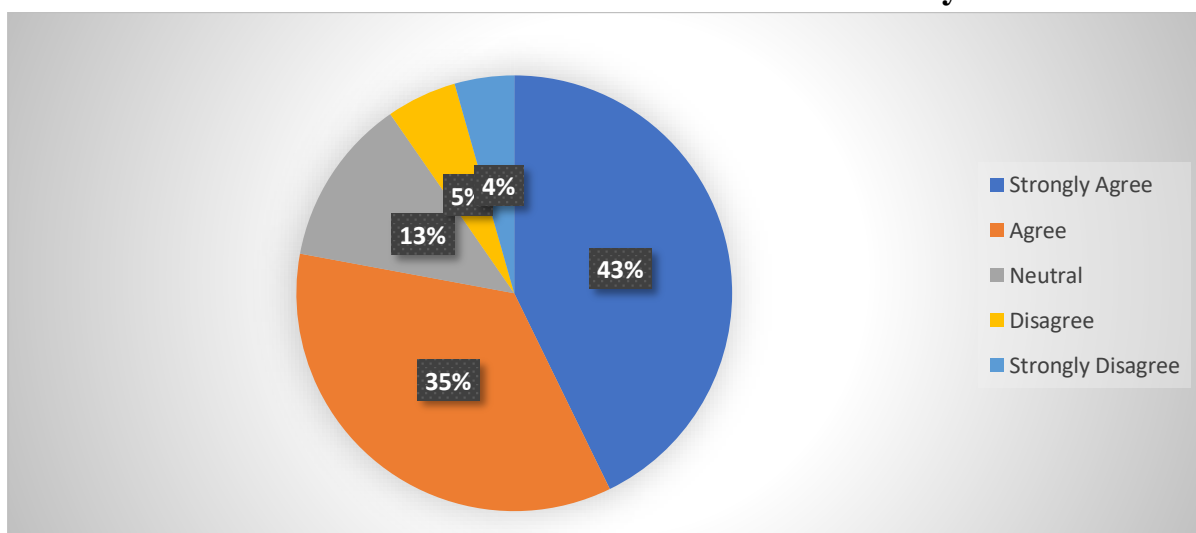


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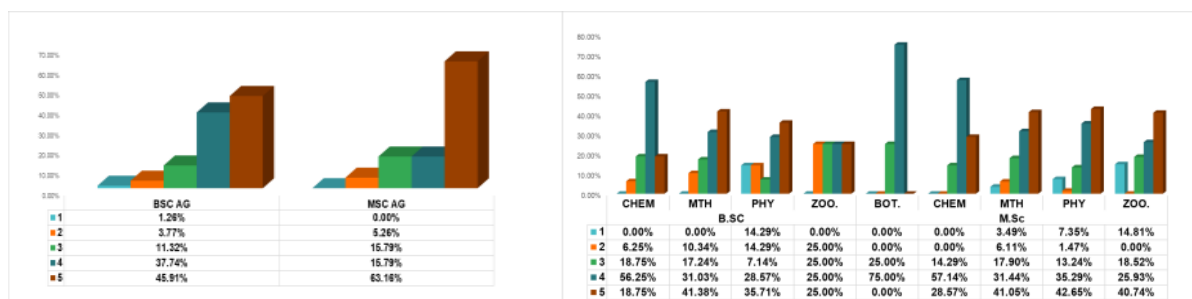
SOF

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 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 3.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others

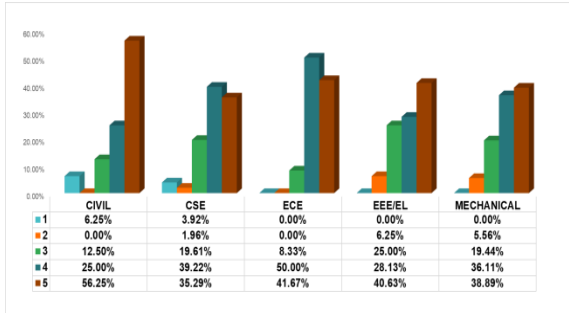


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

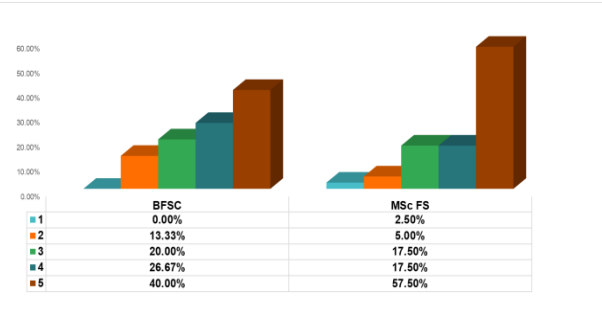




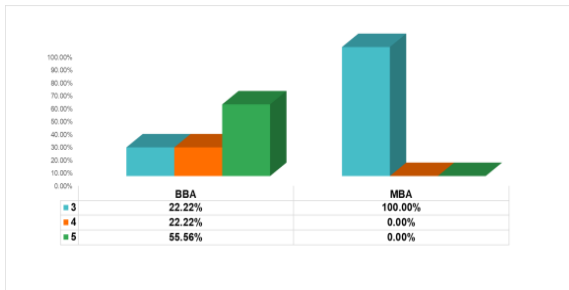
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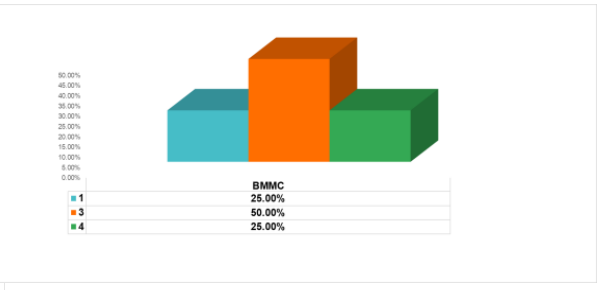
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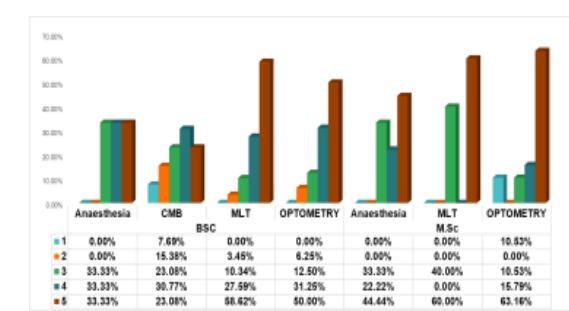
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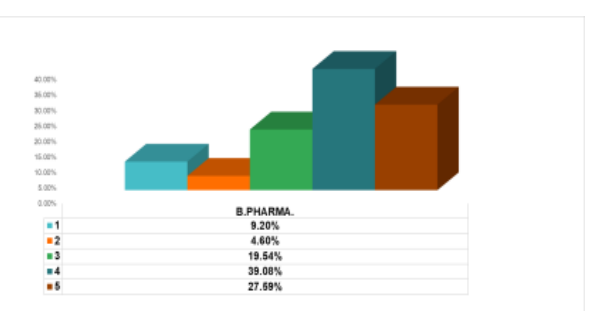
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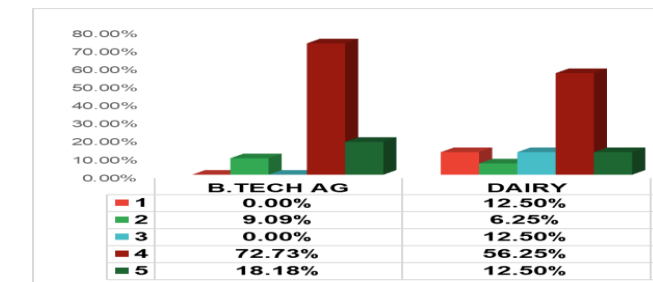
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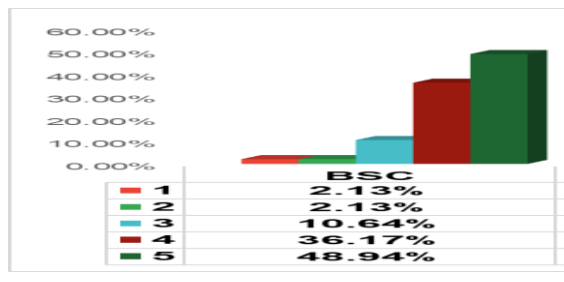
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The above graph shows that around 43 % of the respondents are strongly agreed and 35% agreed with the access to learning materials where as 4% students are strongly disagreed and 5% disagreed. Faculty members are putting strong effort in preparing the contents and updating the same in the CUTM

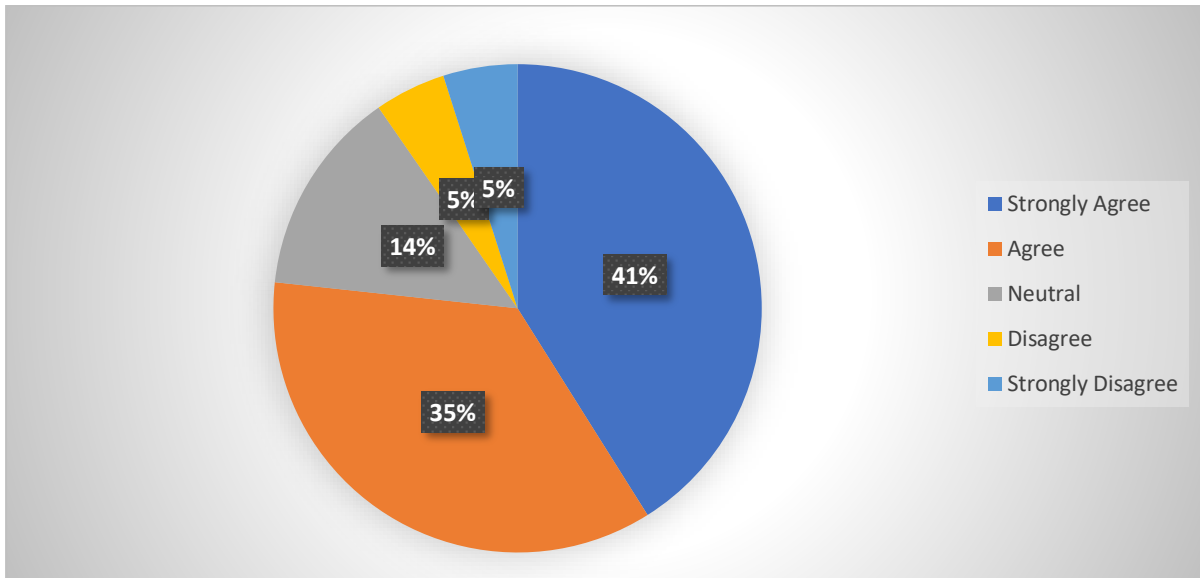


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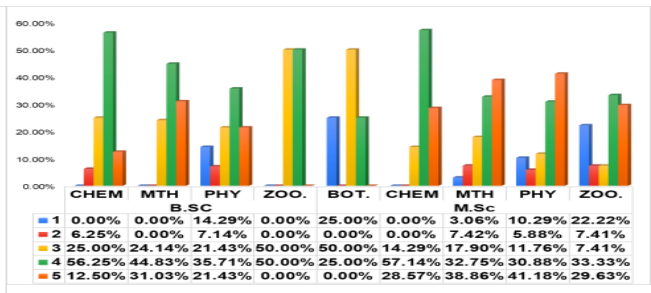
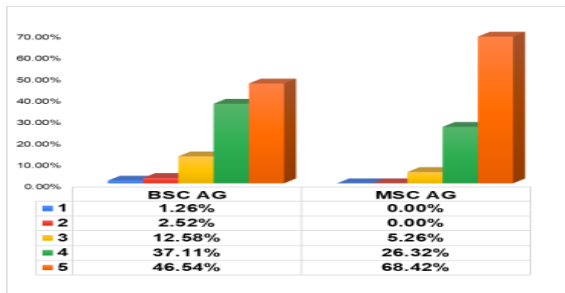
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Courseware . Library gets recommendation from faculty time to time to purchase books and facilitate students.

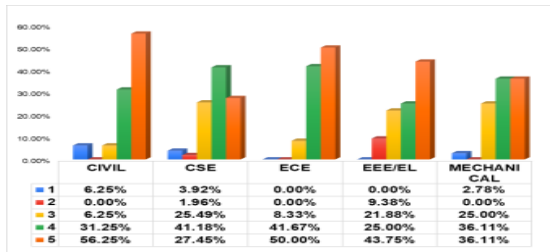
Graph 3.1.4
The syllabus and pedagogy generated interest in course.



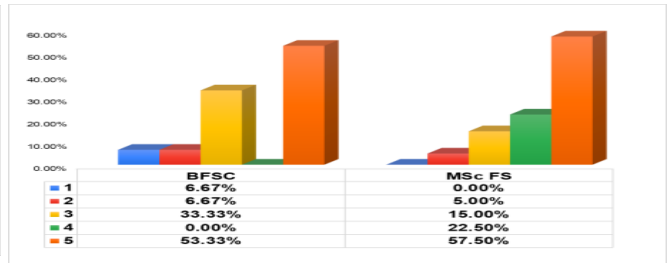
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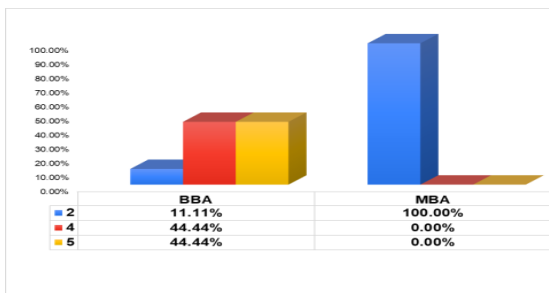
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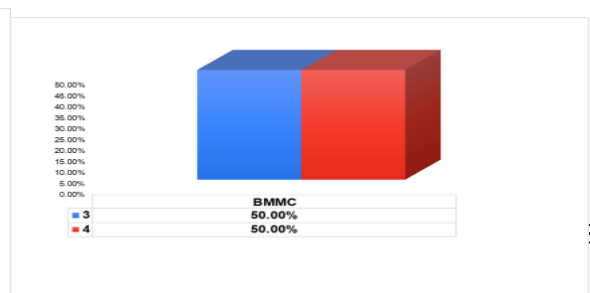
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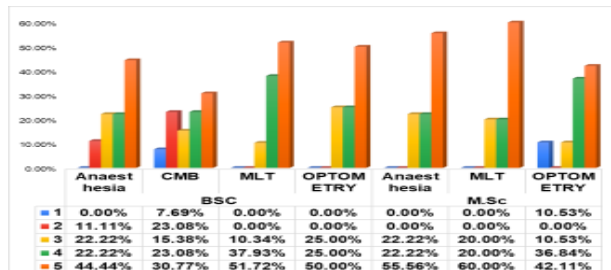


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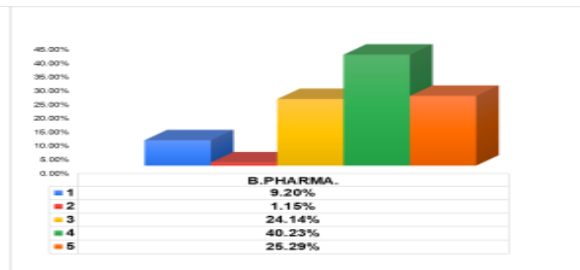




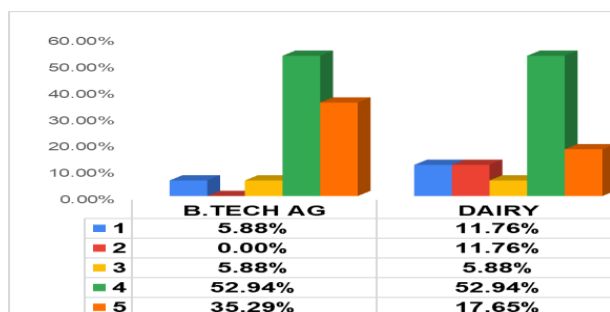
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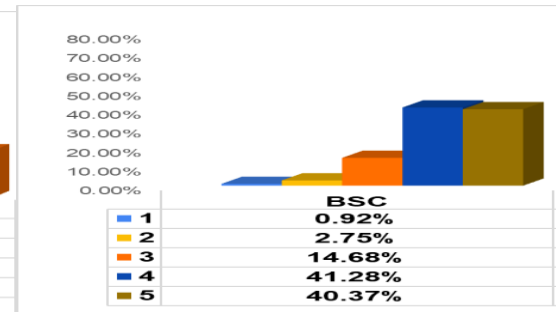
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In the graph it shows around 41 % of the respondents are strongly agreed and 35% agreed that the syllabus and pedagogy generate interest. Around 5% of students strongly disagreed and 5% disagreed.. To generate interest among students ,teachers use 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

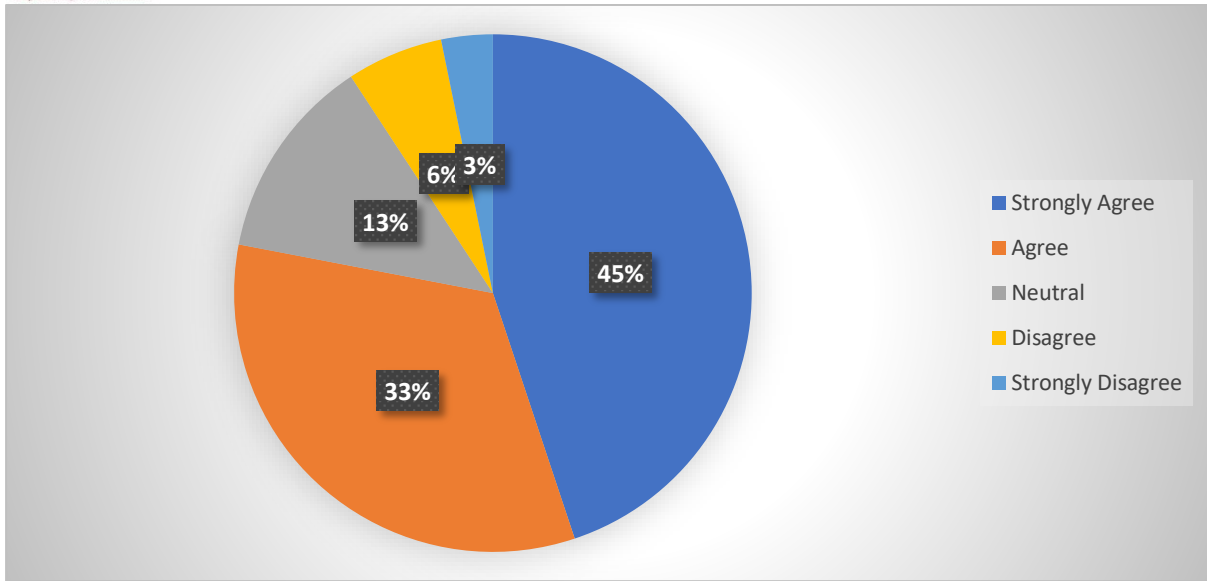
Graph 3.1.5

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

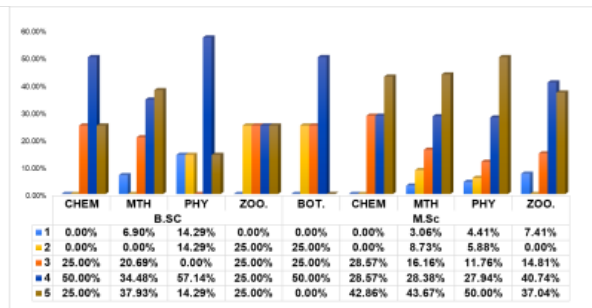
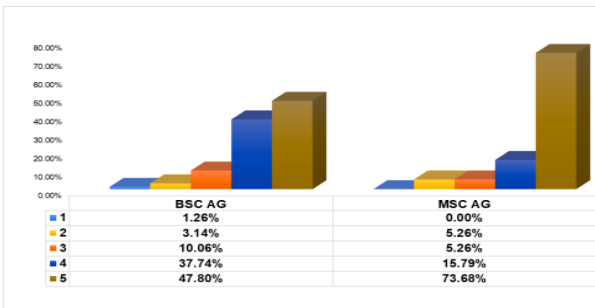


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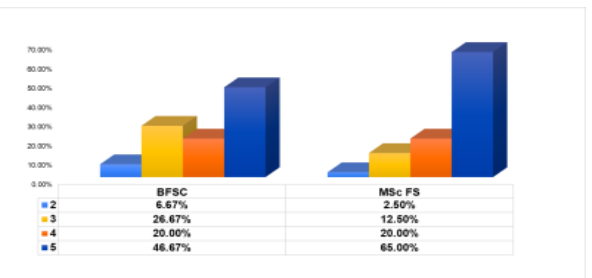
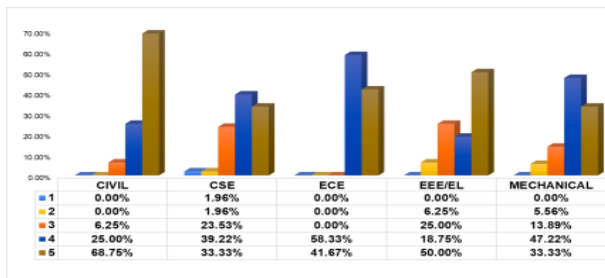


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



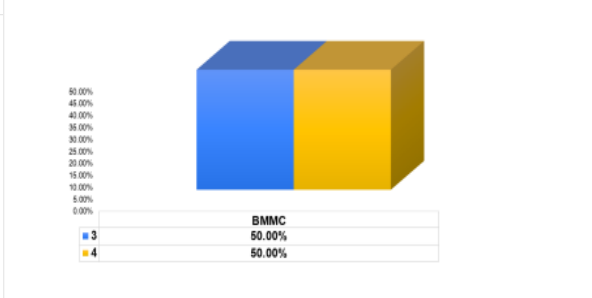
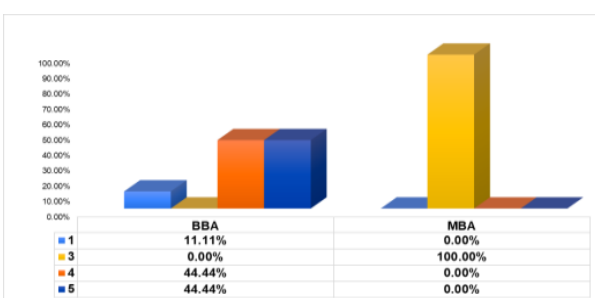
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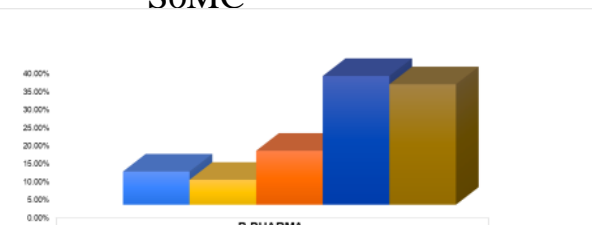
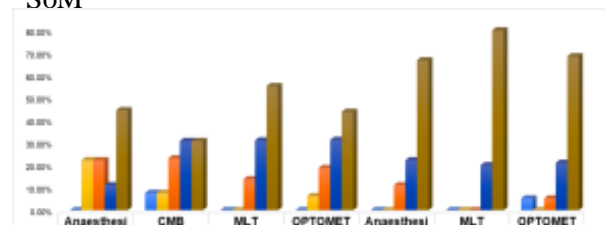
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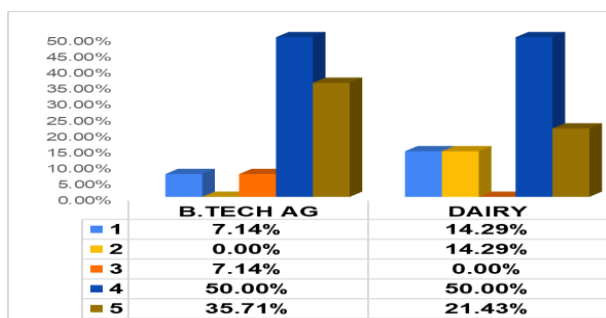


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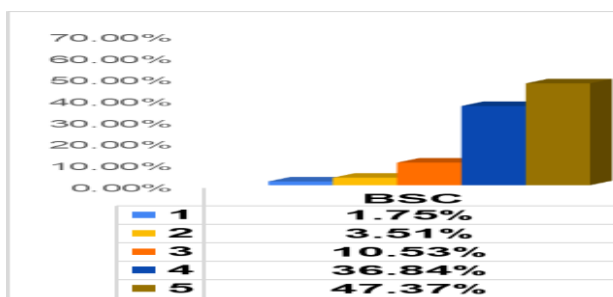
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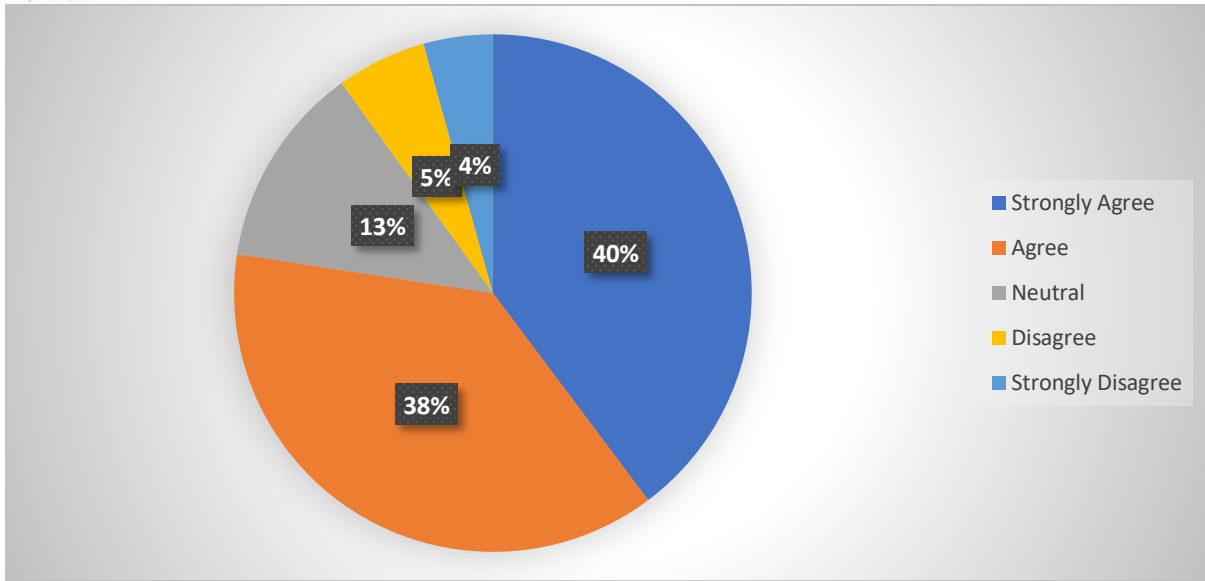
Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems the chart reveal the percentage of respondents. 45 % of the students are strongly agreed and 33% agreed that the content of courses is able to increase their knowledge and skills to pursue higher education. Around 3 % strongly disagreed and 6% disagreed.

Graph 3.1.6
Curriculum equipped you with necessary technical skills required by the industry

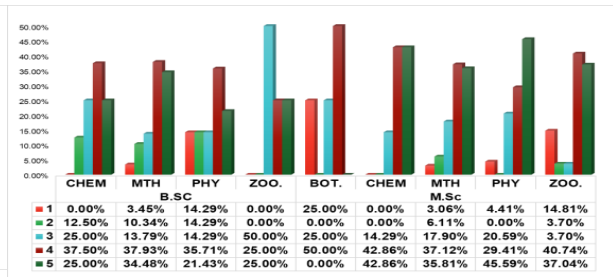
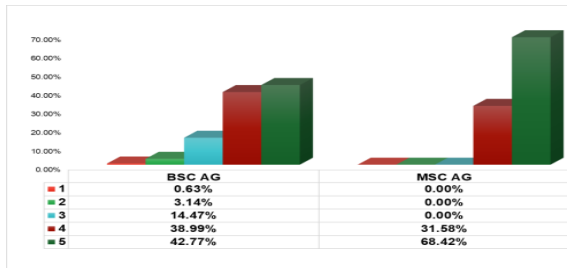


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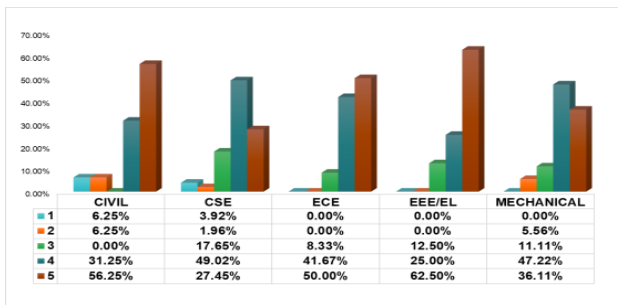
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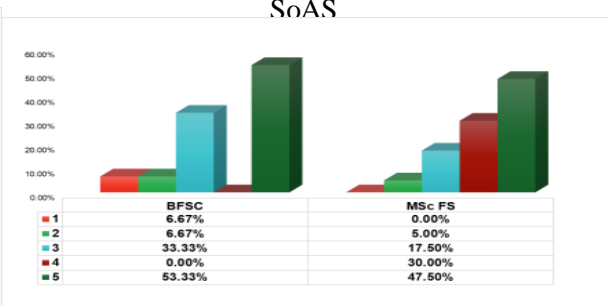
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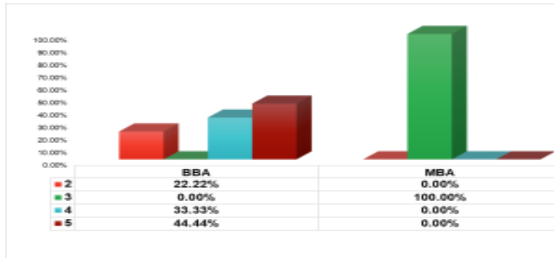
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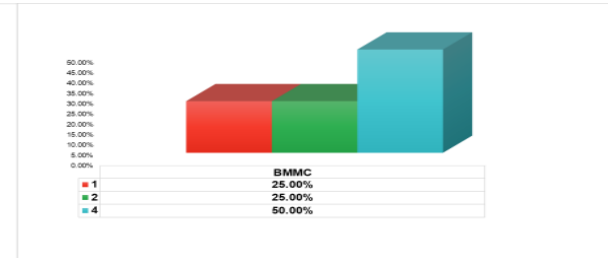
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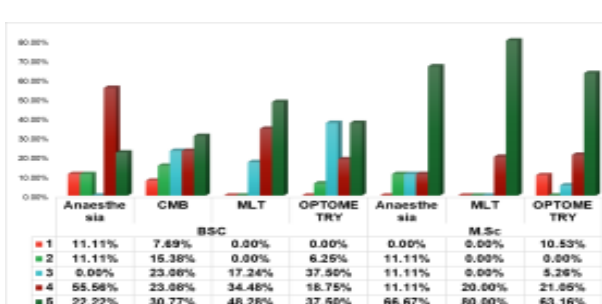
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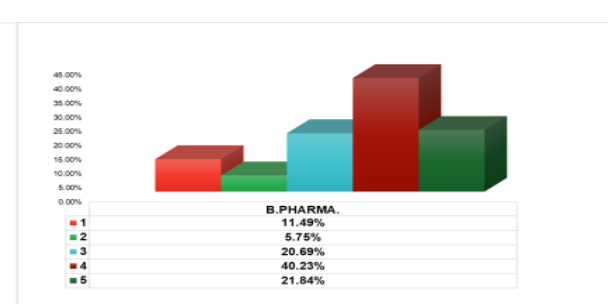
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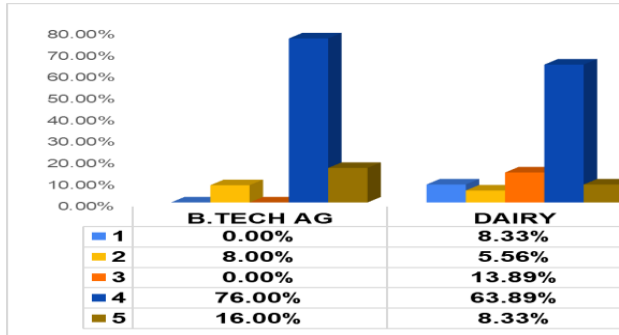
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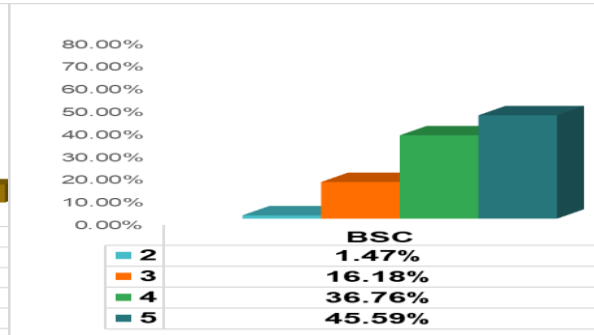
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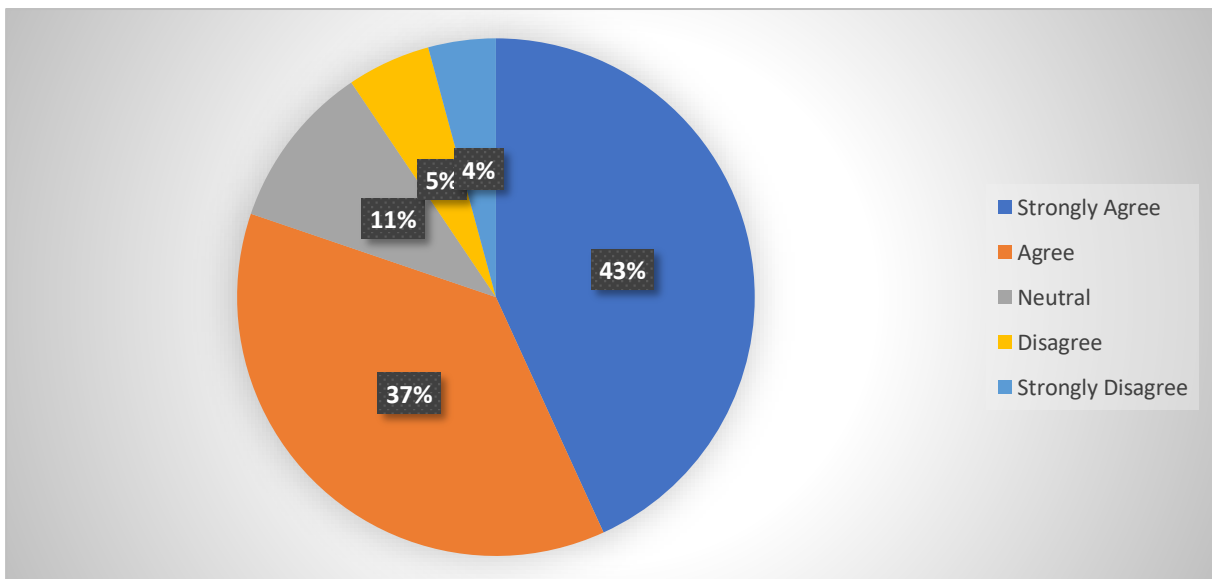
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The graph shows that around 40% of the respondents strongly agreed and 38% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 5 % are disagreed and 4% strongly disagreed. The University is aimed at providing outcome base and industry oriented interdisciplinary education meeting the diversified needs of students.

Graph 3.1.7

The domain courses offered are in consonance with the technological advancements

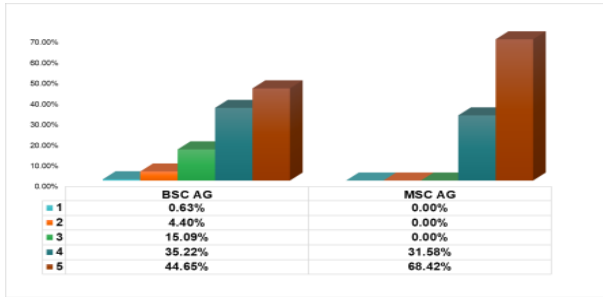


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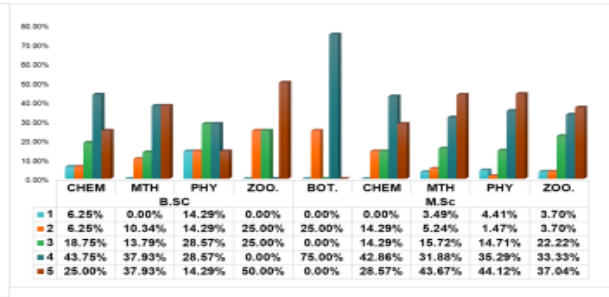


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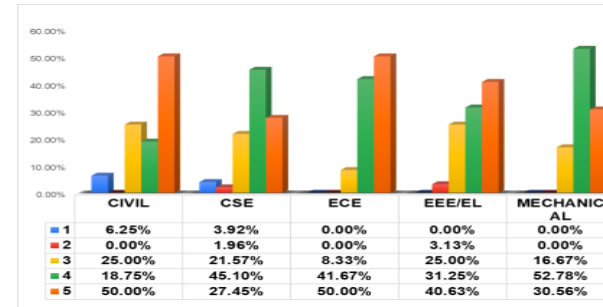
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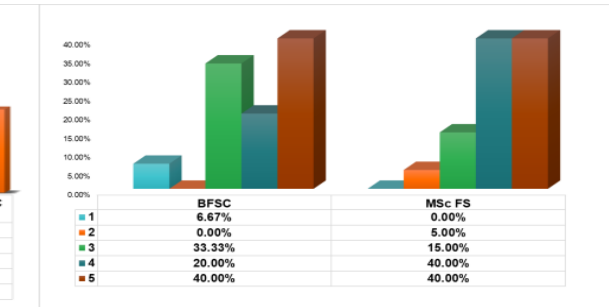
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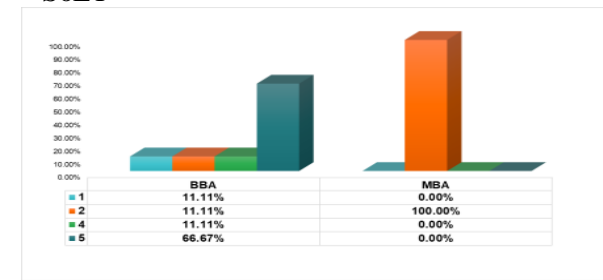
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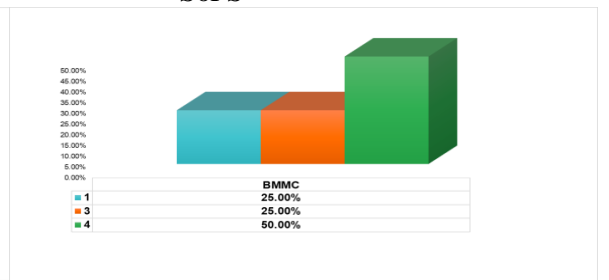
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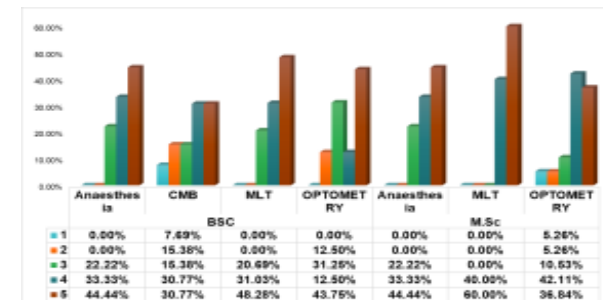
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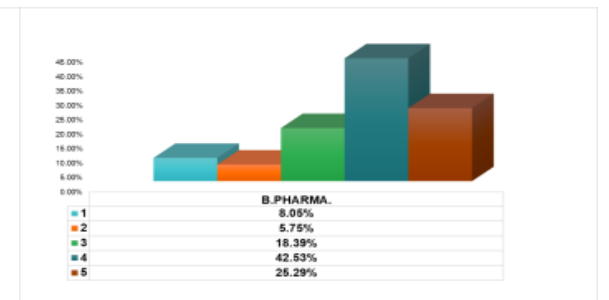
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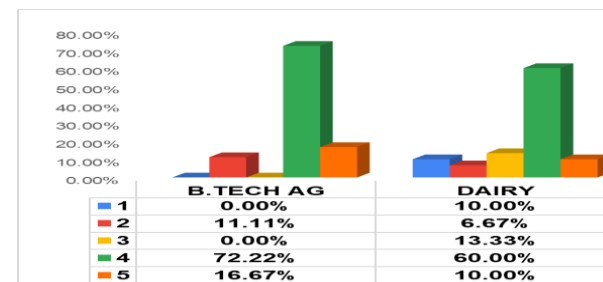
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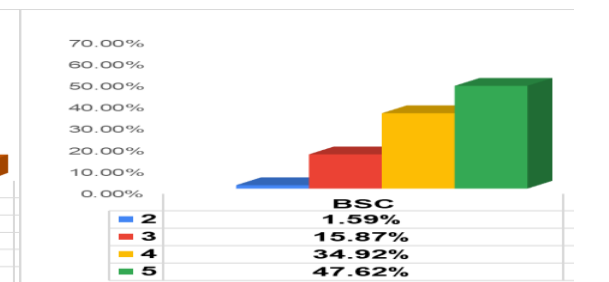
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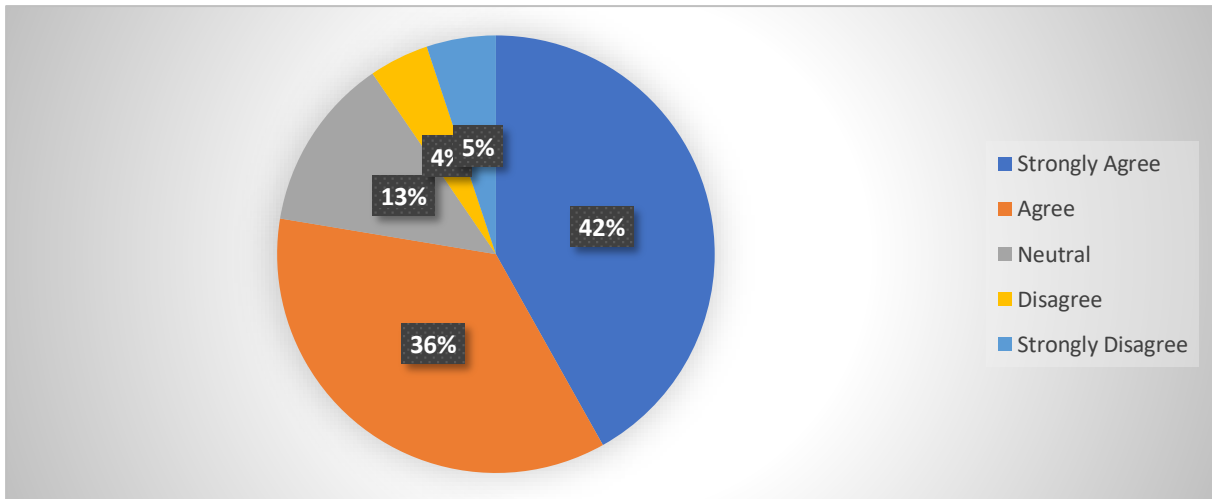
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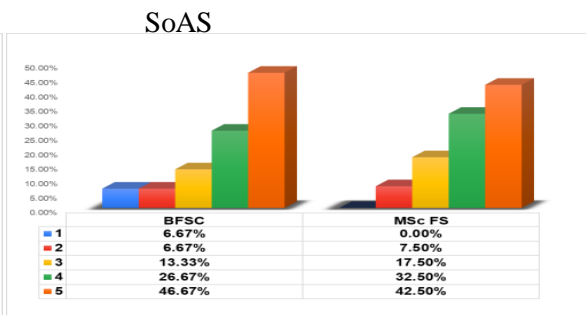
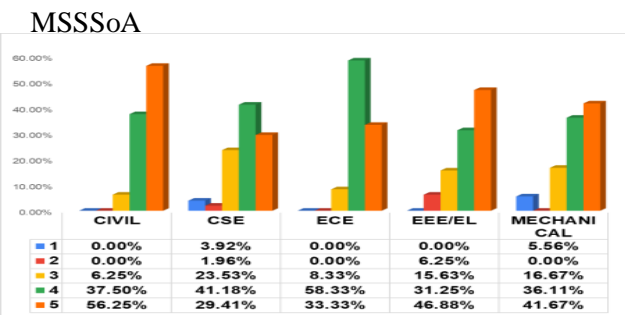
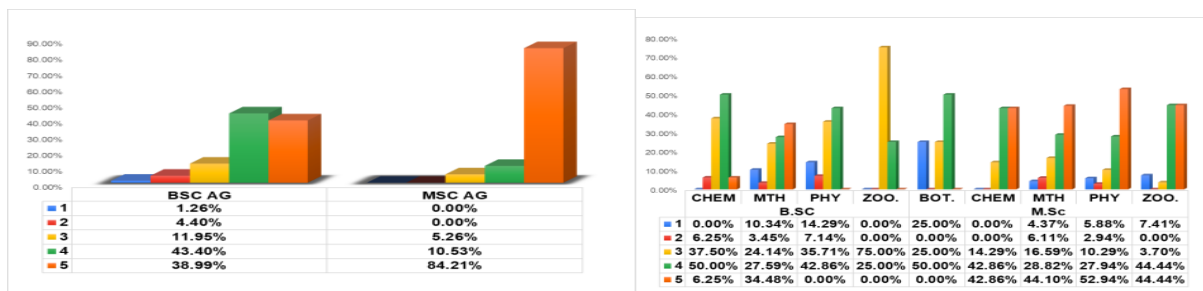
Analysis of feedback received shows around 76%(43% “strongly agree” and 37% “agree”) of students found the domain courses offered to them as useful and interesting, Students can opt for courses of their interest from diverse courses offered in the programme scheme. Majority of students showed their agreement on significance of these domain courses in getting job placements and fulfilling industry requirements. Around 4% students strongly disagree and 5% disagree.

Graph 3.1.8

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

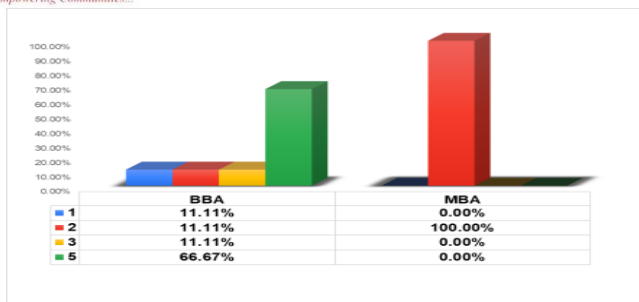


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

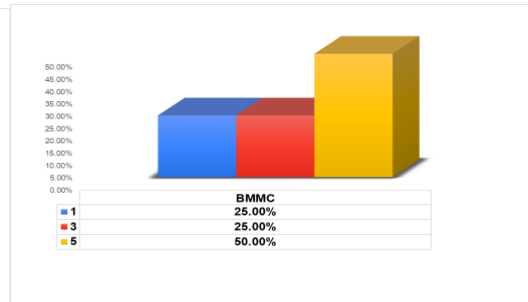


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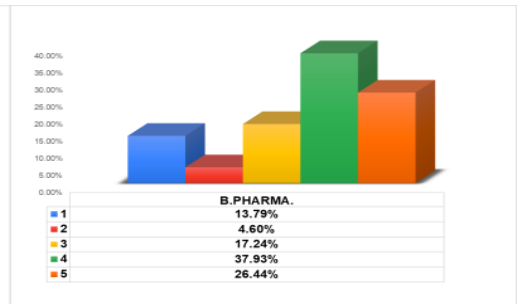
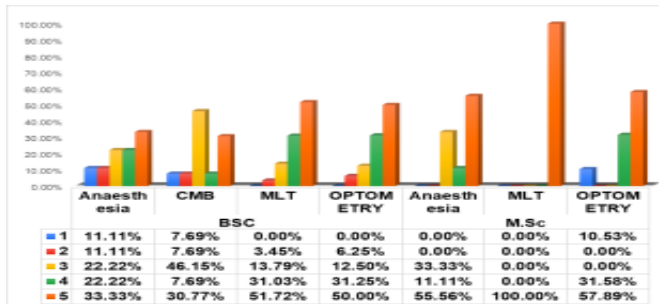
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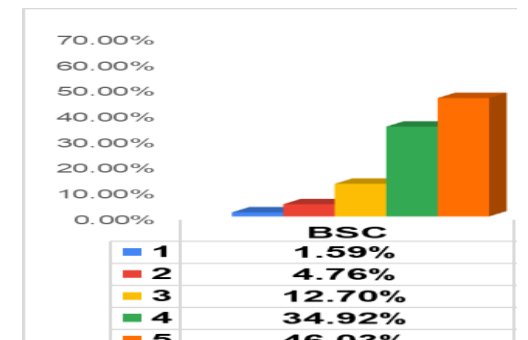
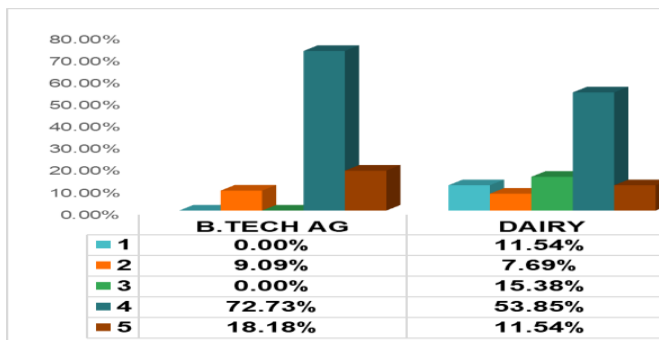


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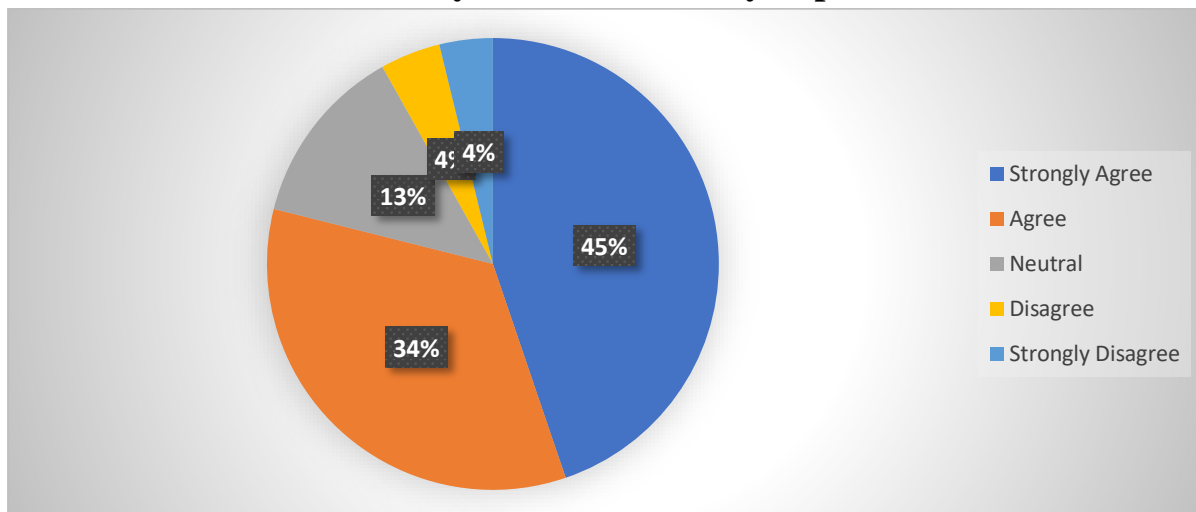
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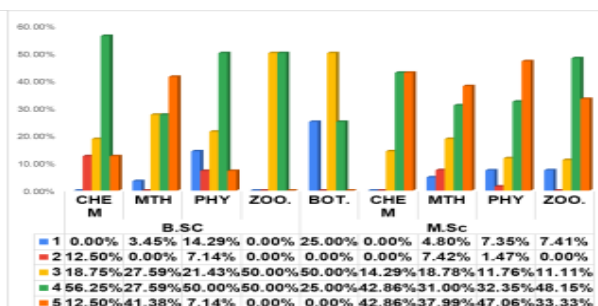
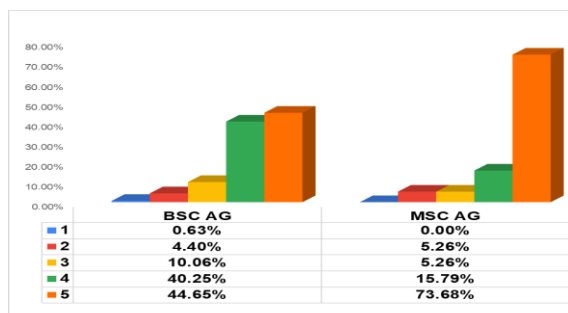
The curriculum gives hands on experience to the students through projects, live projects, workshops, use of industry relevant software, study tours, industrial visits, industry trainings / internships etc. The chart reveals that the students' feedback on the curriculum give hands on experience through projects, live projects, workshops, use of industry relevant software. Around 42% students strongly agreed and 36% agreed. Only 9% students they are not happy with the curriculum (5% “strongly disagree” and 4% “disagreed”). Students are always encouraged to pursue live projects.

Graph 3.1.9

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

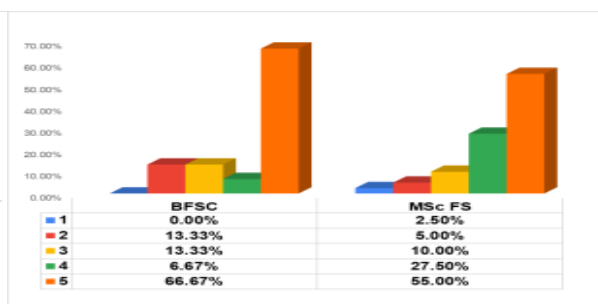
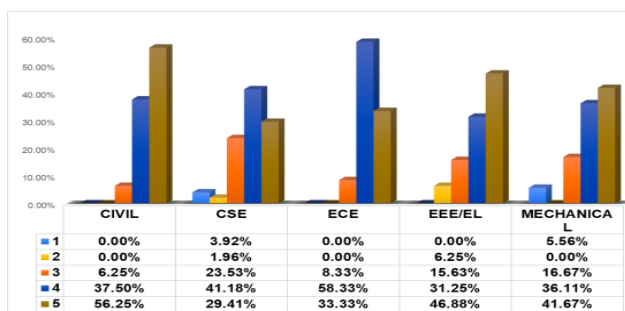


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



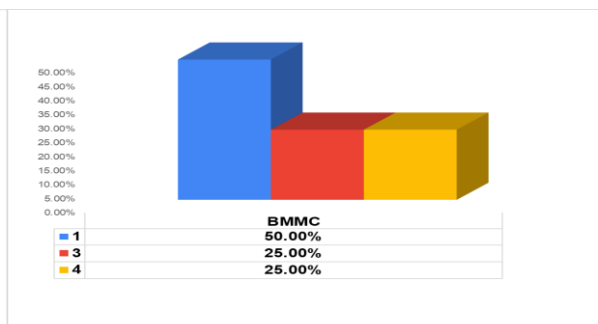
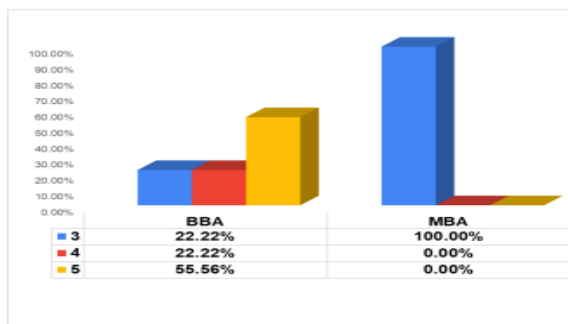
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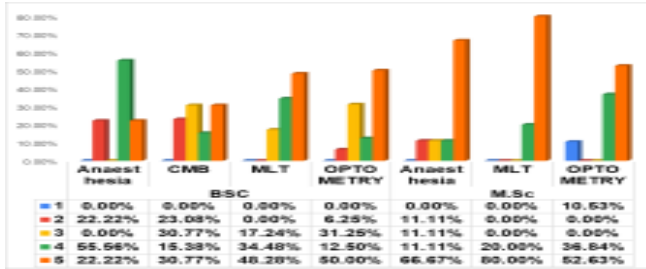




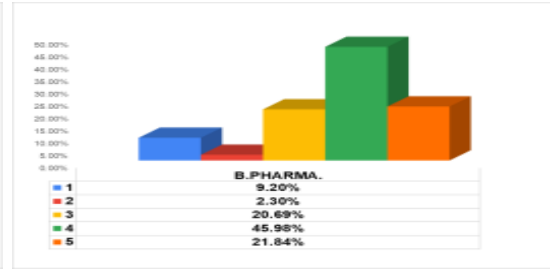
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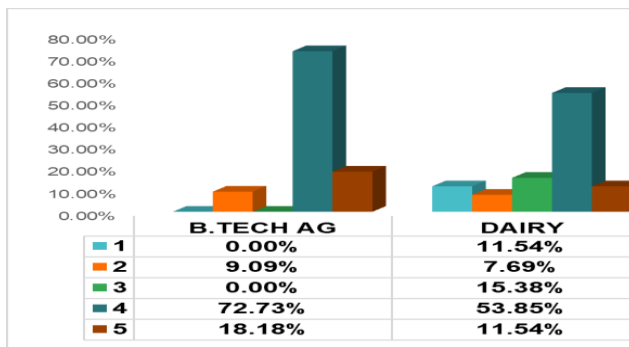
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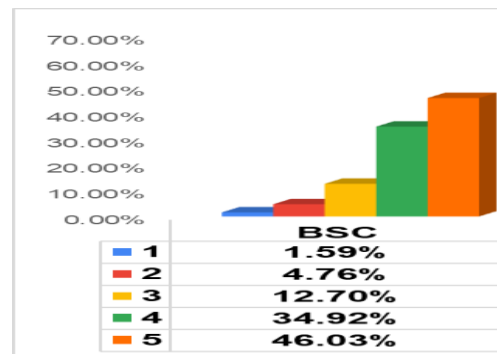
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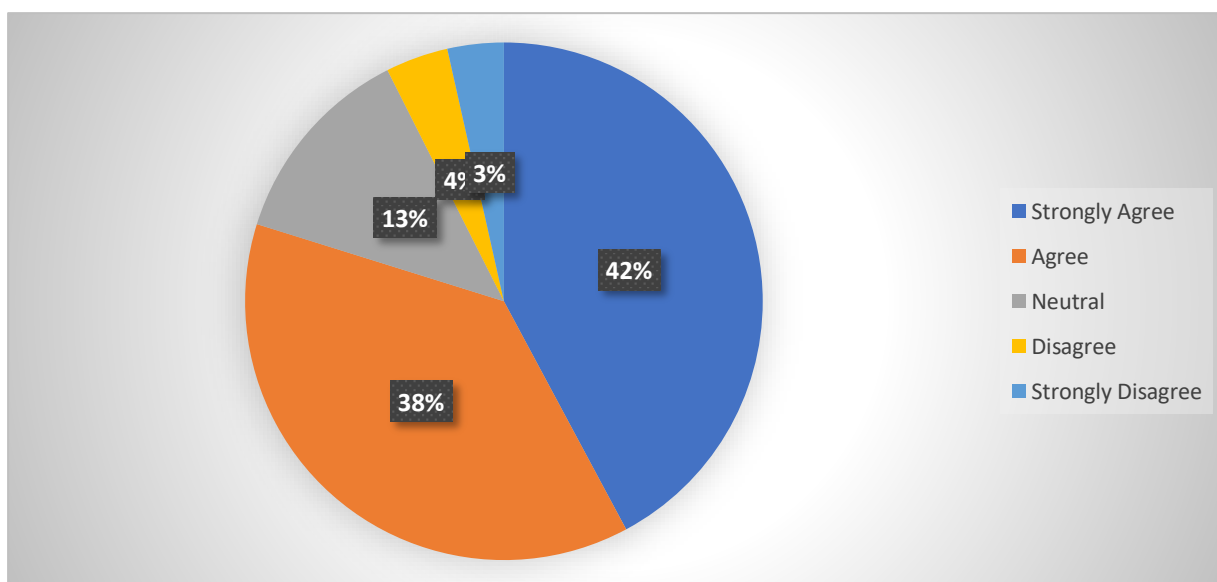


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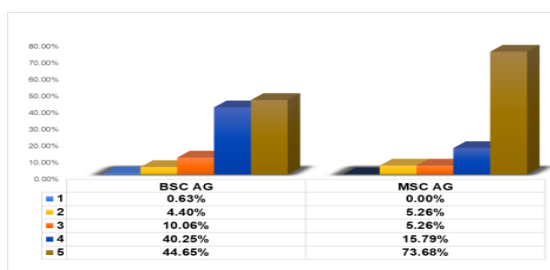
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The students were surveyed on the effectiveness of lab experiments and academic tasks. Approximately 45% are strongly agreed and 34% agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts. 4% students are strongly disagreed and 4% disagreed.

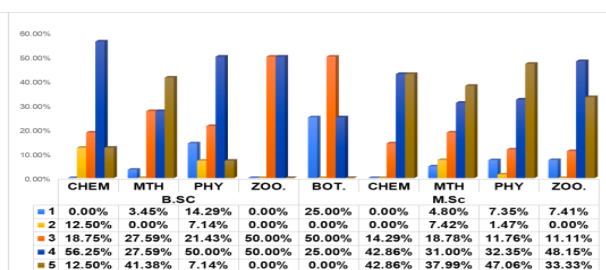
Graph 3.1.10
You are satisfied with the course combination you have chosen as per CBCS



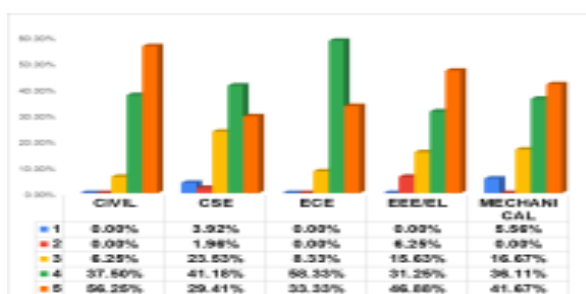
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



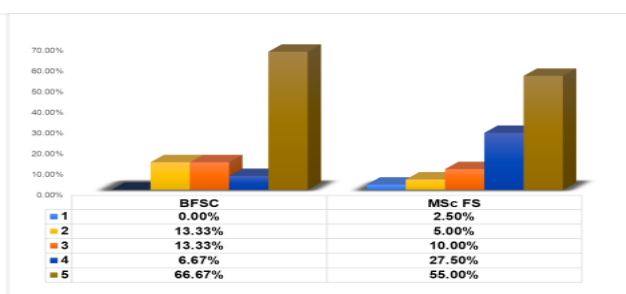
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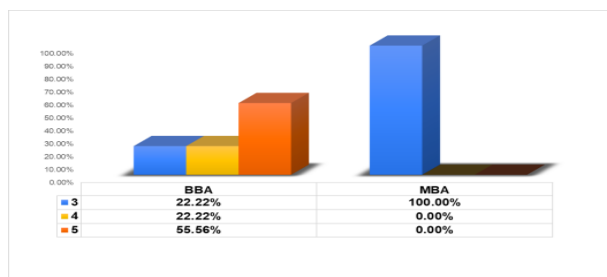
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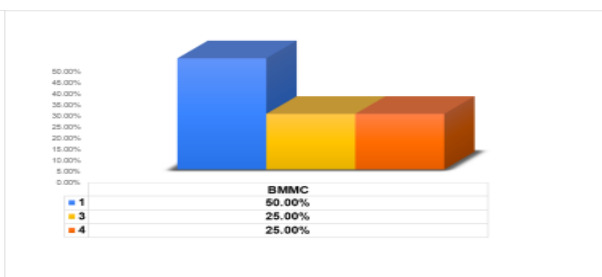
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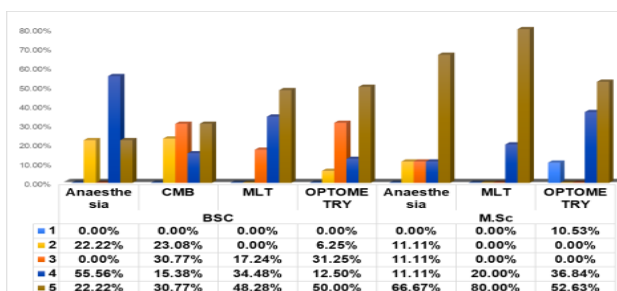
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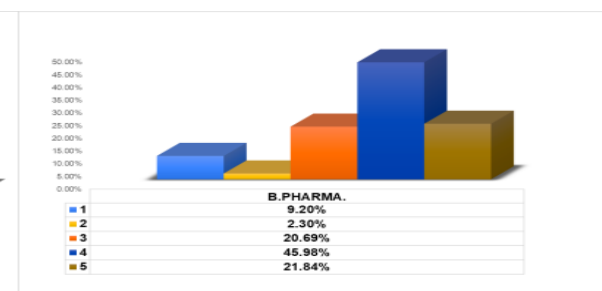
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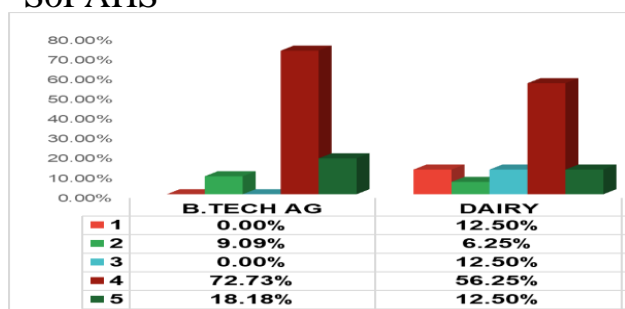
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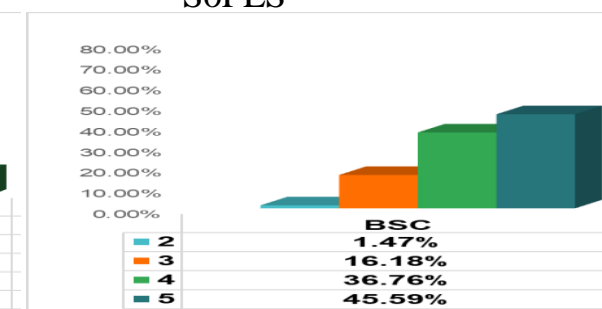
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As per Choice Based credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 42% of the students are strongly agreed and 38% agreed and around 7% of students are dissatisfied (3%”strongly disagree” and 4% “disagree”).

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

- Industry exposure visit should be part of curriculum.
More number of Magazines should be available in the library
- Students should be part of teaching process, students should take 20 minutes class on given topic to develop their confidence.
- Industry people should be invited for interactions to know about product, marketing strategy, company culture and many more.
- Addition of Industrial Visits and educational tours to the curriculum.



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- More Industry visits
- Practical class should be given more emphasis.

TEACHER FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

Throughout the academic year, the University conducts pre-Board of Studies meetings with all faculty members. These discussions will focus on improving the quality of pedagogical tactics used, course content, learning materials provided to students, student performance, and research initiatives. Around 38 faculty members are asked to provide essential input and suggestions on the teaching-learning process and research activities. External academicians are invited to serve on the Board of Studies at the university. Internal senior faculty and external subject specialists contribute input, which is carefully examined and argued. Suggestions that have been deemed to be valuable are then put up for consideration. Following these comments, the teacher has the authority to alter the course content after receiving formal approval from the Board of Studies

Feedback of around **38** teachers of various courses was collected in the session 2019-2020

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	20	13	1	2	2
Q.2	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.	17	15	2	2	2



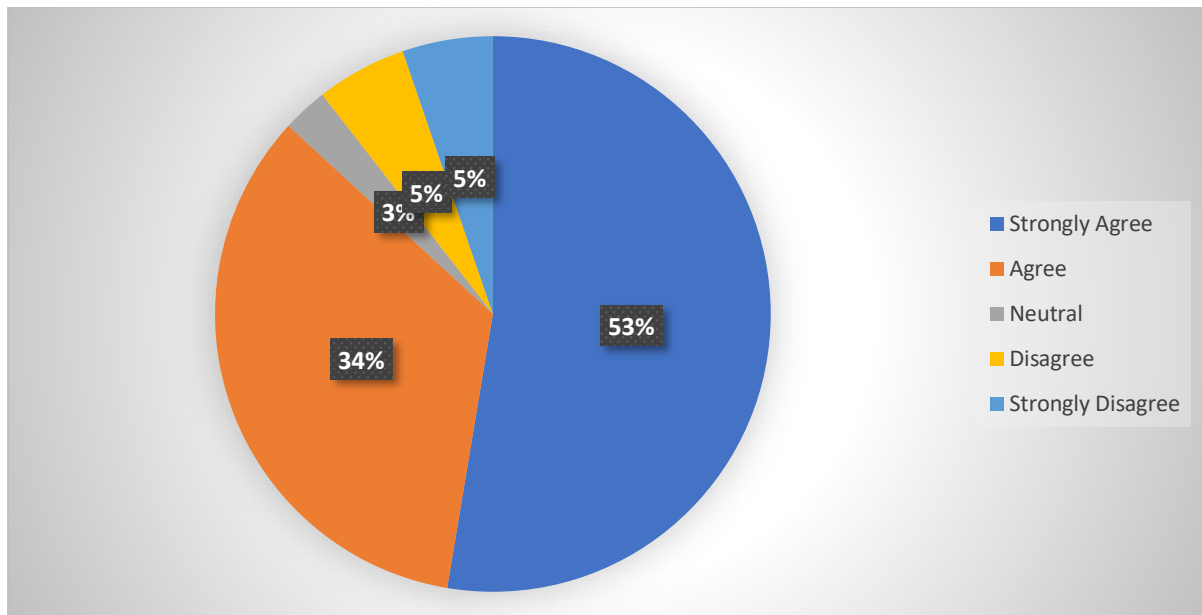
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Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	19	13	1	3	2
Q.4	The curriculum has right mix of Theory ,Practical and Project	20	11	2	3	2
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	21	11	3	2	1

Graph 3.2.1

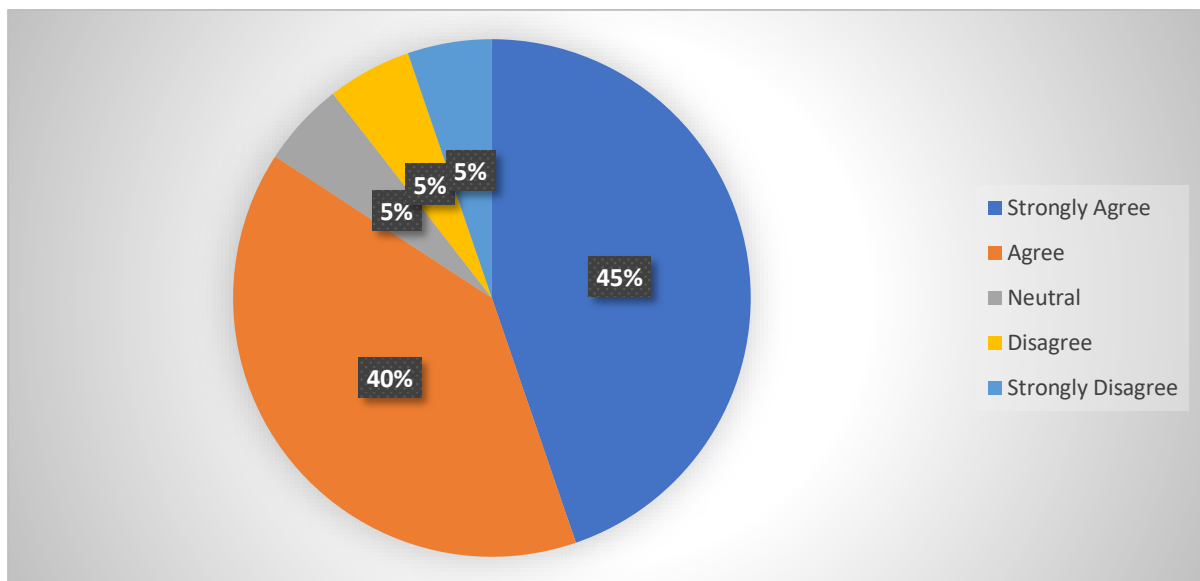
Syllabus is need based with respect to the recent advancements.



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

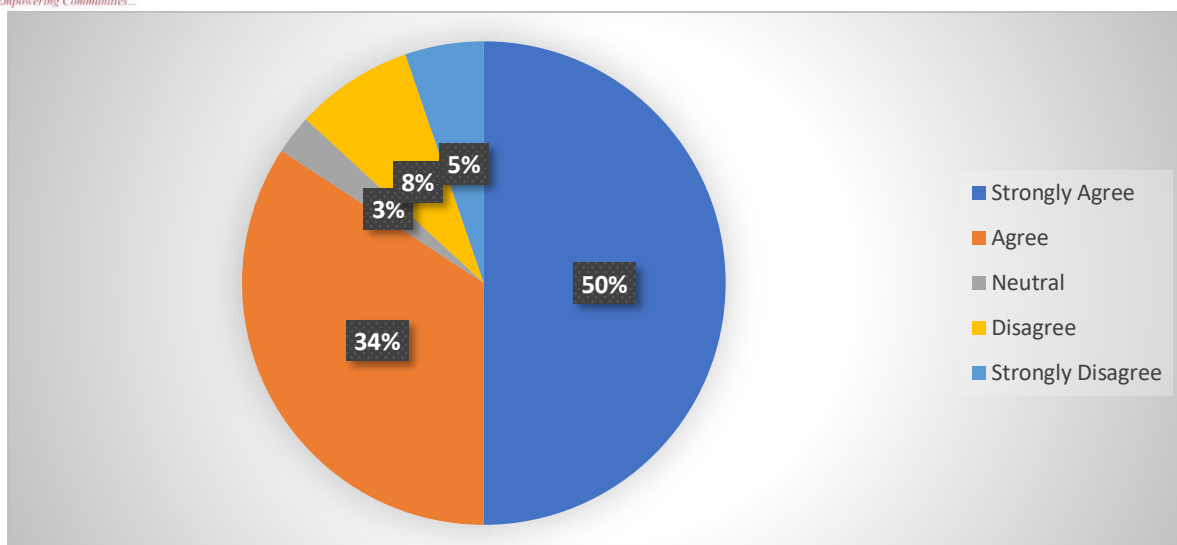
students and curriculum prepared for Industry. The analysis depicts that more than 53% of faculty members strongly agreed and 34% agreed with recent curriculum advancements. Whereas 5% strongly are disagreed and 5% disagreed.

Graph 3.2.2
Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.



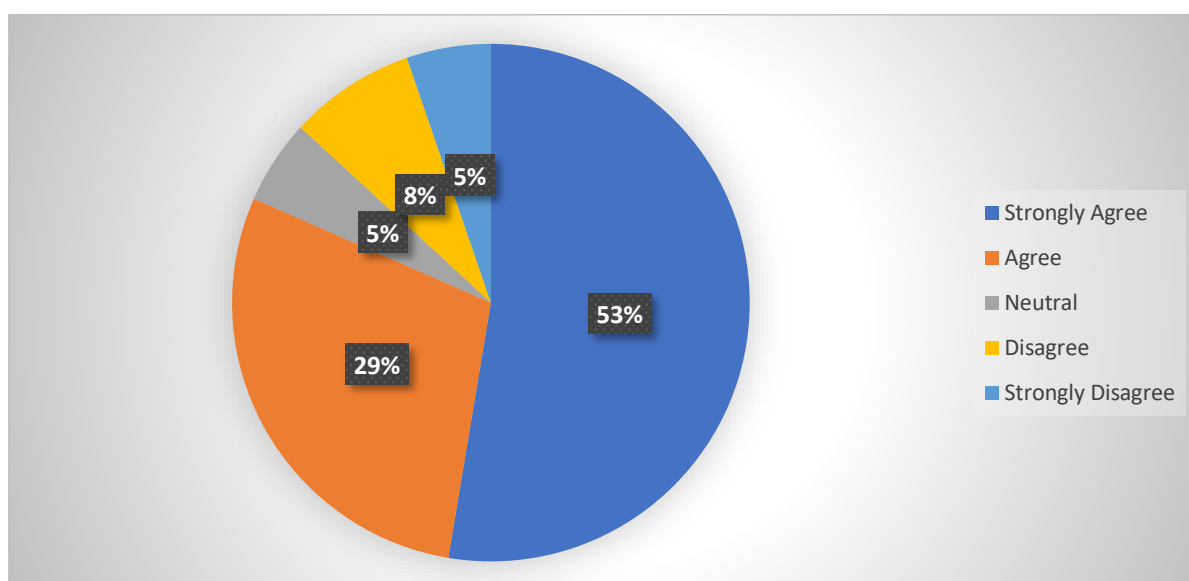
Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing more on depth of understanding and breadth of content coverage. The graph illustrates the percentage of respondents. Around 45% faculty were strongly agreed and 40% agreed with the breadth and depth of course content of the syllabus, whereas 5% were strongly disagreed and 5% disagreed.

Graph 3.2.3
The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.



Textbooks, reference books and CUTM Courseware 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. CUTM Courseware contents 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, 84 % (50% strongly agree and 34% agree) of teachers observed the availability of text books, reference books, and contents in Courseware for the students, whereas 5% are strongly disagreed and 8% disagreed.

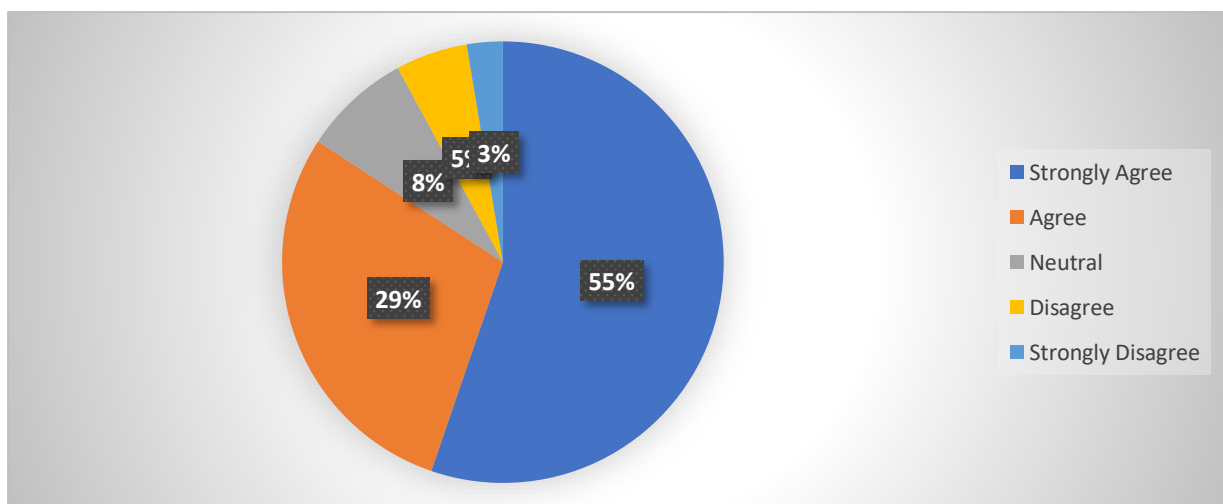
Graph 3.2.4
The curriculum has right mix of Theory ,Practical and Project



The graph depicts the percentage of respondents. As per this analysis, it was found that 82%(53% strongly agree and 29%agree) of faculty members were highly satisfied about the preparedness of academic tasks and practical experiments and projects as per the instruction plans. It was found and a strength of 13% (5 % strongly disagree and 8% disagree)not happy with same.

Graph 3.2.5

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



The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship. 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. The above chart explains the percentage of respondents. A majority of 55% teachers strongly agreed and 29% agreed with the level of learning from academic tasks, 3% showed strong disagreement and 5% disagreement with the above mentioned statement.

Further, the following points were also expressed by the Teachers

- Curriculum seems to be very lengthy.



- Some chapters to be revised. We don't find sufficient time for revision of the course in class.
- Three to four classes in each course should be blank, Teachers would teach what fundamental prerequisite knowledge students need to understand will be utilized in those blank classes to understand the chapter more clearly.
- The syllabus needs to be revised. Ethics and Moral Science should be discussed more.
- Sufficient time should be provided to students for Library for day scholars.
- More reference online materials and case studies should be added in the CUTM Courseware.
- Student's seminars should be conducted more frequently and it should be part of curriculum.

ALUMNI FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

In the session 2019-2020, our University collected and analyzed the feedback from around 98 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.	28	37	16	6	11
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	32	35	11	12	8
Q.3	Does the curriculum have reasonable practical and	33	38	12	9	6



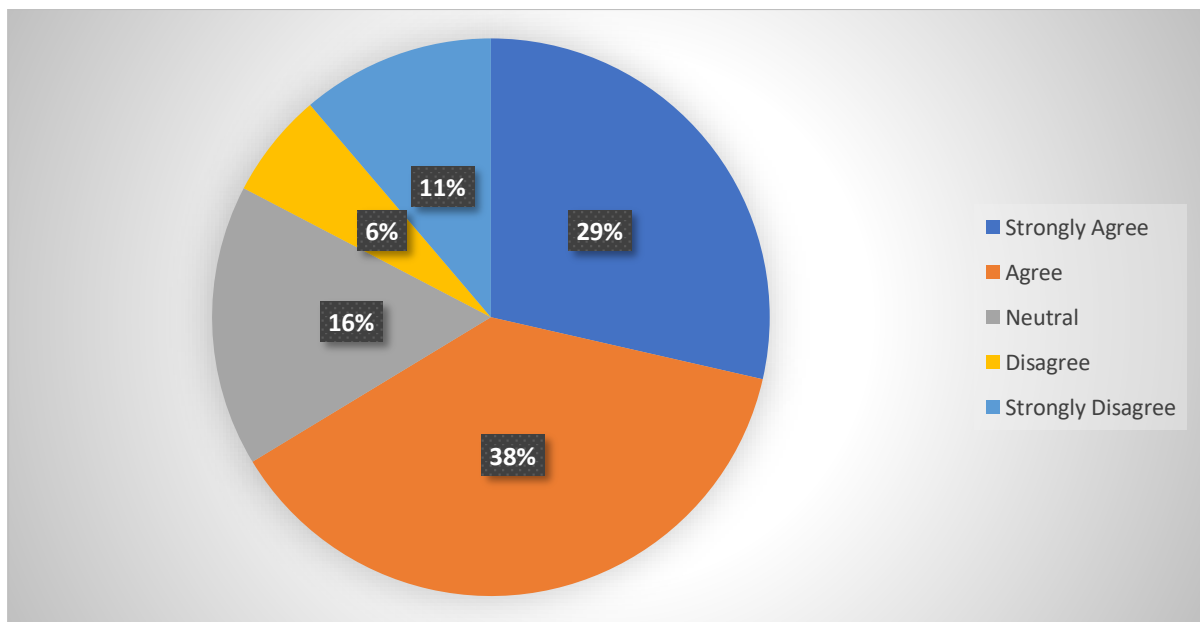
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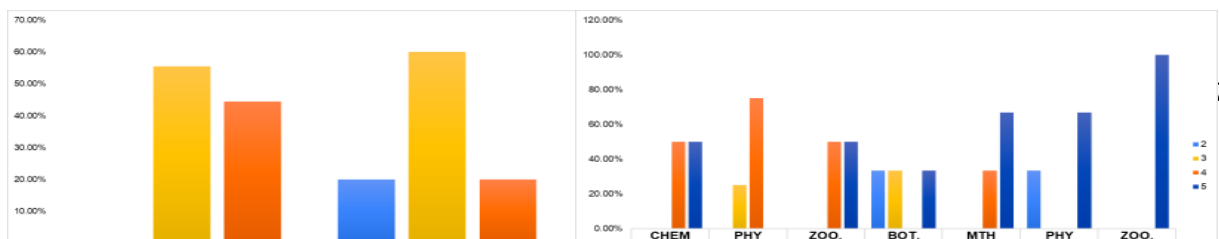
	laboratory skills for analysis and design?					
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	28	39	16	9	6
Q.5	How do you rate the curriculum in written and oral communication abilities?	37	31	16	6	8
Q.6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?	29	32	21	7	9
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	28	41	16	8	5

Graph 3.3.1

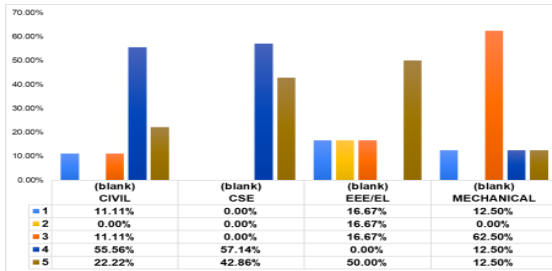
The current syllabus is adequately updated from the one followed during your course of study.



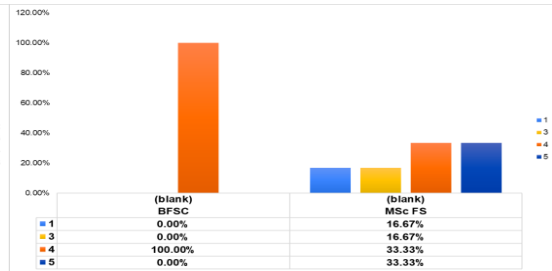
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



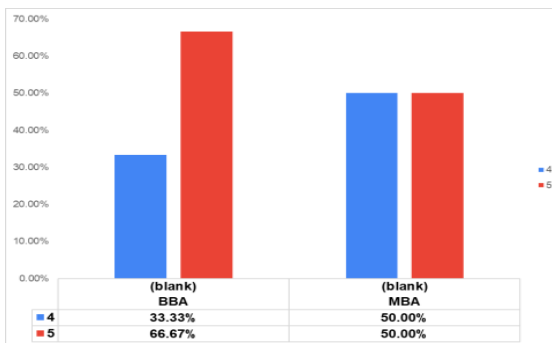
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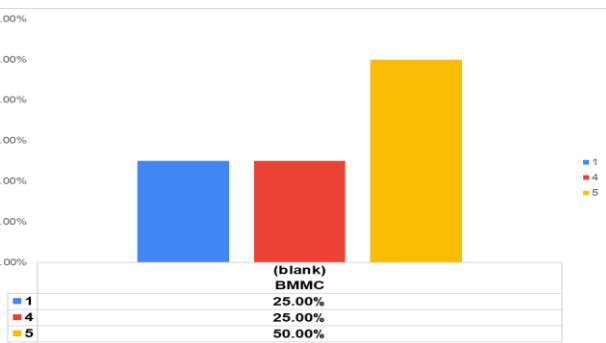
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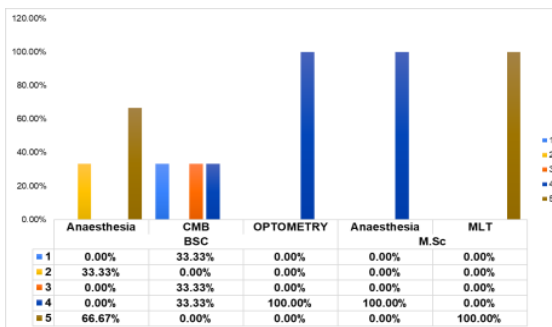
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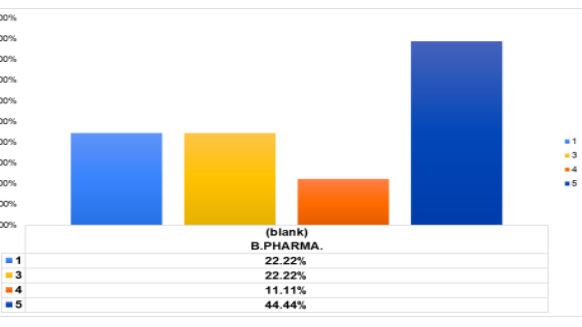
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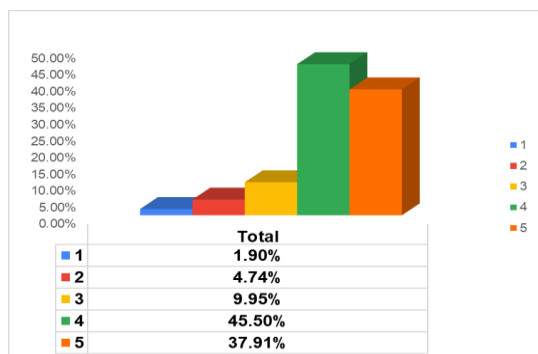
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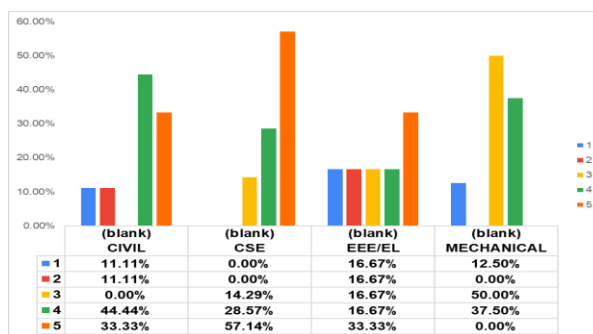


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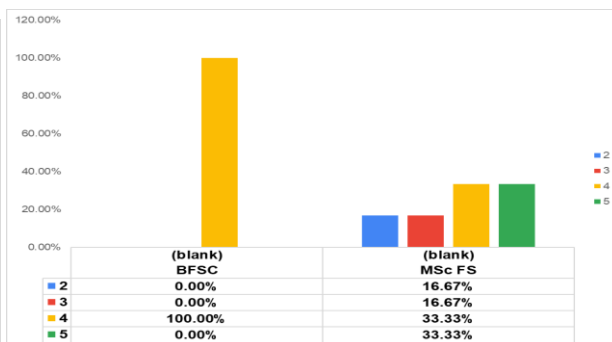


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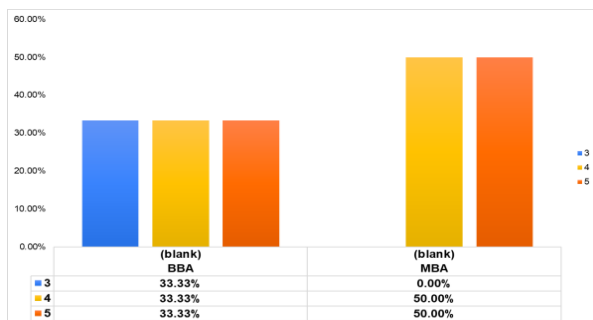
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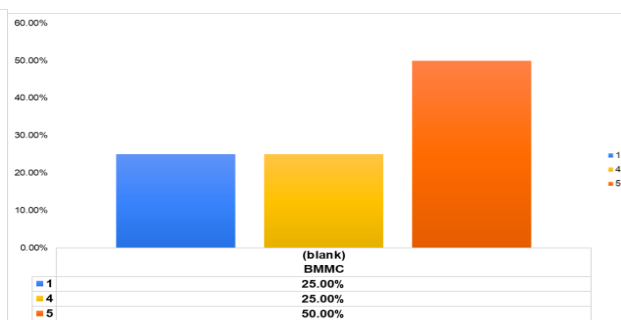
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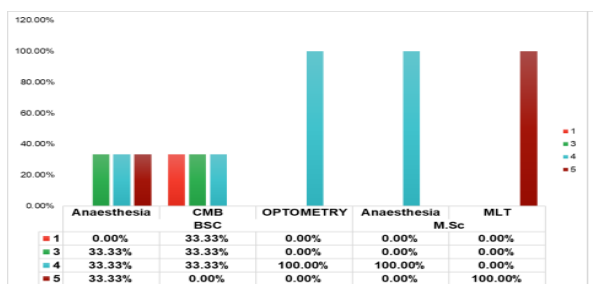
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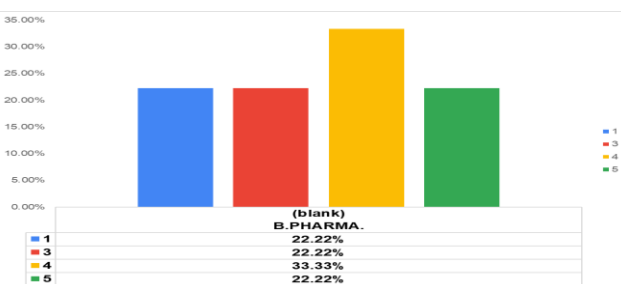
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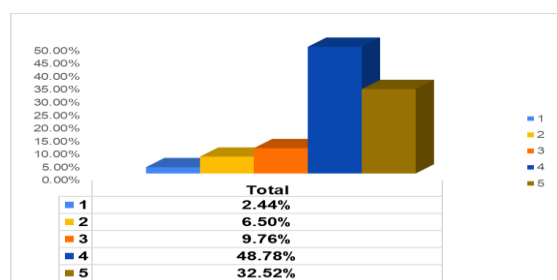
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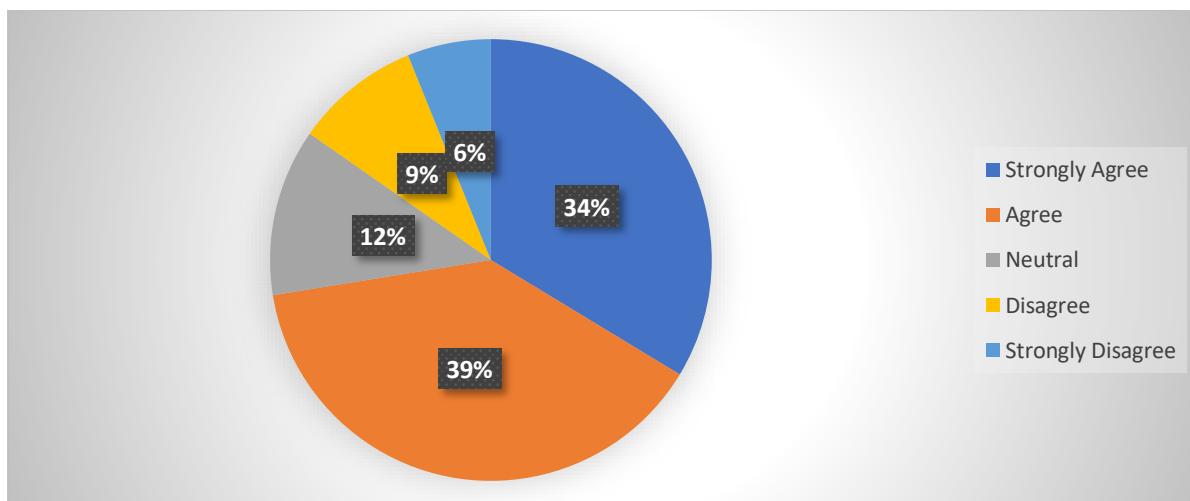
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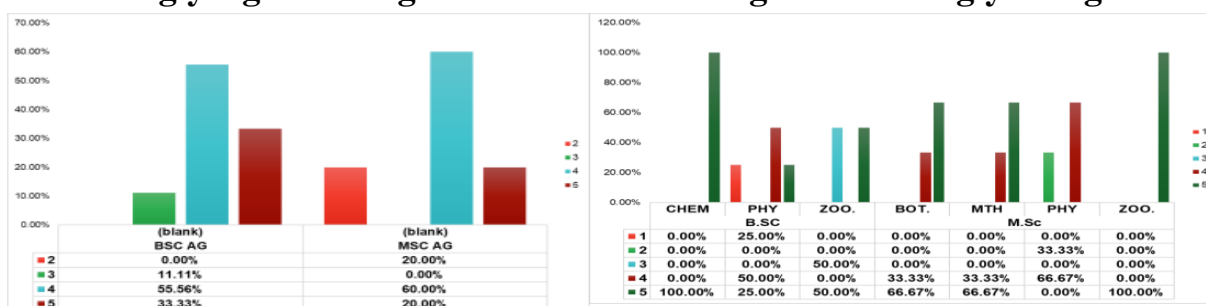
The majority of alumni have agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately, 33% of the strength strongly agrees and 36% agree with the assessment pattern adopted by the University for individual course is useful in grasping the concepts application. A relative few count of 8 %strongly disagreed and 12% disagreed.

Graph 3.3.3

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

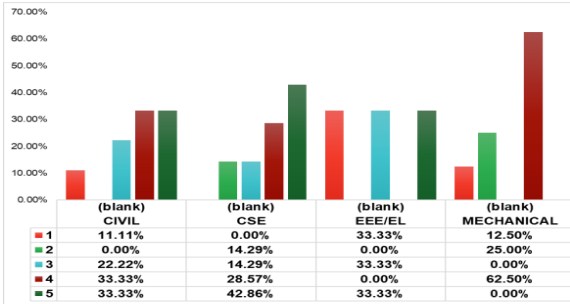




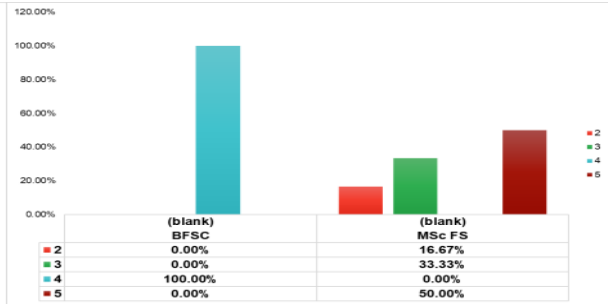
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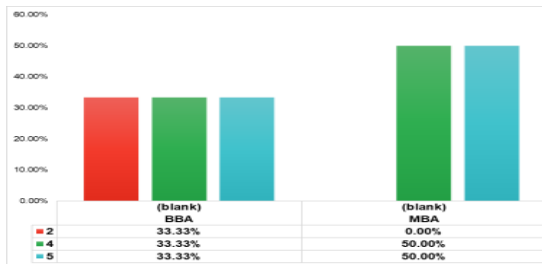
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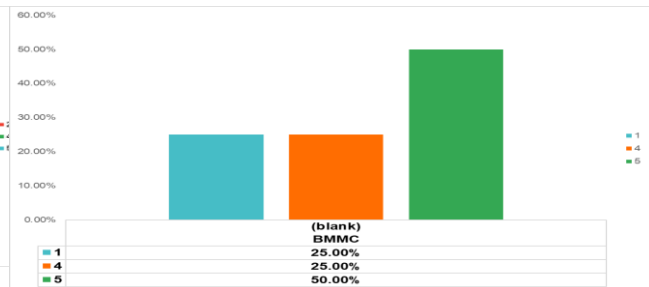
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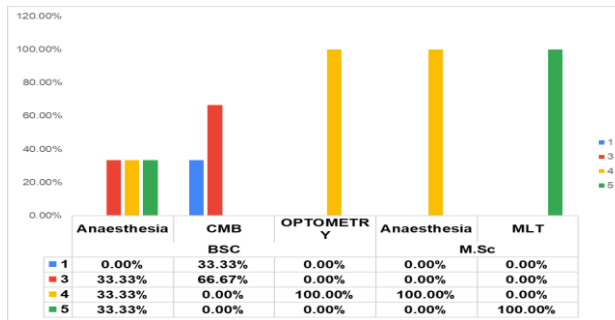
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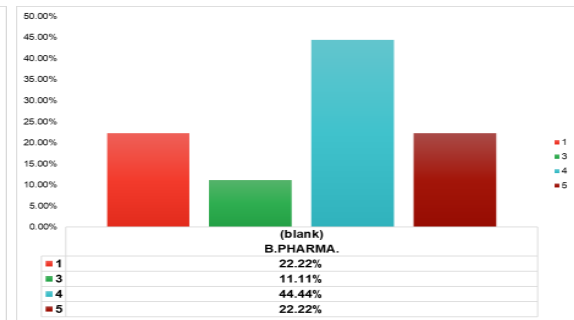
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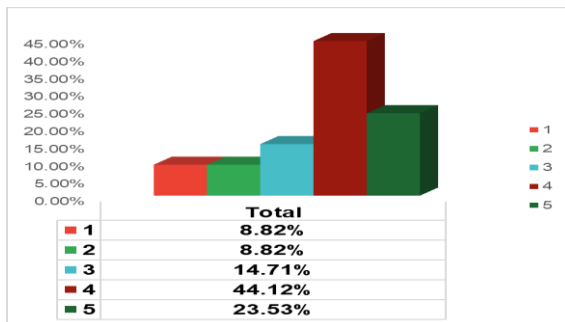
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In order to assure that students learn in an efficient way, theory and practical courses are included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyze and design. The graph depicts the percentage of respondents. As per this analysis, it was



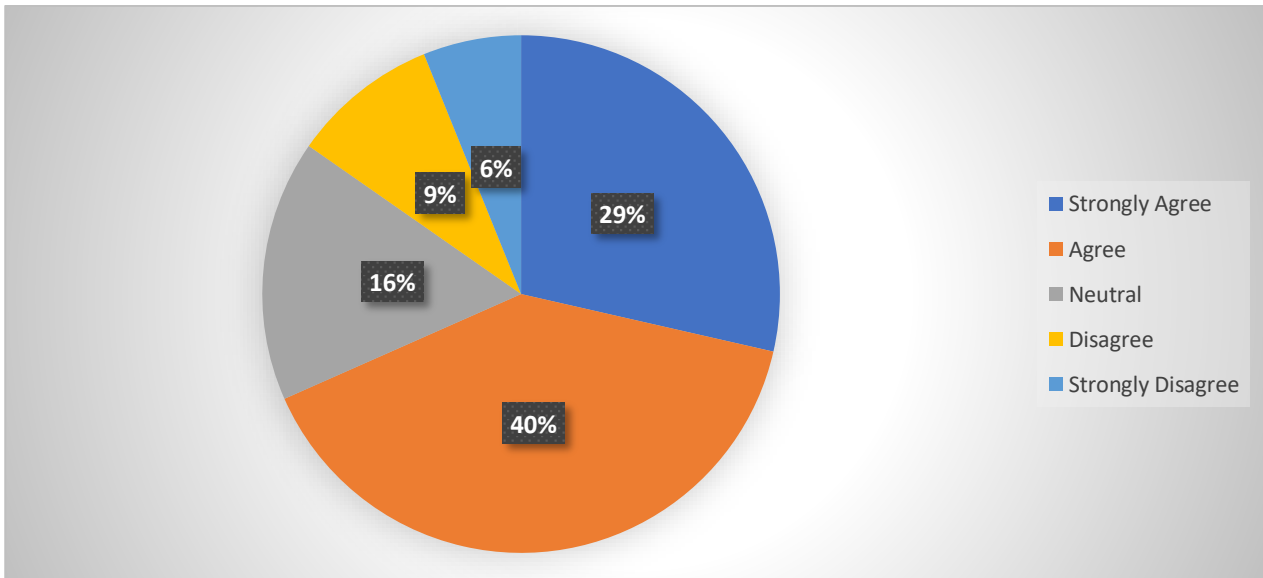
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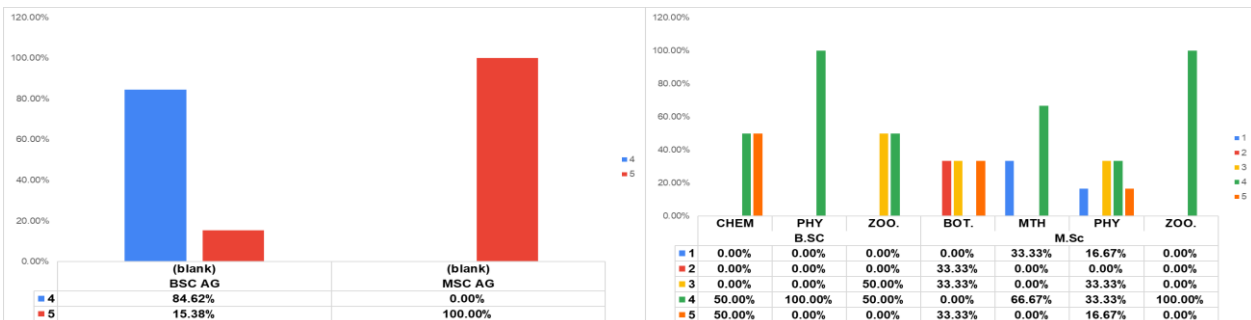
found that 34 % of alumni strongly agreed and 39% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found that a small strength of 6% alumni showed strong disagreement and 9% disagreed.

Graph 3.3.4

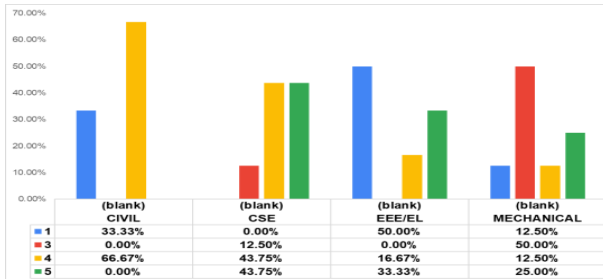
How do you rate the curriculum with respect to professional ethics and behavior?



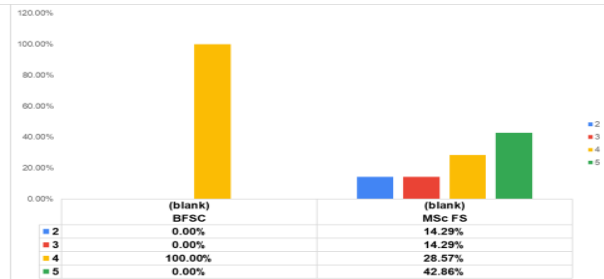
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



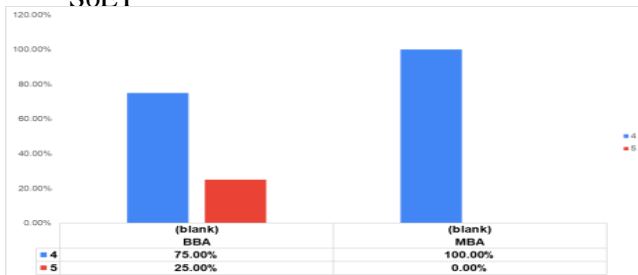
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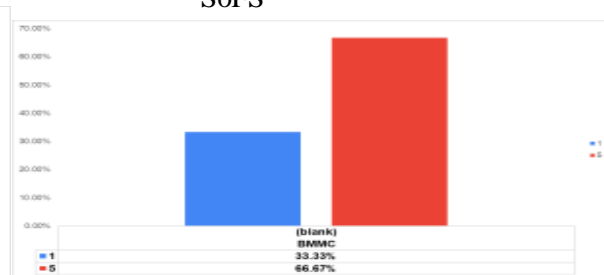
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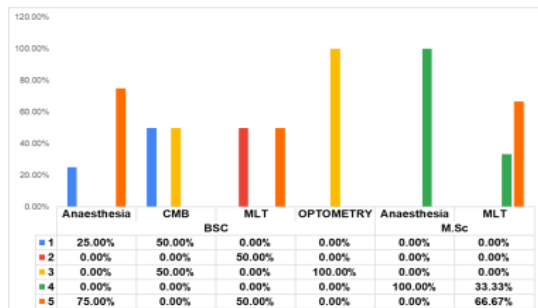
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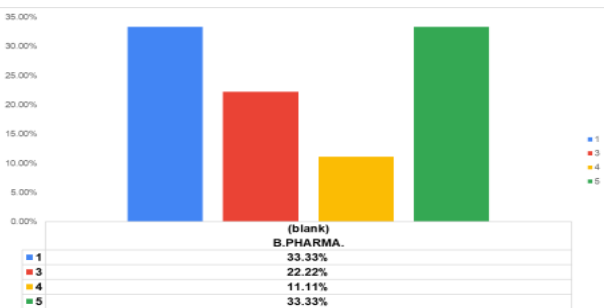
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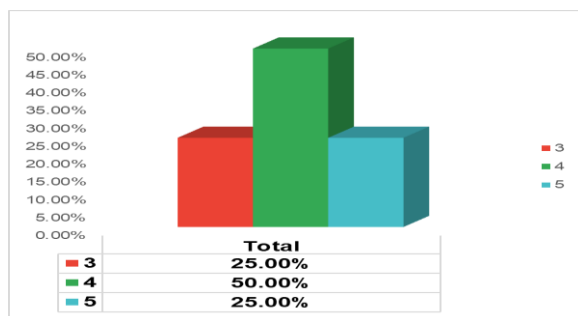
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Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioral ethics in the student so as to make them presentable and ready for outside world. Around 29% of alumni are

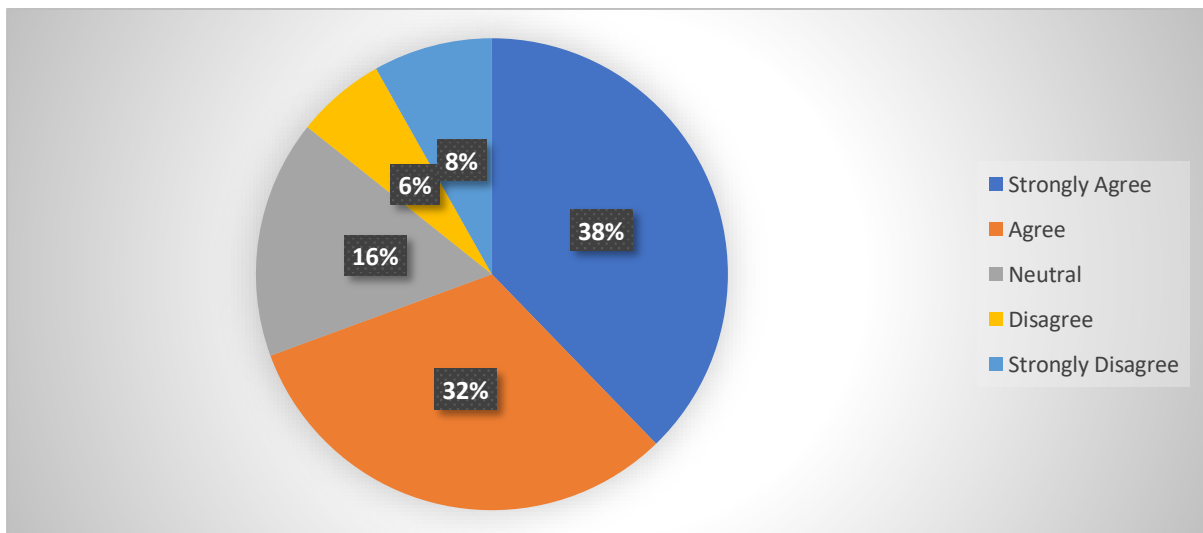


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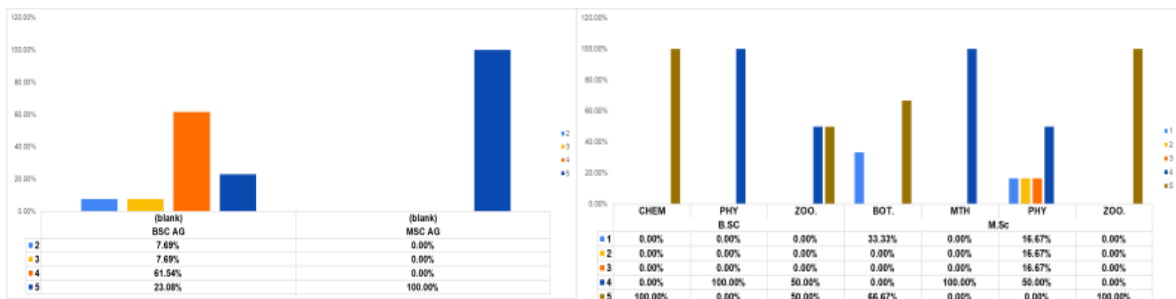
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strongly agreed and 40% agreed with the Professional ethics and behavior inputs in the curriculum while around 6% of alumni strongly disagreed and 9% disagreed.

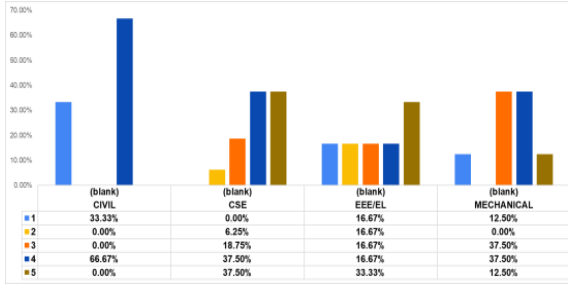
Graph 3.3.5
How do you rate the curriculum in written and oral communication abilities?



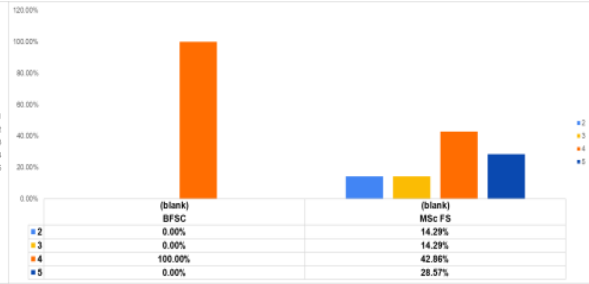
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



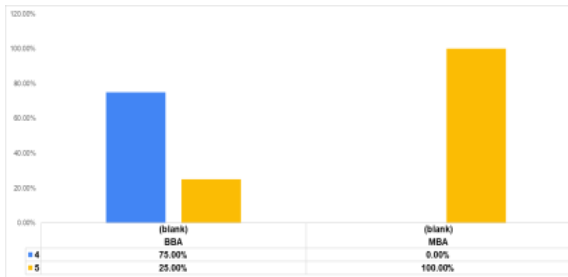
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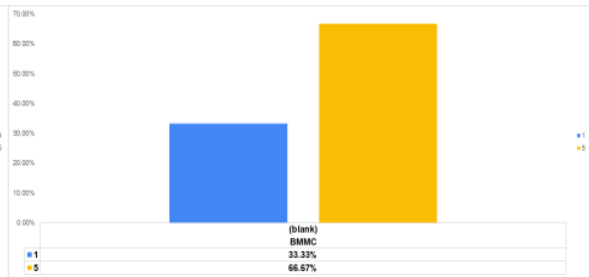
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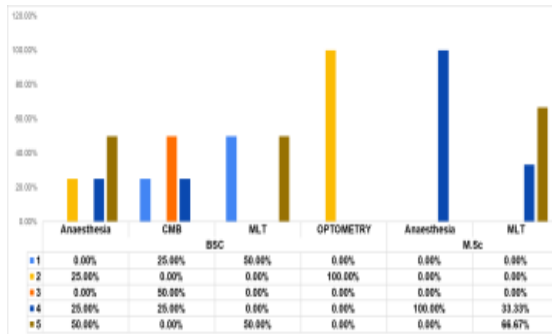
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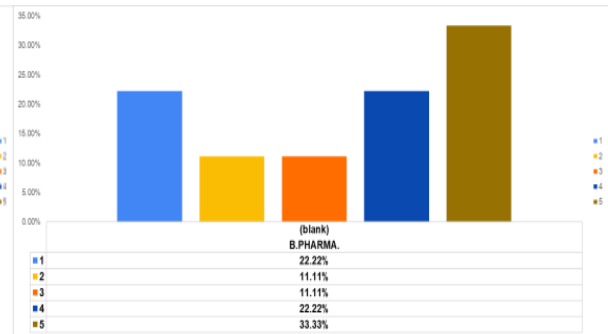
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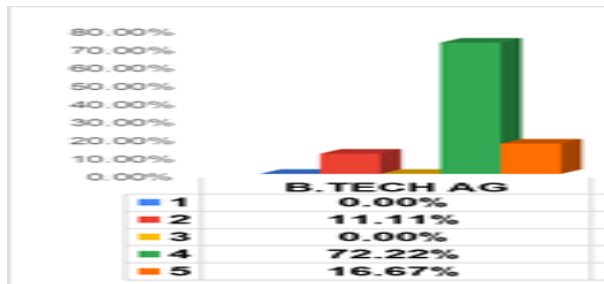
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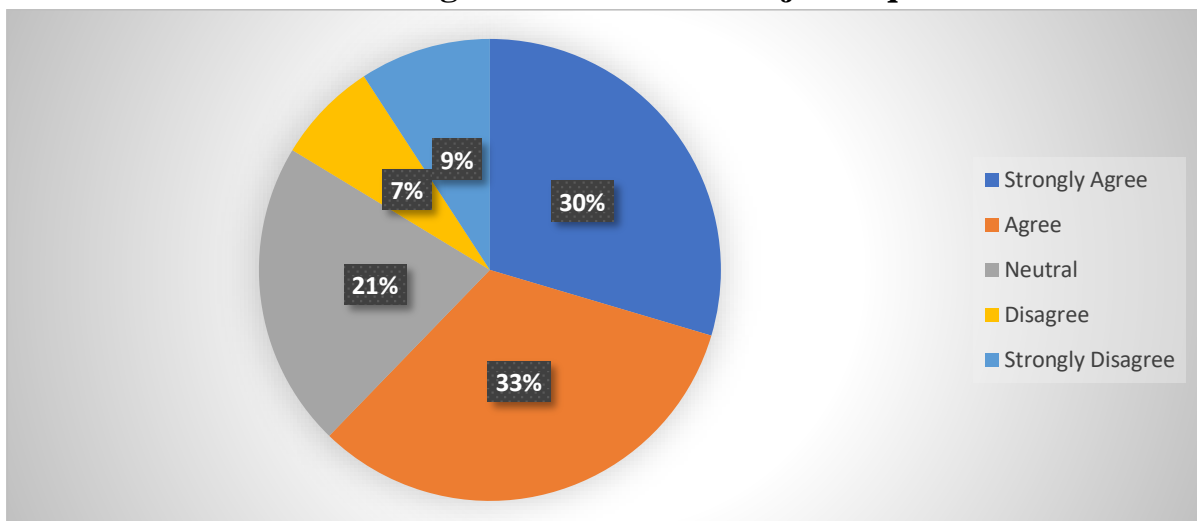
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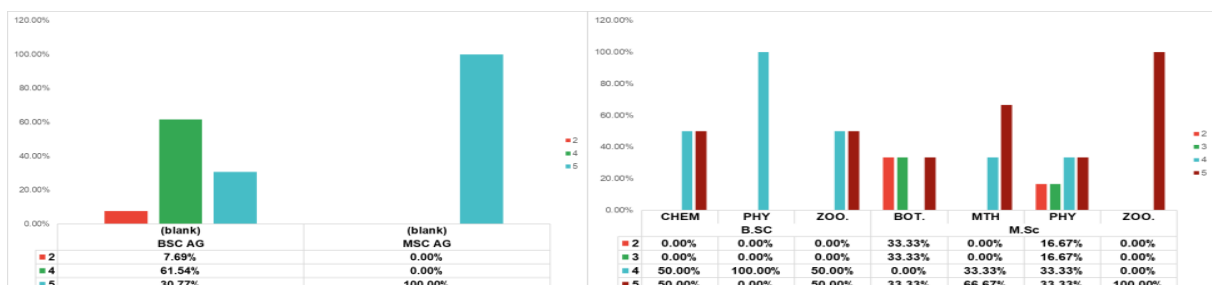
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication skills like gestures, body-language and voice tones effectively. More than 38% of alumni strongly agreed and 32% agreed with the level Professional Enhancement/Communication skills input in the curriculum, and nearly 8% strongly disagreed and 6% disagreed with the above mentioned statement.

Graph 3.3.6

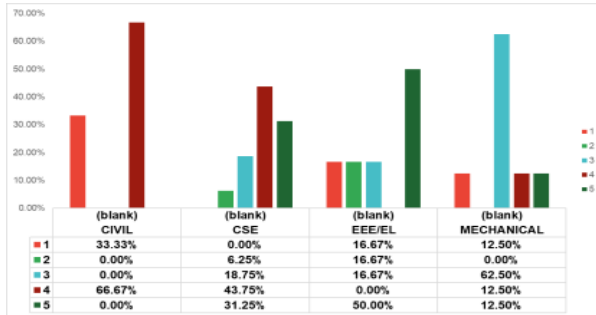
Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements



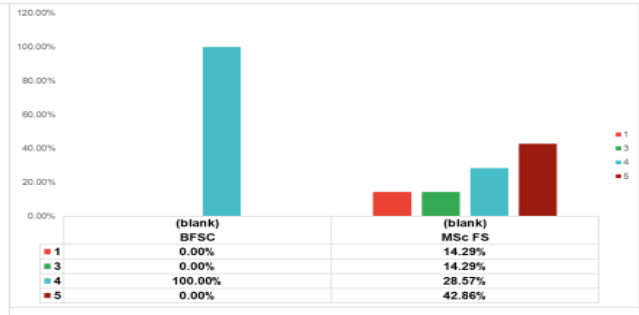
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



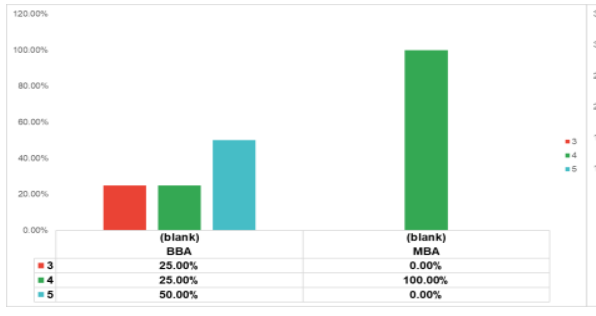
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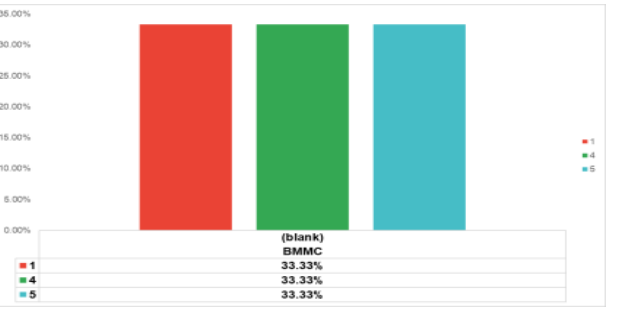
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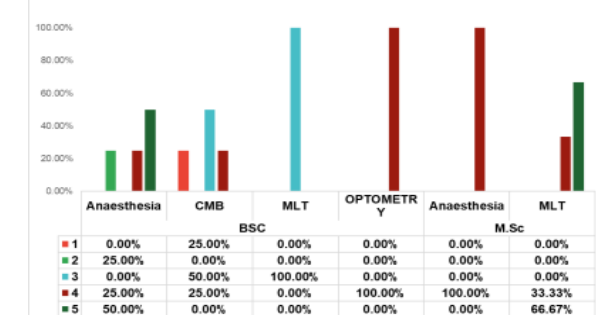
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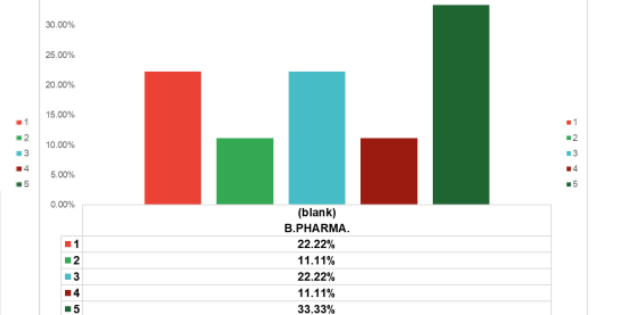
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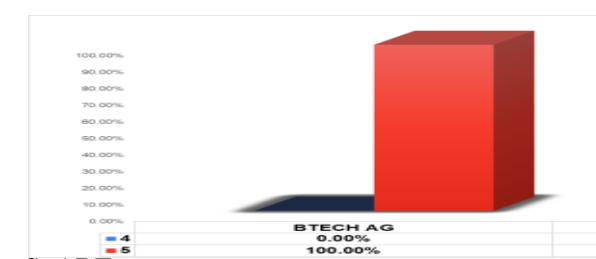
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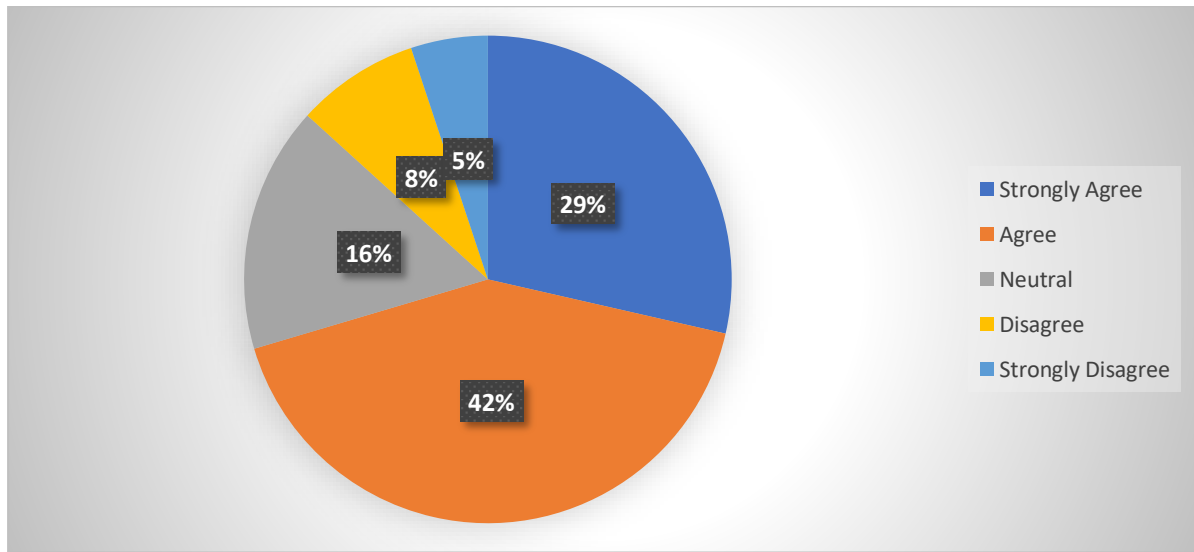
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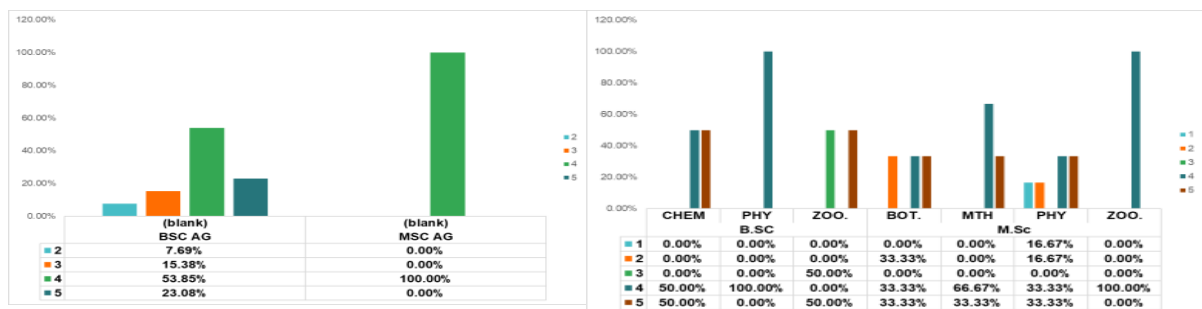
Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities.

The graph depicts the percentage of respondents. As per this analysis, it was found that 30 % of alumni were strongly agreed and 33% agreed in this context. 9% Alumni strongly disagreed and 7% disagreed.

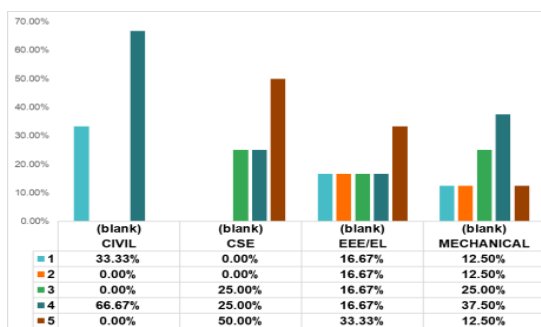
Graph 3.3.7
Overall satisfaction with the current program in meeting its educational objectives.



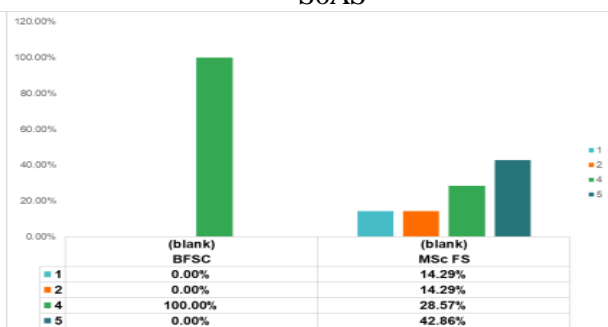
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



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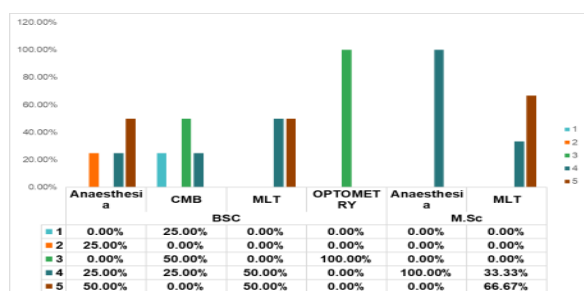
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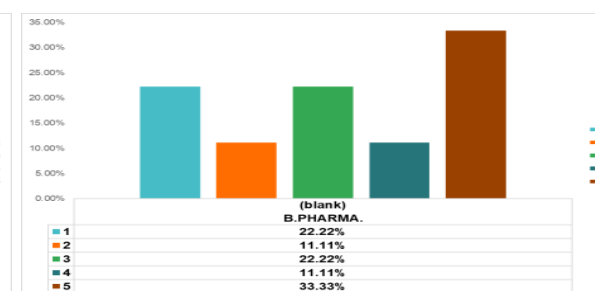
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Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that more than 29% of alumni strongly agreed and 42% agree with recent curriculum with respect to educational objectives. Around 5% strongly disagreed and 8% disagreed.

Further, the following points were also expressed by the Alumni

- Students should interact with more number of Industry people. University should arrange number of programs where they will get opportunity to interact.
- Corporate environment should be created for pre-final year and final year students, where student will learn necessary etiquettes and body language apart from Communication skills.
- Practical skills should be focused.



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- The course should have strong link with industry, especially practical course and projects.
- Equal importance should be given to Theory, Practice and Projects.
- Teachers should be Techno-savvy to deal with technical issues during practice as well in theory classes.
- Classes should be intersecting. Teacher should generate more interest in the subject.

EMPLOYERS FEEDBACK ANALYSIS

For session 2019--2020, feedback was collected from **30** 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.

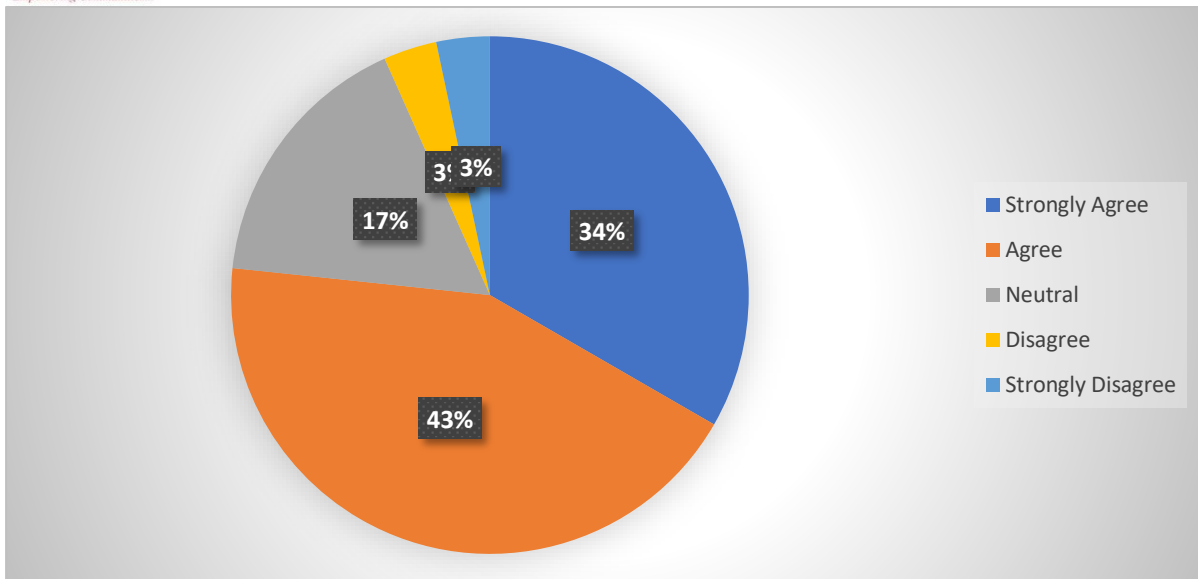
RESPONSE COUNT



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	5	1	1
Q.2	Do our students have reasonable knowledge and hands on skills for analysis and design?	7	16	5	1	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	10	14	3	1	2
Q.4	How do you rate our students in written and oral communication abilities?	8	16	4	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?	11	15	2	1	1
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	13	12	2	1	2

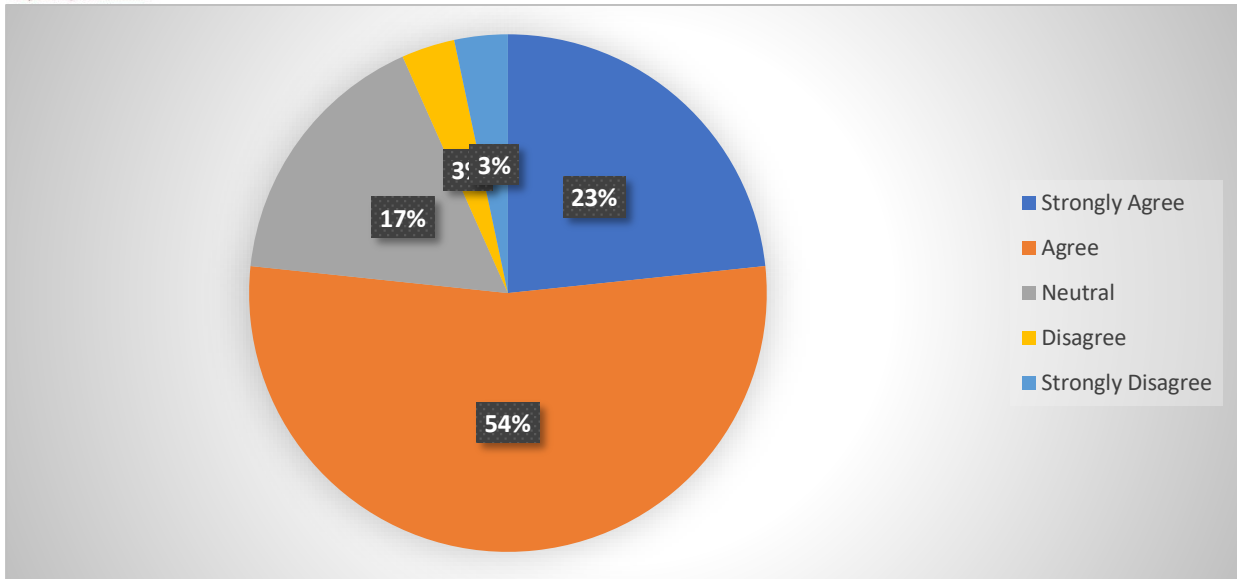
Graph 3.4.1

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



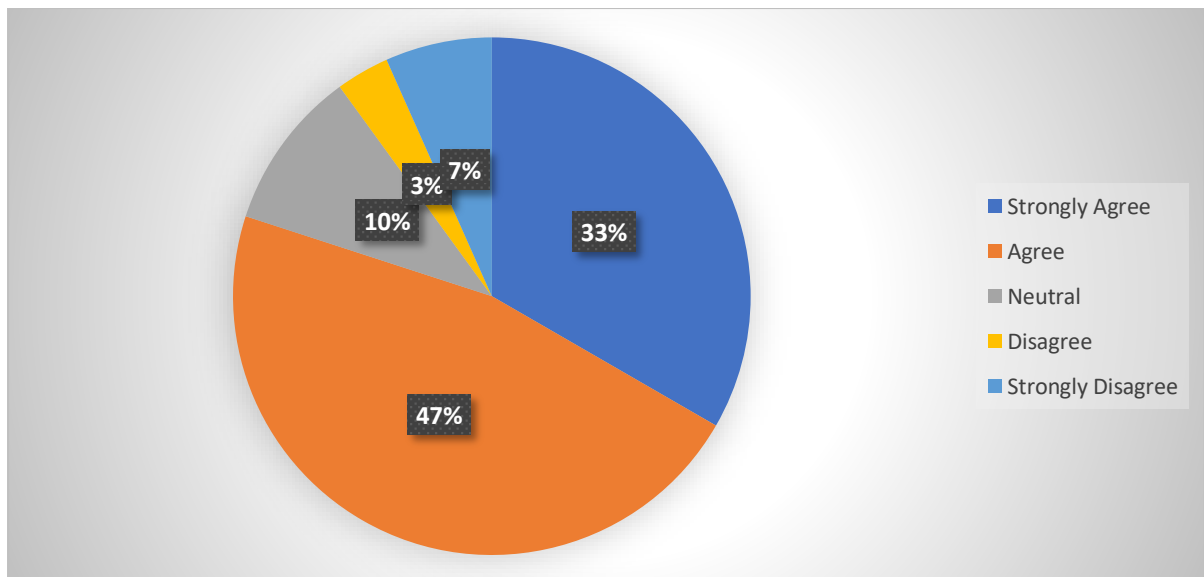
As per the feedback analysis, a large number of employers are contented with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 34% employers were strongly agreed and 43% agreed with the ability of our students to find solutions of the real life problems and 3% of the respondents strongly disagree and 3% disagreed.

Graph 3.4.2
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 23 % of our employers strongly agree and 54% agree with the Practical and theoretical knowledge of our students required for analysis and design whereas nearly 3% of the respondents strongly disagree and 3% disagree with the same.

Graph 3.4.3
How do you rate our students with respect to professional ethics and behavior?

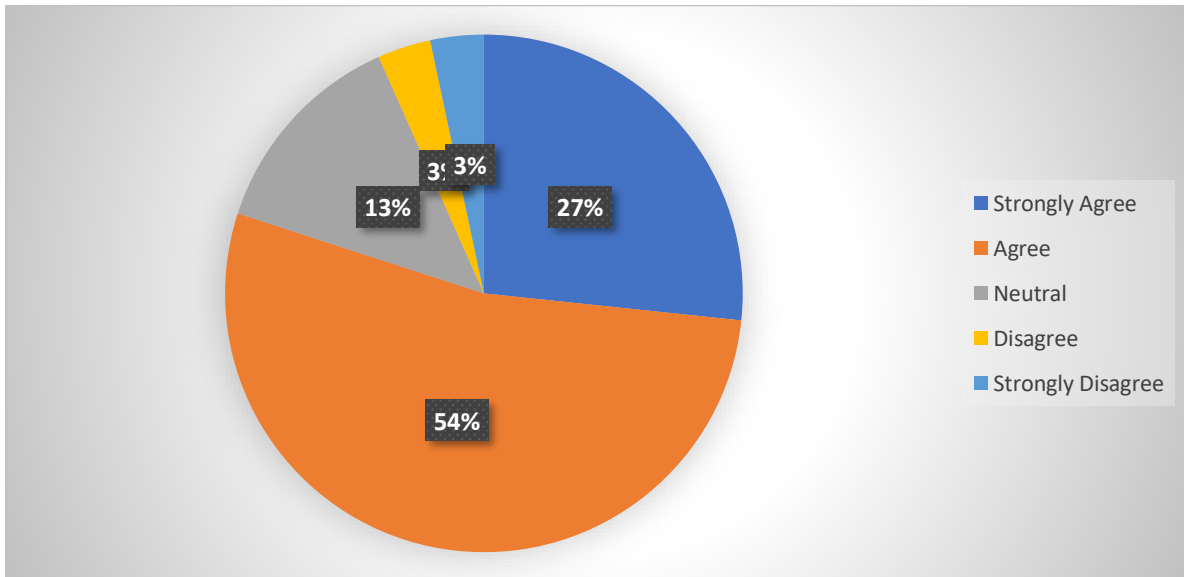


Course Curriculum is designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and Industry ready. Besides the subject knowledge, students are taught moral values and

ethics to become a responsible citizen. This can be easily seen through the chart as 33 % employers are strongly agreed and 47% agreed on this ground of Professional ethics and behavior of our students. Only 7% are strongly disagree and 3% disagree with the same.

Graph 3.4.4

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

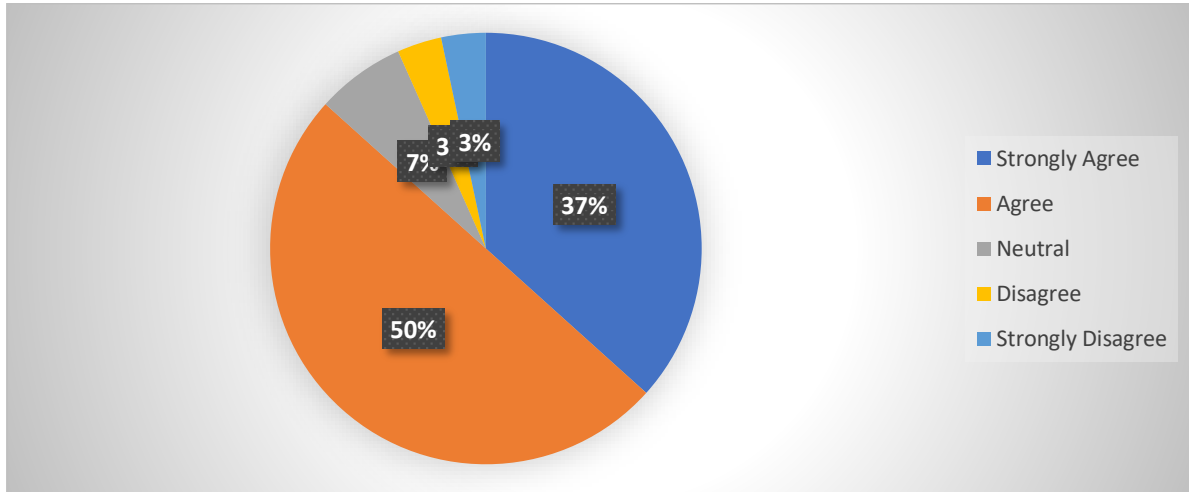


Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. Around 3% strongly disagree and 3% don't agree with Professional enhancement/Communication skills capabilities of our students however more than 27% of them strongly agree and 54% agree in this regard.

Graph 3.4.5



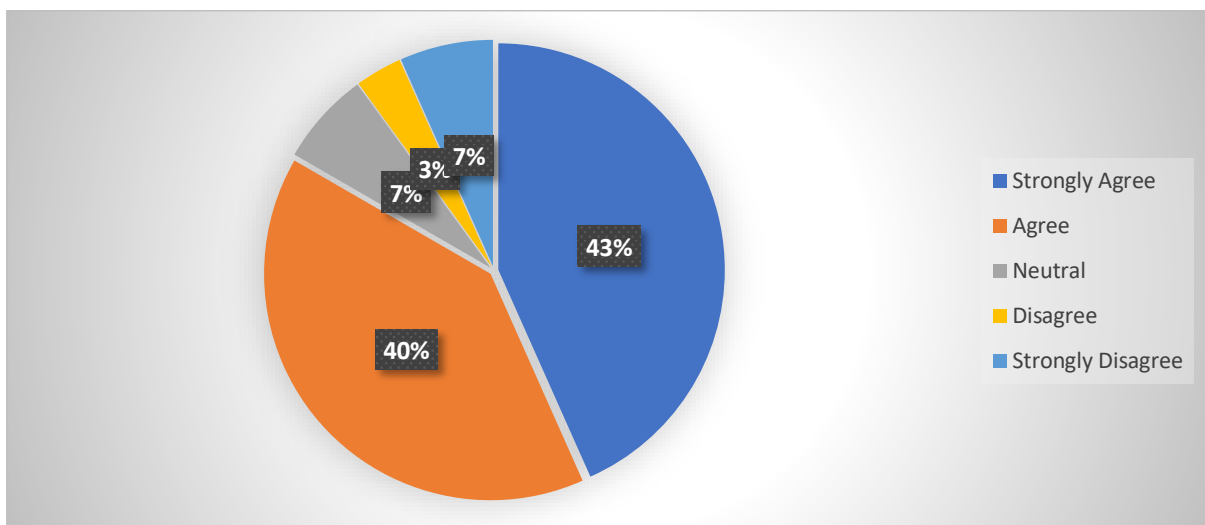
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



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, 37% of our employers are strongly agreed and 50% agreed and around 6% feel dissatisfied in this regard (3% strongly disagree and 3% disagree).

Graph 3.4.6

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 43% all of our employers are strongly agreed and 40% agreed with the Professional capabilities of our students with respect to students of other institutions. Only 7% employers strongly disagreed and 3% 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.

- Communicative Competency should be given priority.
- More projects should be offered to students.
- Field study must be a part of every curriculum.

ACTION TAKEN REPORT

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

2019-2020

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

Electronics and Communication Engineering

Recommendations: Electromagnetic Theory course should have some practice components.

Action Taken: Electromagnetic Theory course converted into Theory plus Practice mode.

Electrical and Electronics Engineering

Recommendations: Soft Computing II should be added in the syllabus.

Action Taken: Soft Computing II introduced in the open basket. Soft Computing renamed as Soft Computing-I . The pre-requisite to opt for Soft Computing II is Soft Computing I.

Mechanical Engineering

Recommendations: Industry specific subjects should be there in syllabus

Action Taken: SAP, AI (Artificial Intelligence), 3D printing introduced in the Basket V

School of Management

MBA

Recommendations: IPR(Intellectual Property Rights)should be included in the course.

Action Taken: IPR introduced in MBA programme.

MBA (Data Analytics)

Recommendations: Financial Management and Analysis course should be there in syllabus.

Action Taken: Financial Management and Analysis introduced in the syllabus.

Recommendations: Artificial Intelligence and Unstructured Data Analytics course should be there in syllabus.

Action Taken: Artificial Intelligence, Machine Learning and Unstructured Data Analytics introduced in syllabus.

SCHOOL OF AGRICULTURAL BIOENGINEERING

Phytopharmacy

Recommendations: Emphasis should be given on practical exposure in syllabus.

Action Taken: To enhance practical exposure a new subject “Basic Concept on Ayurveda , Human Anatomy & Physiology” introduced in the syllabus. However the course comprises of both Theory plus Practice.

SCHOOL OF PARAMEDICS AND HEALTH SCIENCE

M.Sc. Clinical Microbiology

Recommendations: The syllabus is too heavy to cover

Action Taken: Bio molecules, Histopathology, Hematology lab, and Clinical Biochemistry removed from the syllabus and Virology added in the syllabus.

B.Sc. Medical Laboratory Technician

Recommendations: Syllabus should focus on industry need

Action Taken: Higher weightage is given to practical hours and the credits for theory reduced based on the needs of industry.

SCHOOL OF FORENSIC SCIENCE

M.Sc. Cyber Security and Digital Forensic

Recommendations: A module of OWASP should be there in “Penetration Testing & Vulnerability Assessment”



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Action Taken: A module of OWASP included in “Penetration Testing & Vulnerability Assessment”

Recommendations: Call Detection Reporting Analysis, Imagery and Risk Recovery experiment should be included in the syllabus.

Action Taken: An experiment on “Call Detection Reporting Analysis, Imagery and Risk Recovery” included in the syllabus.

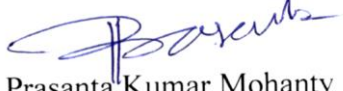
Conclusion

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.

Board of Studies conducted on : 22nd June 2019

Date of Compilation: 12th July 2019


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


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