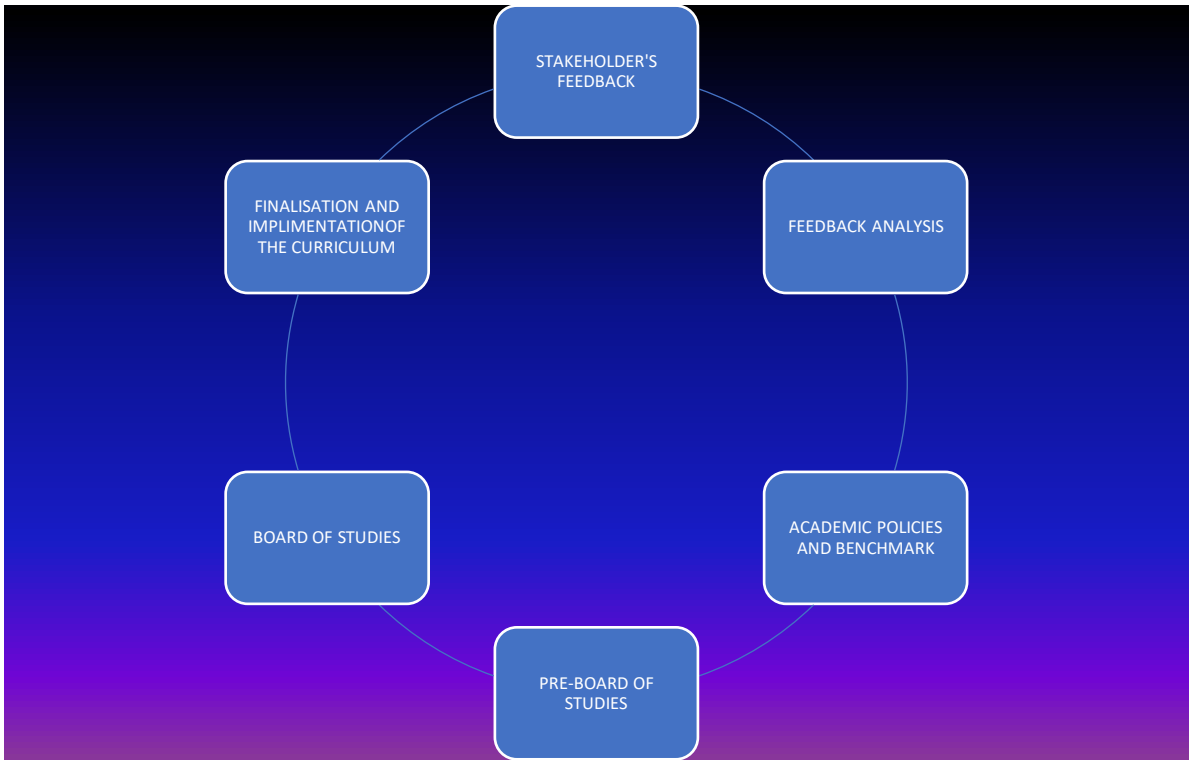
Centurion
UNIVERSITY
*Shaping Lives...*
*Empowering Communities...*

# *CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA*

## FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

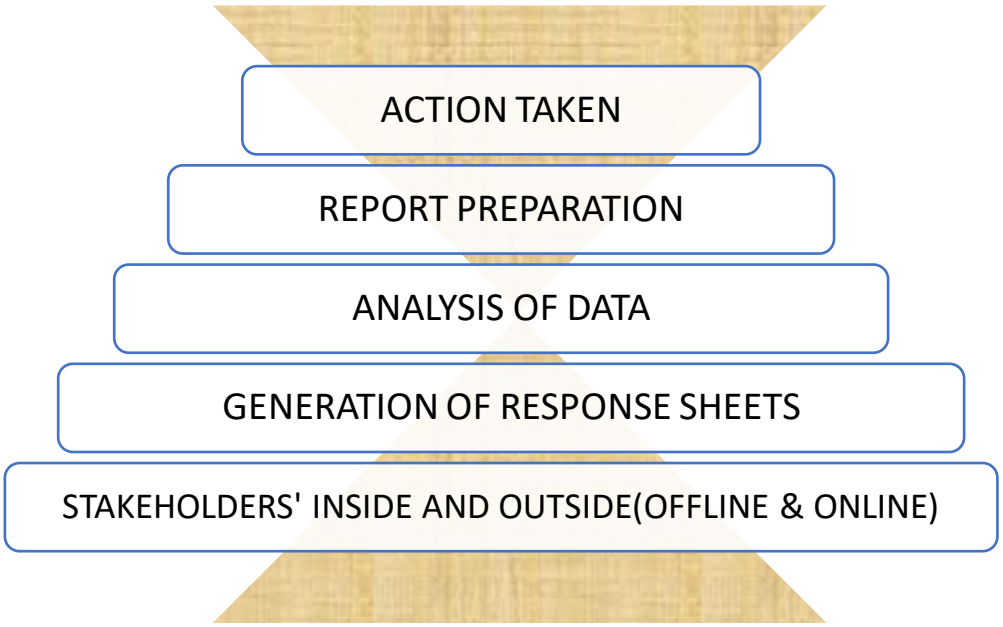
# FEEDBACK PROCEDURE OF THE UNIVERSITY

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




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

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




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

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# *ACADEMIC YEAR 2020-2021*

## STUDENT FEEDBACK ANALYSIS

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

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

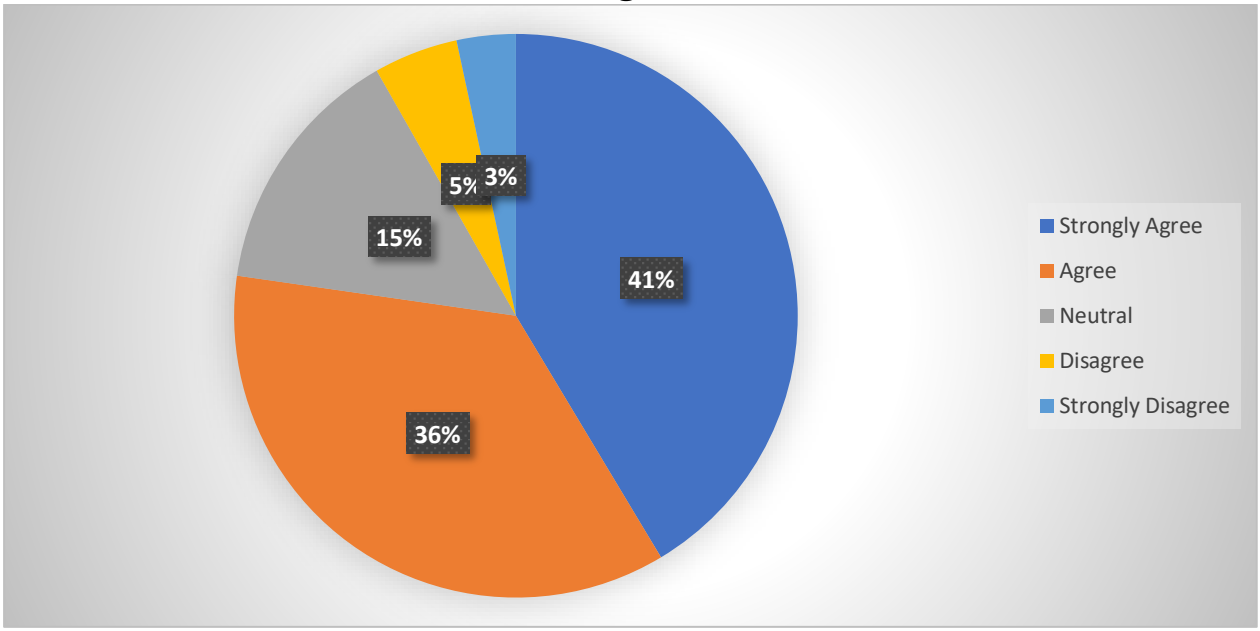
**Response Count**

| 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. | 428 | 371 | 150 | 50 | 35 |
| Q.2 | The curriculum has right mix of theory, practical and project | 460 | 349 | 142 | 45 | 38 |
| Q.3 | Got access to learning material books/handouts/ e-content) for syllabus covered in courses in the CUTM courseware/ library/others | 419 | 346 | 176 | 52 | 41 |
| Q.4 | The syllabus and pedagogy generated interest in course. | 402 | 357 | 184 | 48 | 43 |
| Q.5 | The content of courses is able to increase your knowledge and skills to pursue higher education | 452 | 338 | 157 | 54 | 33 |
| Q.6 | Curriculum equipped you with necessary technical skills required by the industry | 387 | 372 | 179 | 51 | 45 |
| Q.7 | The domain courses offered are in consonance with the technological advancements. | 420 | 366 | 161 | 49 | 38 |

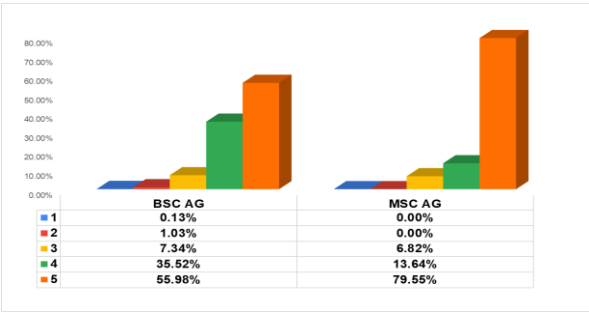
| | | | | | | |
|---|---|---|---|---|---|---|
| Q.8 | The Practical courses give you an effective hands-on experience. | 416 | 348 | 173 | 43 | 54 |
| Q.9 | The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice. | 436 | 339 | 157 | 55 | 47 |
| Q.10 | You are satisfied with the course combination you have chosen as per CBCS | 410 | 362 | 173 | 45 | 44 |

**Graph 2.1.1**

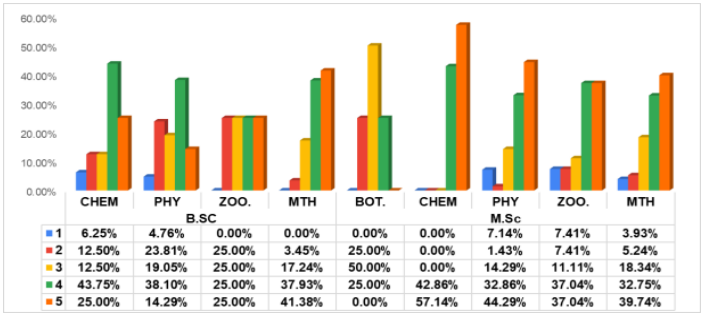
**The courses that you have studied match with the expected course learning outcomes**



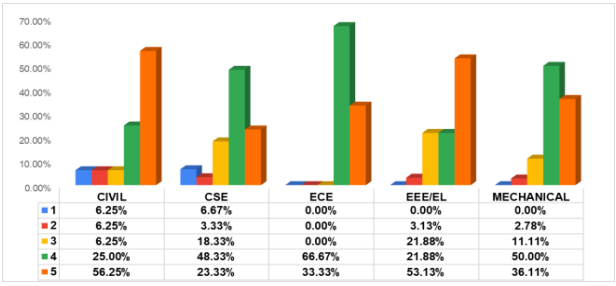

**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**



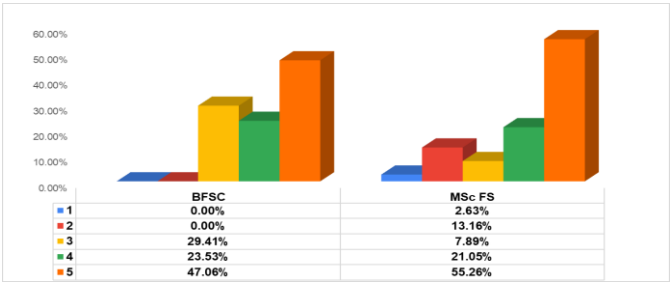

MSSSoA



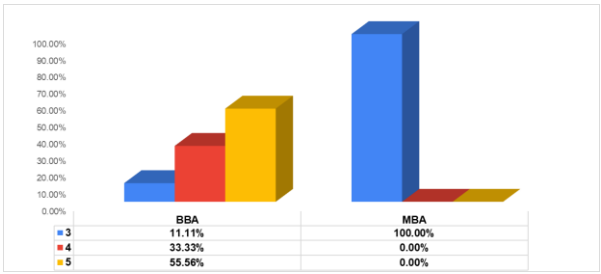

SoAS



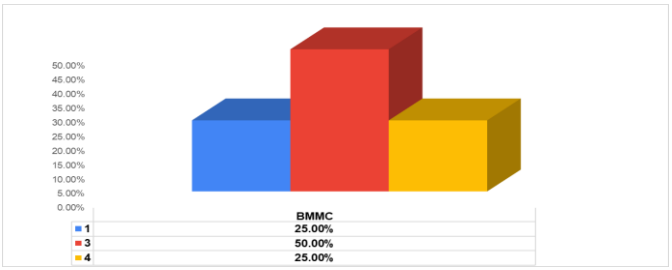

SoET



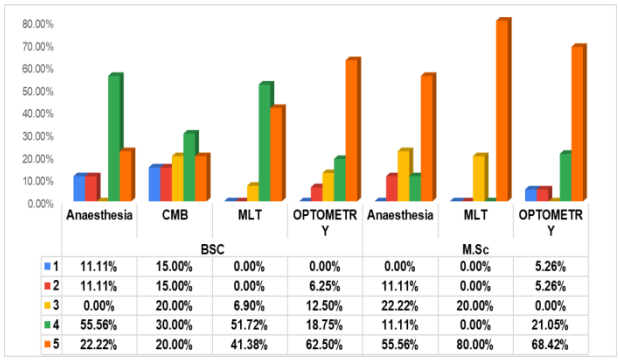

SoFS




SoM




SoMC

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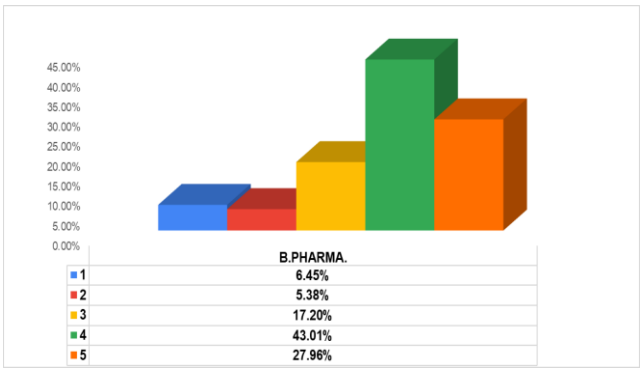


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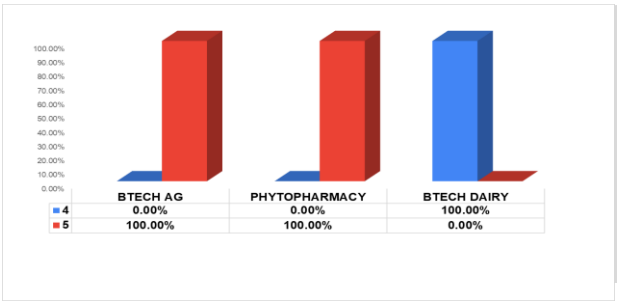
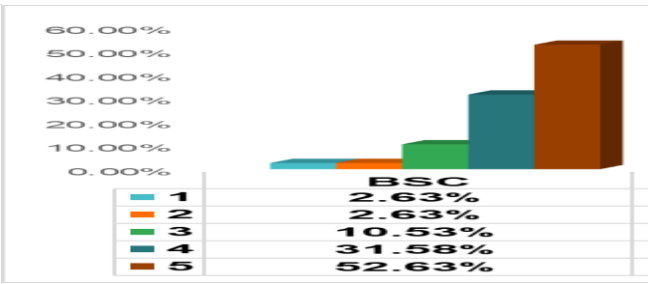



SoABE




SOF

The university is constantly working to link course outcomes with courses so that students can use their knowledge in the workplace. Around 41% of the students strongly agreed and 36% agreed that the courses are matching with the expected outcomes while around 3% of students strongly disagree and 5% disagree.

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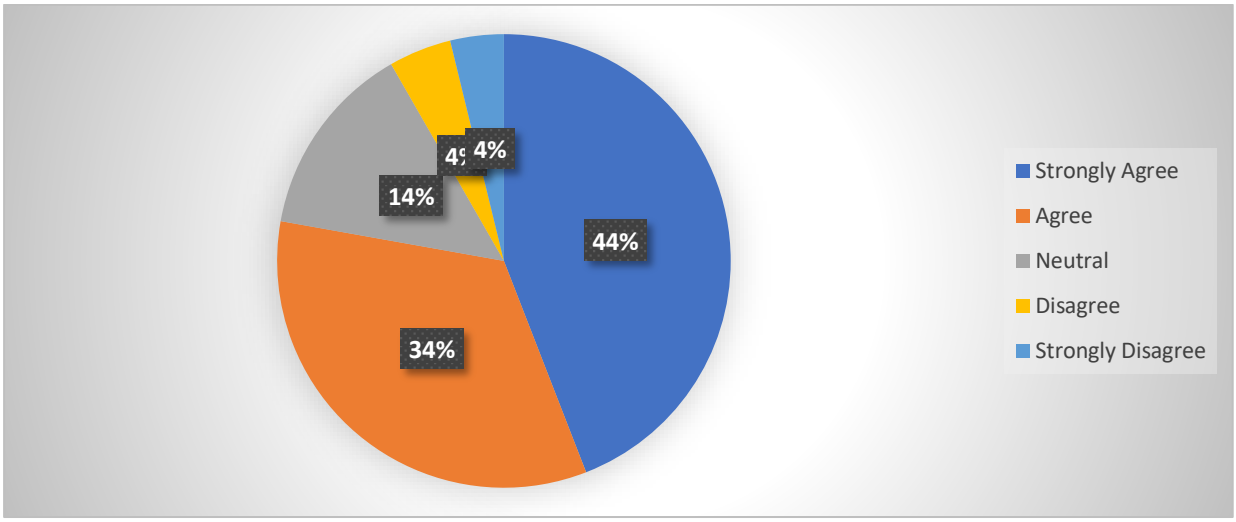
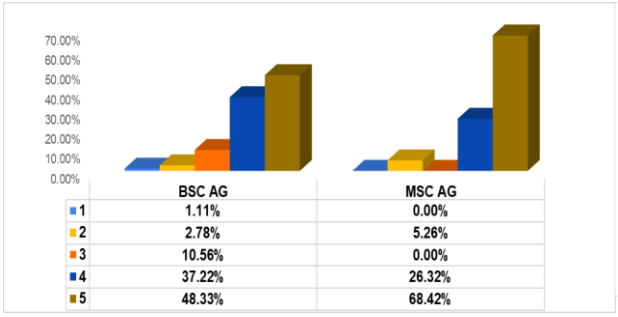
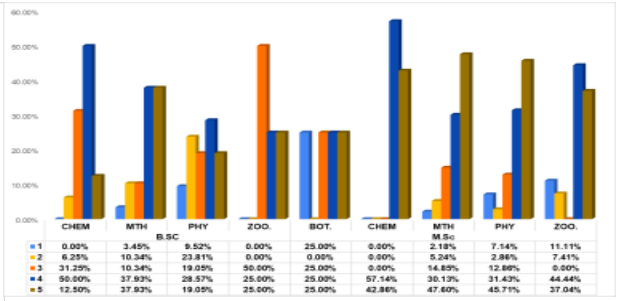
## Graph 2.1.2
## The curriculum has right mix of theory, practical and project




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



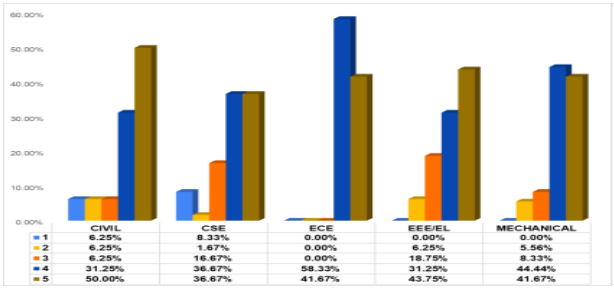
| | BSC AG | MSC AG |
|---|---|---|
| 1 | 1.11% | 0.00% |
| 2 | 2.78% | 5.26% |
| 3 | 10.56% | 0.00% |
| 4 | 37.22% | 26.32% |
| 5 | 48.33% | 68.42% |



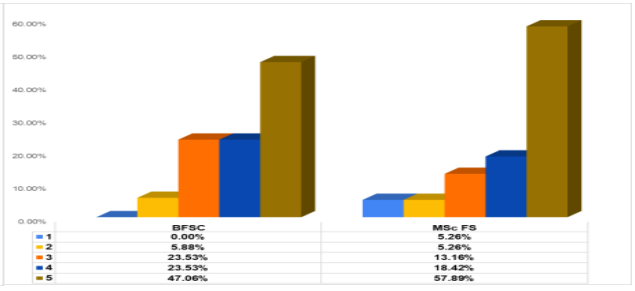
| | CHEM | MTH | PHY | ZOO. | BOT. | CHEM | MTH | PHY | ZOO. |
|---|---|---|---|---|---|---|---|---|---|
| | B.Sc | | | | | M.Sc | | | |
| 1 | 0.00% | 3.45% | 9.52% | 0.00% | 25.00% | 0.00% | 2.18% | 7.14% | 11.11% |
| 2 | 6.25% | 10.34% | 23.81% | 0.00% | 0.00% | 0.00% | 5.24% | 2.86% | 7.41% |
| 3 | 31.25% | 10.34% | 19.05% | 50.00% | 25.00% | 0.00% | 14.85% | 12.86% | 0.00% |
| 4 | 50.00% | 37.93% | 28.57% | 25.00% | 25.00% | 57.14% | 30.13% | 31.43% | 44.44% |
| 5 | 12.50% | 37.93% | 19.05% | 25.00% | 25.00% | 42.86% | 47.60% | 45.71% | 37.04% |

MSSSoA

SoAS



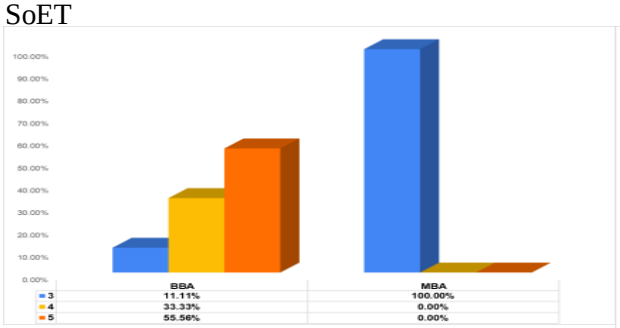
| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 6.25% | 8.33% | 0.00% | 0.00% | 0.00% |
| 2 | 6.25% | 1.67% | 0.00% | 6.25% | 5.56% |
| 3 | 6.25% | 16.67% | 0.00% | 18.75% | 8.33% |
| 4 | 31.25% | 36.67% | 58.33% | 31.25% | 44.44% |
| 5 | 50.00% | 36.67% | 41.67% | 43.75% | 41.67% |



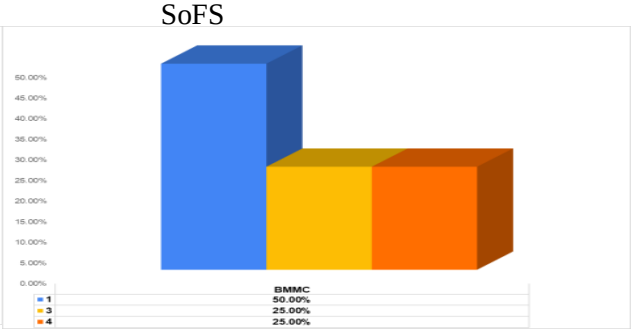
| | BFSC | MSc FS |
|---|---|---|
| 1 | 0.00% | 5.26% |
| 2 | 5.88% | 5.26% |
| 3 | 23.53% | 13.16% |
| 4 | 23.53% | 18.42% |
| 5 | 47.06% | 57.89% |

SoET

SoFS

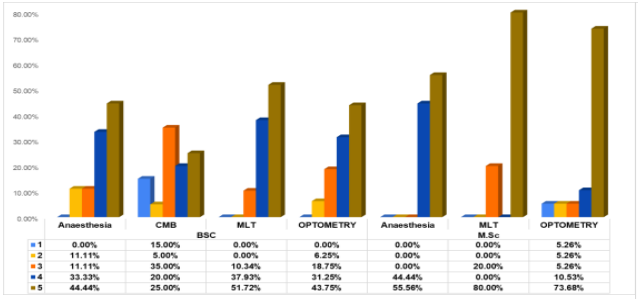


| | BBA | MBA |
|---|---|---|
| 3 | 11.11% | 100.00% |
| 4 | 33.33% | 0.00% |
| 5 | 55.56% | 0.00% |



| | BMMC |
|---|---|
| 1 | 50.00% |
| 3 | 25.00% |
| 4 | 25.00% |

SoM

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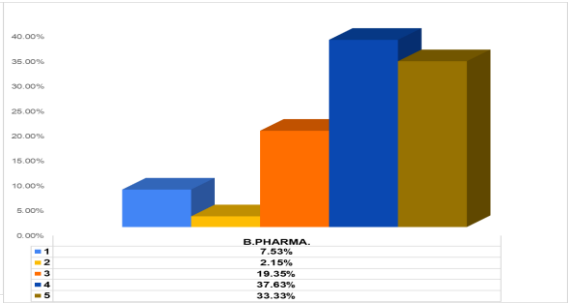


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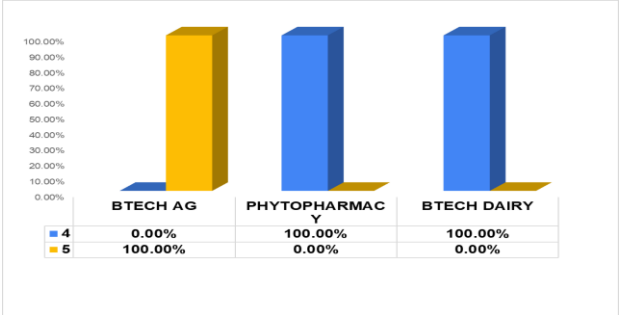


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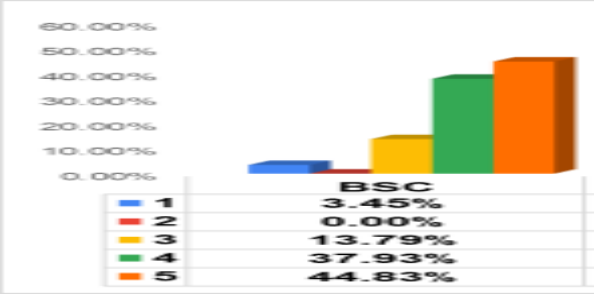
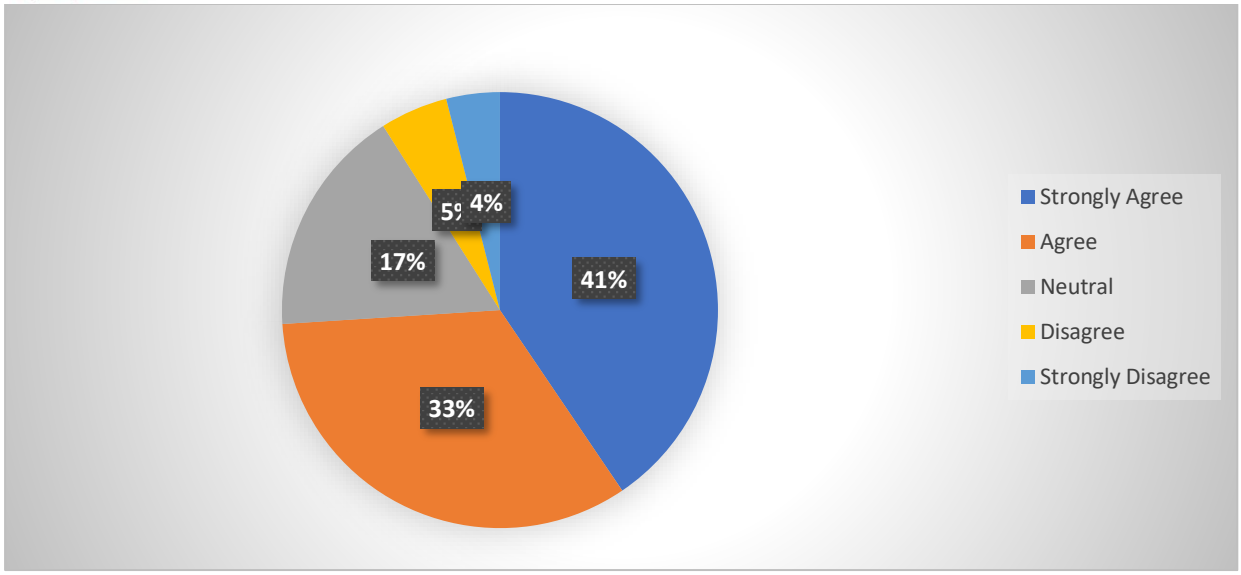



SoABE

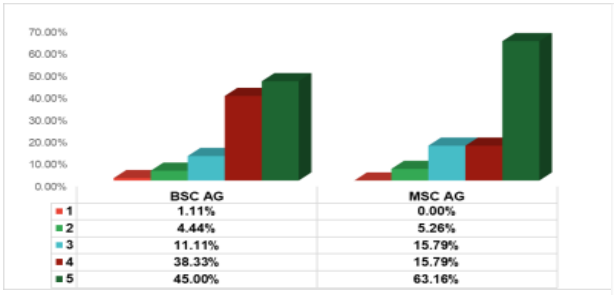
SoF

The University has placed a strong emphasis on practical knowledge and exposure to various micro and major projects undertaken by students. The graph depicts that around 44% students “strongly agree” and 34% “agree” that the curriculum has right mix of theory, practical and project. Whereas around 4% of students strongly disagreed and 4% disagree

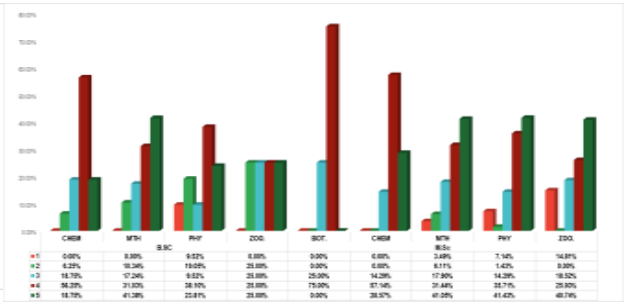
**Graph 2.1.3**
**Got access to learning material books/handouts/ e-content) for syllabus covered in courses in the CUTM courseware/ library/others**




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




MSSSoA



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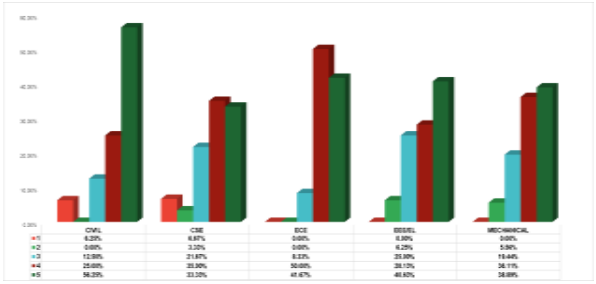
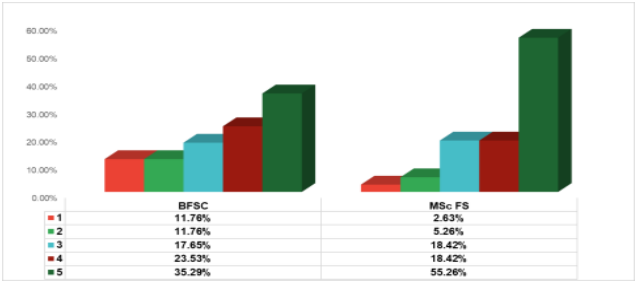
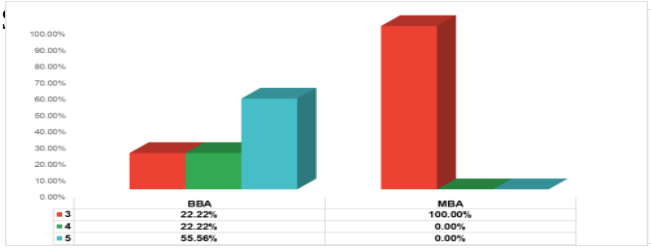
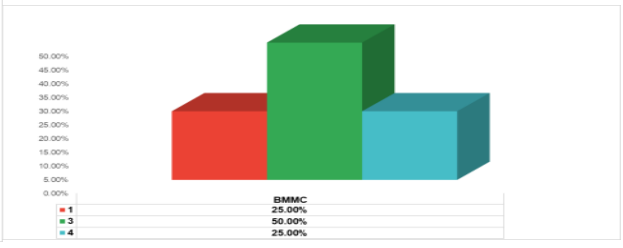


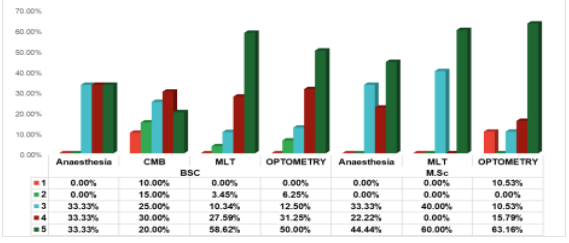


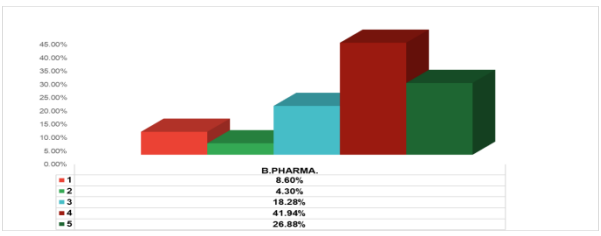




SoM

SoMC



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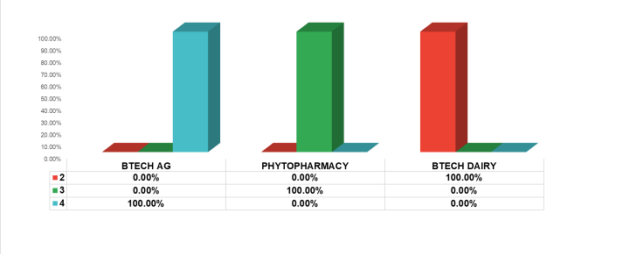


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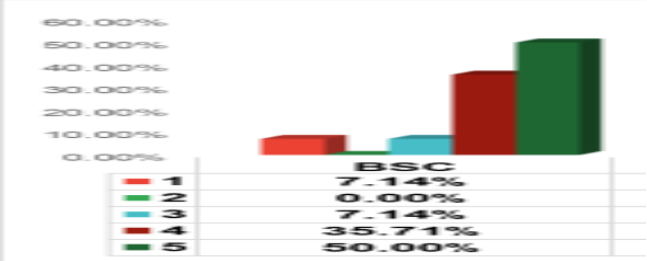
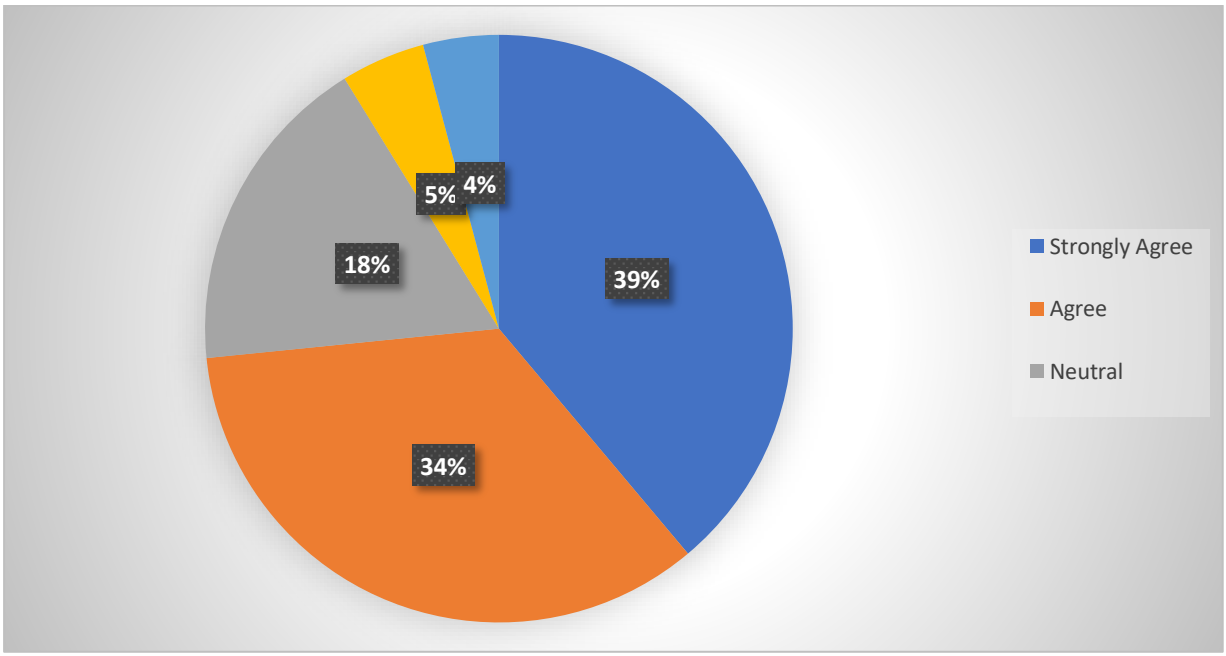



SoABE

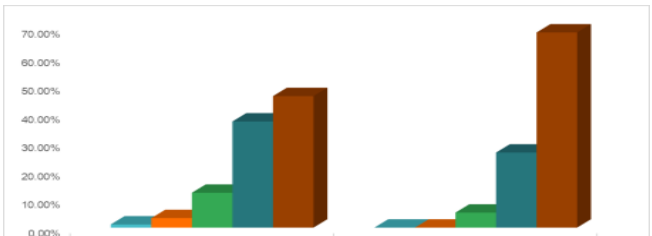
SoF

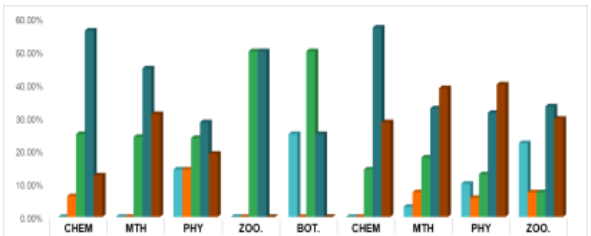
Faculty members are working hard to provide the content and keep it up to date in the CUTM Courseware. The library receives regular recommendations from faculty to purchase materials and assist students.The above graph shows that 41 % of the respondants are strongly agreeand 33% agree with the access to learning materials where as around 4% students strongly agree and 5% just disagree .

**Graph 2.1.4**
**The syllabus and pedagogy generated interest in course**

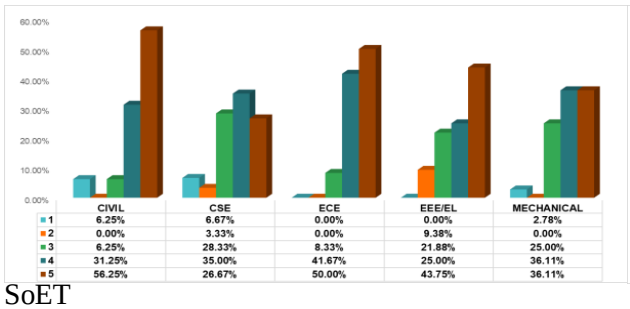



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**

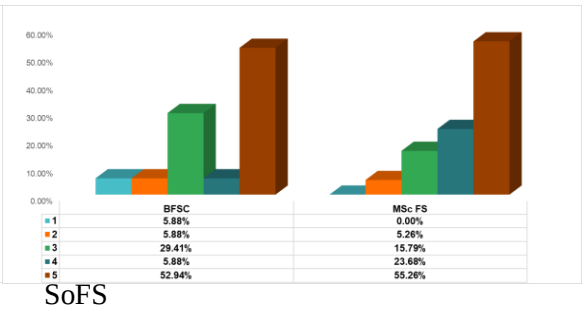




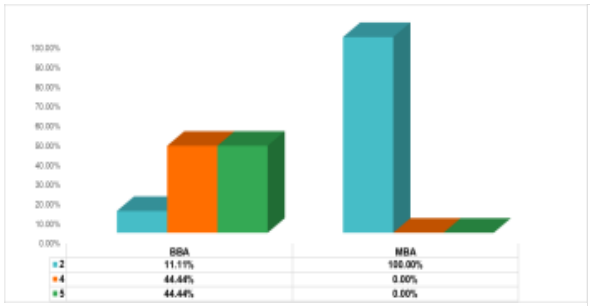
MSSSoA



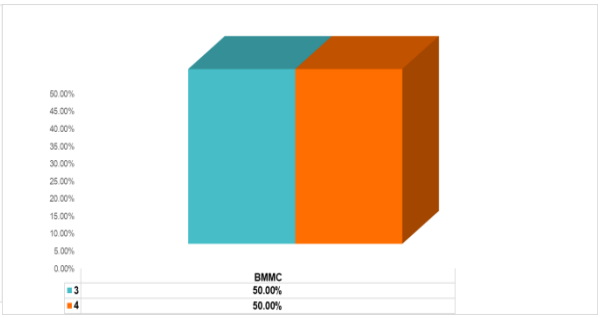

SoAS



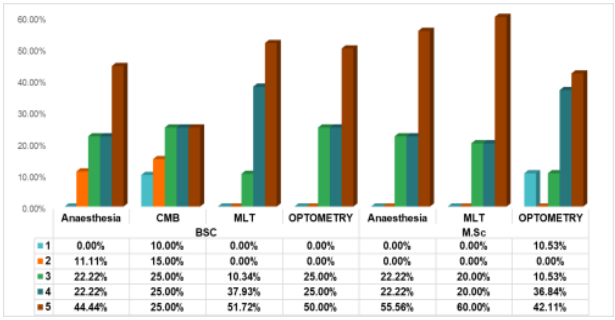

SoET



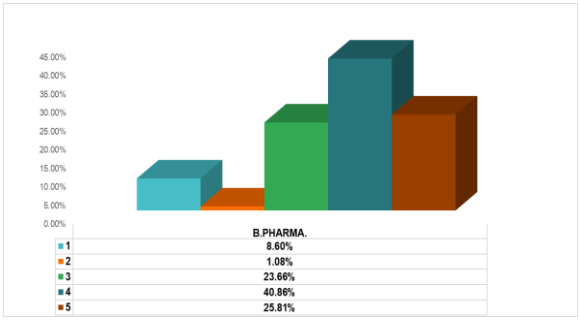

SoFS



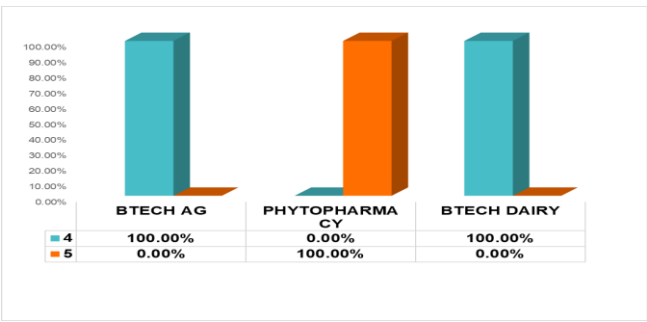

SoM



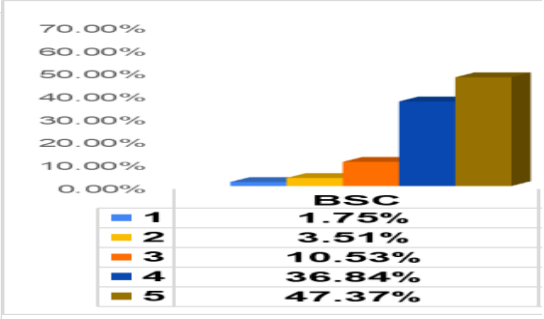

SoMC




SoPAHS

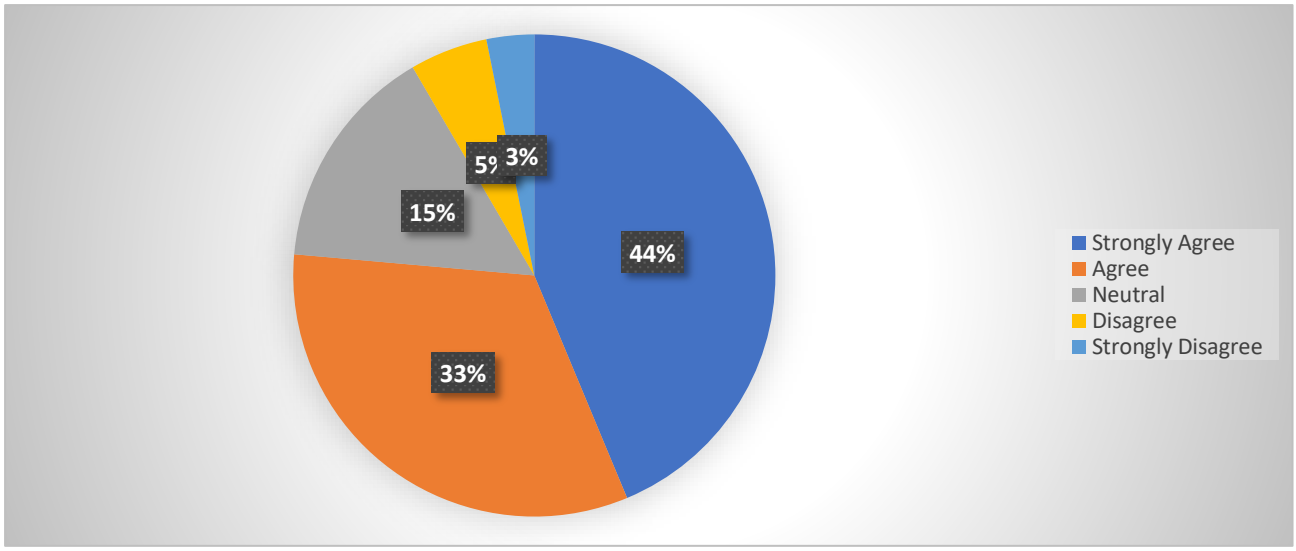



SoPLS

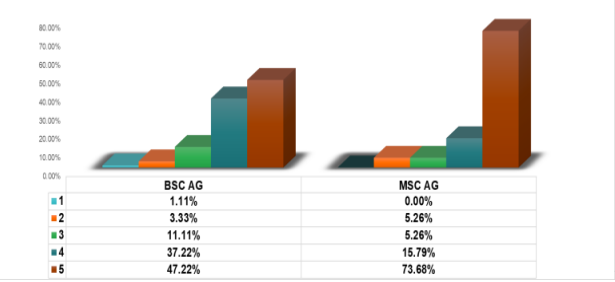


In the graph it shows around 39% of the respondants are strongly agreed and 34% agreed that the syllabus and pedagogy generate interest and around 4% of students strongly disagree and 5% disagreed. To generate interest among students, teachers use different online resources and with you tube videos in the class besides CUTM Courseware. Faculty members conduct internal examination in different modes like presentations and quizzes to generate interest

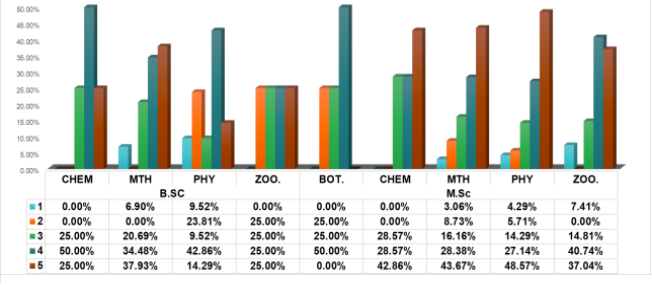
**Graph 2.1.5**
**The content of courses is able to increase your knowledge and skills to pursue higher education**




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

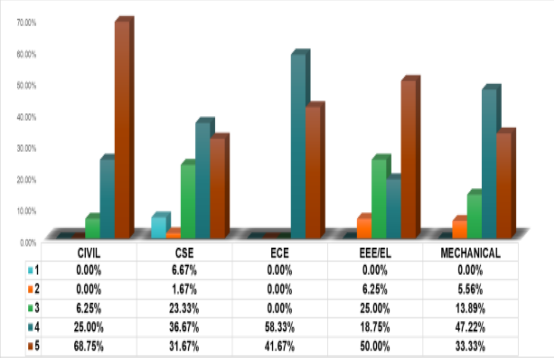


| | BSC AG | MSC AG |
|---|---|---|
| 1 | 1.11% | 0.00% |
| 2 | 3.33% | 5.26% |
| 3 | 11.11% | 5.26% |
| 4 | 37.22% | 15.79% |
| 5 | 47.22% | 73.68% |



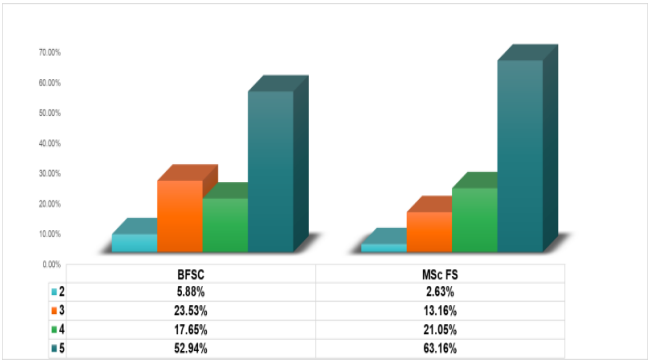
| | B.SC | | | | M.Sc | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | CHEM | MTH | PHY | ZOO. | BOT. | CHEM | MTH | PHY | ZOO. |
| 1 | 0.00% | 6.90% | 9.52% | 0.00% | 0.00% | 0.00% | 3.06% | 4.29% | 7.41% |
| 2 | 0.00% | 0.00% | 23.81% | 25.00% | 25.00% | 0.00% | 8.73% | 5.71% | 0.00% |
| 3 | 25.00% | 20.69% | 9.52% | 25.00% | 25.00% | 28.57% | 16.16% | 14.29% | 14.81% |
| 4 | 50.00% | 34.48% | 42.86% | 25.00% | 50.00% | 28.57% | 28.38% | 27.14% | 40.74% |
| 5 | 25.00% | 37.93% | 14.29% | 25.00% | 0.00% | 42.86% | 43.67% | 48.57% | 37.04% |

MSSSoA



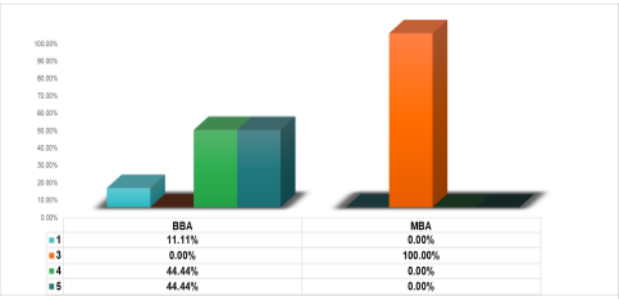
| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 0.00% | 6.67% | 0.00% | 0.00% | 0.00% |
| 2 | 0.00% | 1.67% | 0.00% | 6.25% | 5.56% |
| 3 | 6.25% | 23.33% | 0.00% | 25.00% | 13.89% |
| 4 | 25.00% | 36.67% | 58.33% | 18.75% | 47.22% |
| 5 | 68.75% | 31.67% | 41.67% | 50.00% | 33.33% |

SoAS



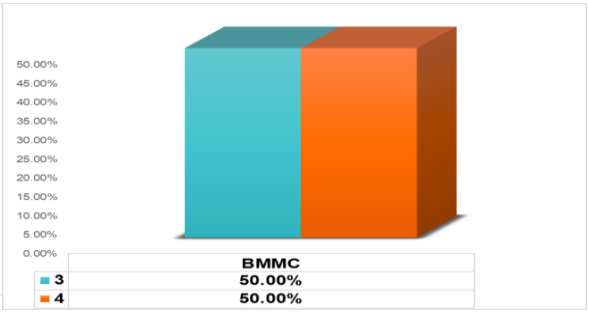
| | BFSC | MSc FS |
|---|---|---|
| 2 | 5.88% | 2.63% |
| 3 | 23.53% | 13.16% |
| 4 | 17.65% | 21.05% |
| 5 | 52.94% | 63.16% |

SoET



| | BBA | MBA |
|---|---|---|
| 1 | 11.11% | 0.00% |
| 3 | 0.00% | 100.00% |
| 4 | 44.44% | 0.00% |
| 5 | 44.44% | 0.00% |

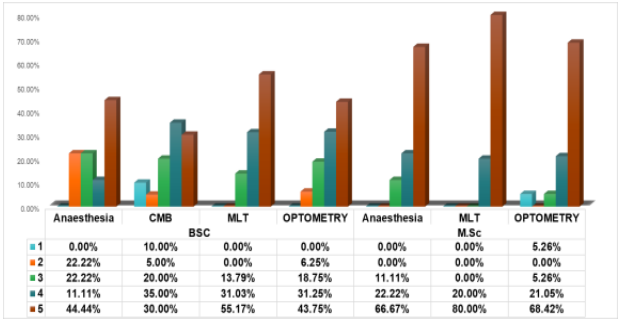
SoFS



| | BMMC |
|---|---|
| 3 | 50.00% |
| 4 | 50.00% |

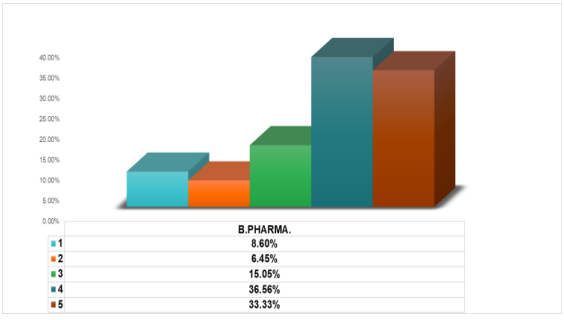
SoM

SoMC



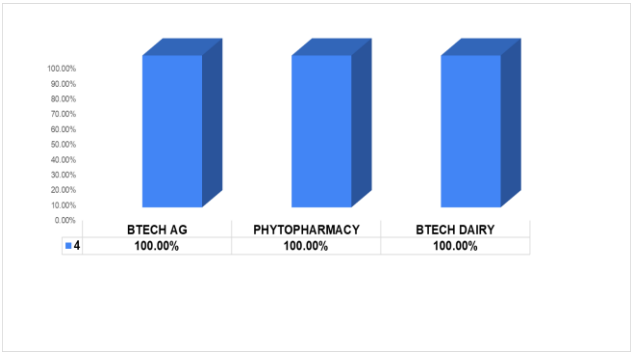
| | Anaesthesia | CMB | BSC | MLT | OPTOMETRY | Anaesthesia | MLT M.Sc | OPTOMETRY |
|---|---|---|---|---|---|---|---|---|
| 1 | 0.00% | 10.00% | | 0.00% | 0.00% | 0.00% | 0.00% | 5.26% |
| 2 | 22.22% | 5.00% | | 0.00% | 6.25% | 0.00% | 0.00% | 0.00% |
| 3 | 22.22% | 20.00% | | 13.79% | 18.75% | 11.11% | 0.00% | 5.26% |
| 4 | 11.11% | 35.00% | | 31.03% | 31.25% | 22.22% | 20.00% | 21.05% |
| 5 | 44.44% | 30.00% | | 55.17% | 43.75% | 66.67% | 80.00% | 68.42% |

SoPAHS

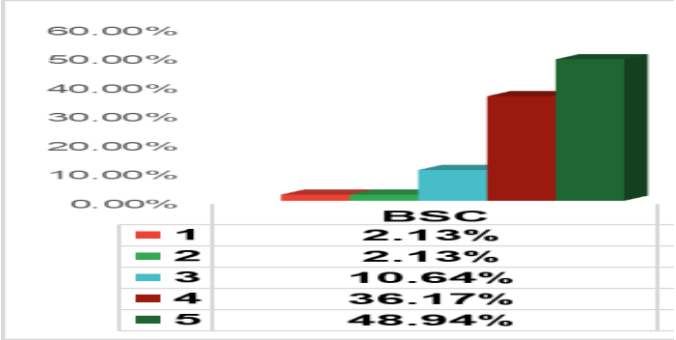


| | B.PHARMA. |
|---|---|
| 1 | 8.60% |
| 2 | 6.45% |
| 3 | 15.05% |
| 4 | 36.56% |
| 5 | 33.33% |

SoPLS



| | BTECH AG | PHYTOPHARMACY | BTECH DAIRY |
|---|---|---|---|
| 4 | 100.00% | 100.00% | 100.00% |

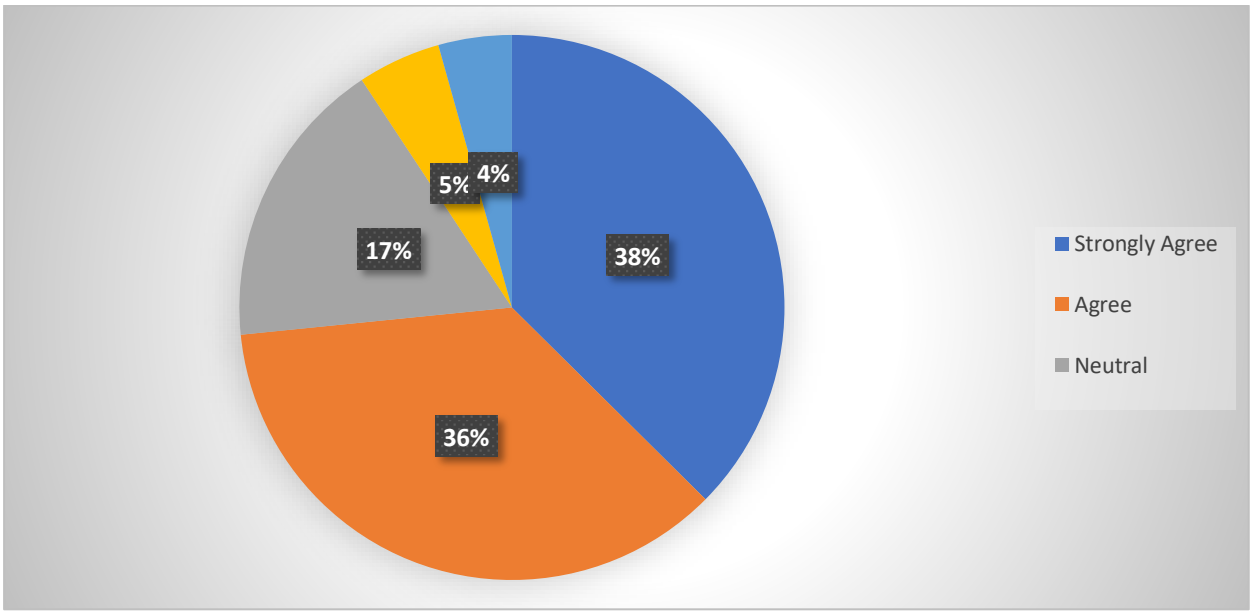


| | BSC |
|---|---|
| 1 | 2.13% |
| 2 | 2.13% |
| 3 | 10.64% |
| 4 | 36.17% |
| 5 | 48.94% |

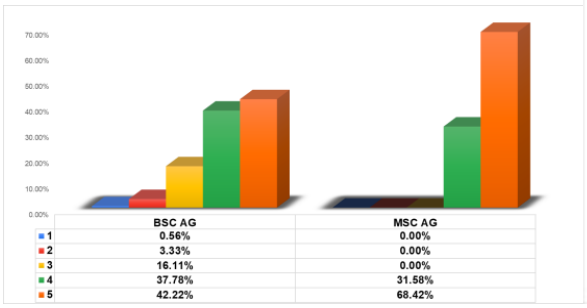
SoABE SoF

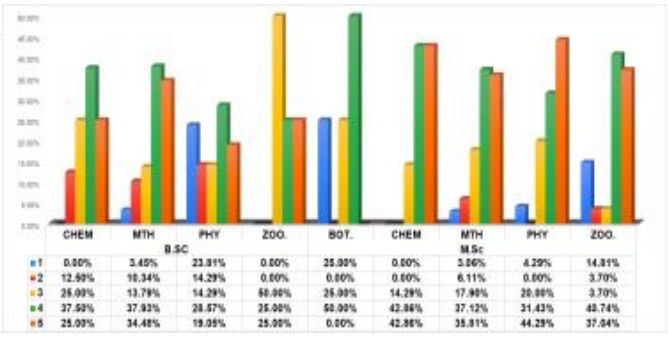
The majority of teaching learning activities includes solving real-world situations. Students find these courses appropriate to real-life challenges, according to feedback obtained. The chart reveals the percentage of respondents. 44 % of the students strongly agreed and 33% agreed that the content of courses is able to increase their knowledge and skills to pursue higher education. 3% students strongly disagreed and 5% disagreed.

**Graph 2.1.6**
**Curriculum equipped you with necessary Technical skills required by the industry**

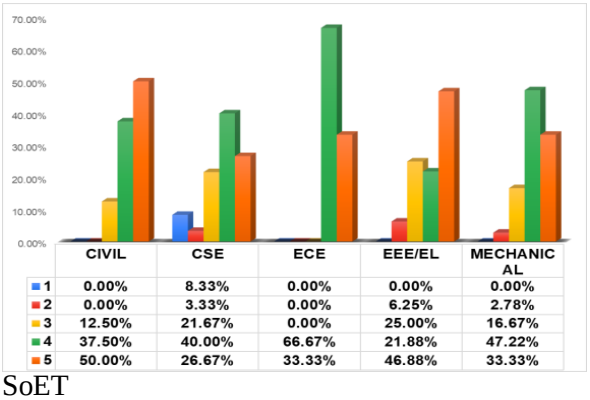



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**



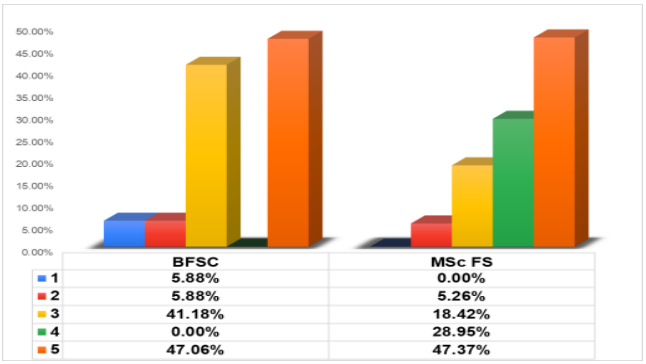



MSSSoA




| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 0.00% | 8.33% | 0.00% | 0.00% | 0.00% |
| 2 | 0.00% | 3.33% | 0.00% | 6.25% | 2.78% |
| 3 | 12.50% | 21.67% | 0.00% | 25.00% | 16.67% |
| 4 | 37.50% | 40.00% | 66.67% | 21.88% | 47.22% |
| 5 | 50.00% | 26.67% | 33.33% | 46.88% | 33.33% |

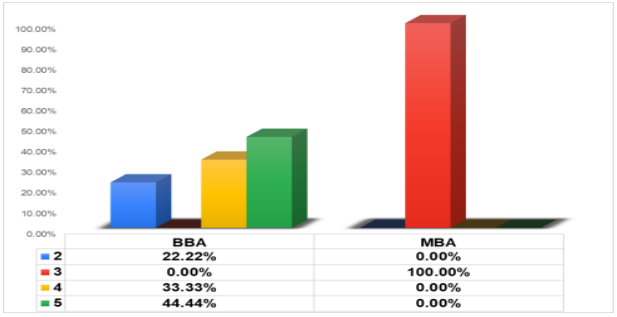
SoAS




| | BFSC | MSc FS |
|---|---|---|
| 1 | 5.88% | 0.00% |
| 2 | 5.88% | 5.26% |
| 3 | 41.18% | 18.42% |
| 4 | 0.00% | 28.95% |
| 5 | 47.06% | 47.37% |

SoET

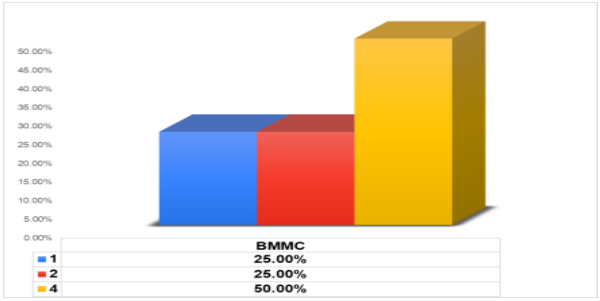
SoFS



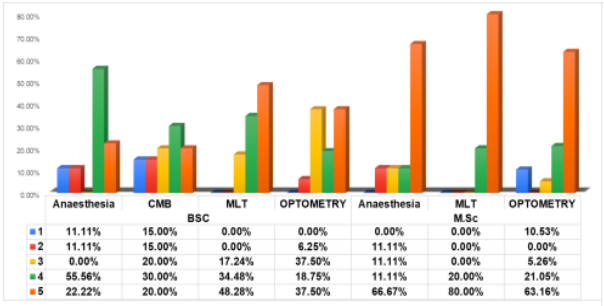

| | BBA | MBA |
|---|---|---|
| 2 | 22.22% | 0.00% |
| 3 | 0.00% | 100.00% |
| 4 | 33.33% | 0.00% |
| 5 | 44.44% | 0.00% |

SoM

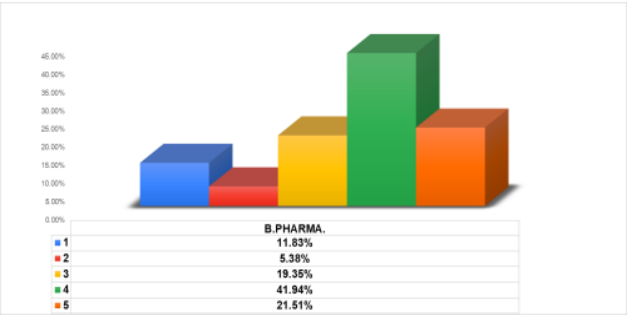
SoMC




| | BMMC |
|---|---|
| 1 | 25.00% |
| 2 | 25.00% |
| 4 | 50.00% |



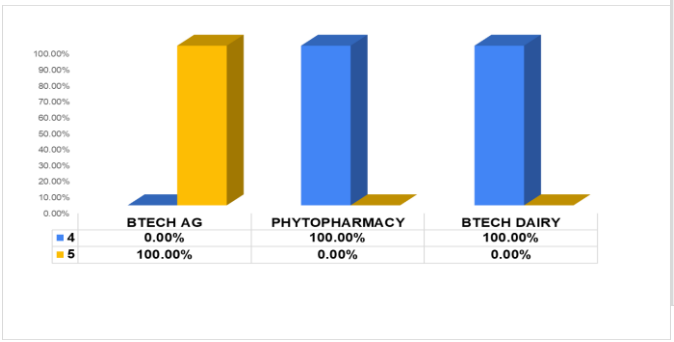
| | Anaesthesia | CMB | MLT | OPTOMETRY | Anaesthesia | MLT | OPTOMETRY |
|---|---|---|---|---|---|---|---|
| | BSC | | | | M.Sc | | |
| 1 | 11.11% | 15.00% | 0.00% | 0.00% | 0.00% | 0.00% | 10.53% |
| 2 | 11.11% | 15.00% | 0.00% | 6.25% | 11.11% | 0.00% | 0.00% |
| 3 | 0.00% | 20.00% | 17.24% | 37.50% | 11.11% | 0.00% | 5.26% |
| 4 | 55.56% | 30.00% | 34.48% | 18.75% | 11.11% | 20.00% | 21.05% |
| 5 | 22.22% | 20.00% | 48.28% | 37.50% | 66.67% | 80.00% | 63.16% |



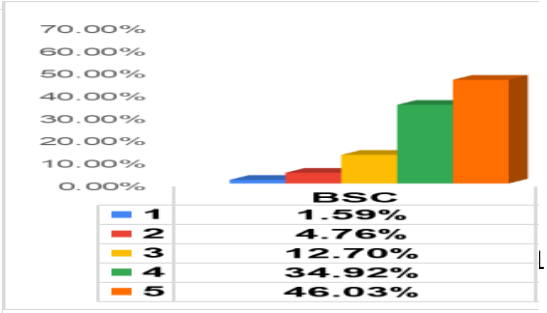

| | B.PHARMA. |
|---|---|
| 1 | 11.83% |
| 2 | 5.38% |
| 3 | 19.35% |
| 4 | 41.94% |
| 5 | 21.51% |

SoPAHS

SoPLS




| | BTECH AG | PHYTOPHARMACY | BTECH DAIRY |
|---|---|---|---|
| 4 | 0.00% | 100.00% | 100.00% |
| 5 | 100.00% | 0.00% | 0.00% |

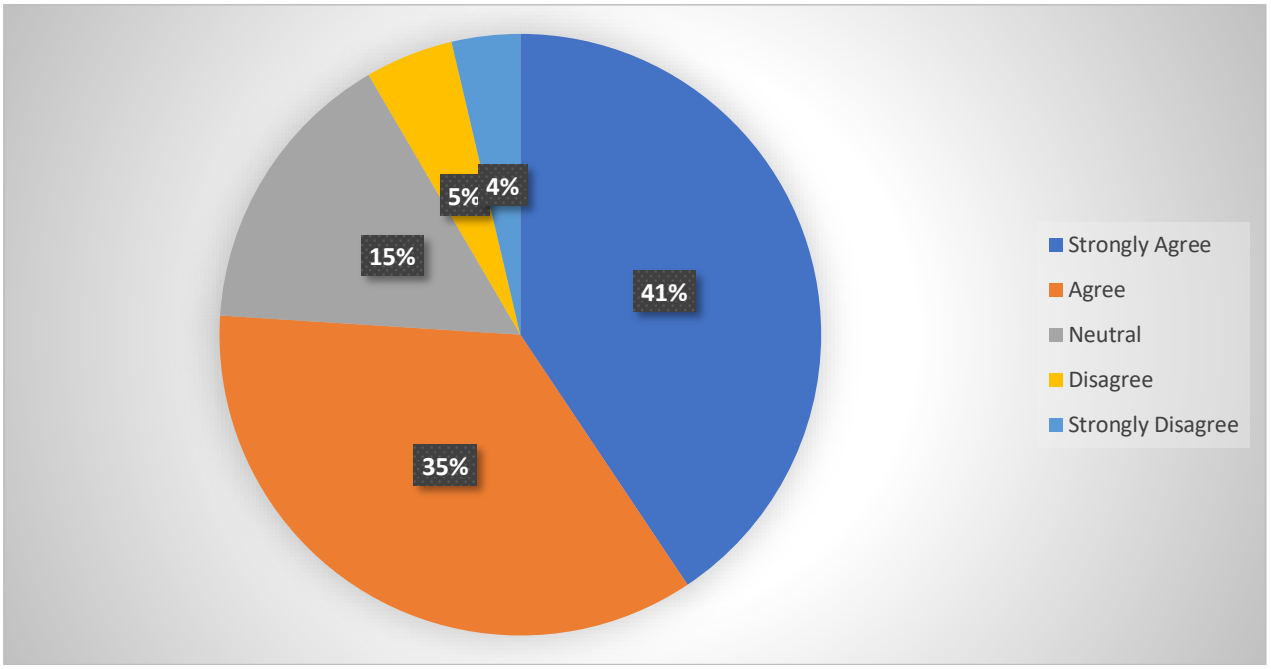



| | BSC |
|---|---|
| 1 | 1.59% |
| 2 | 4.76% |
| 3 | 12.70% |
| 4 | 34.92% |
| 5 | 46.03% |

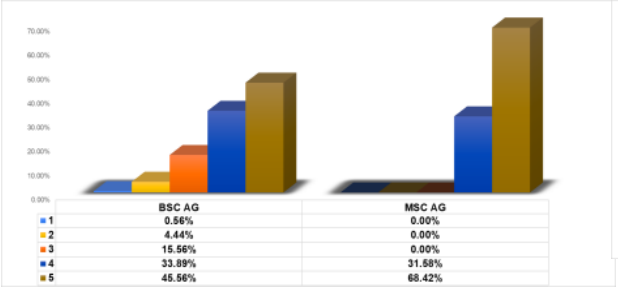
SoABE SoF

The University's mission is to provide students with outcome-based and industry-oriented interdisciplinary education that meets their diverse needs. The graph shows that around 38% of the respondents strongly agreed and 36% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 4% are strongly disagreed and 5% disagreed.

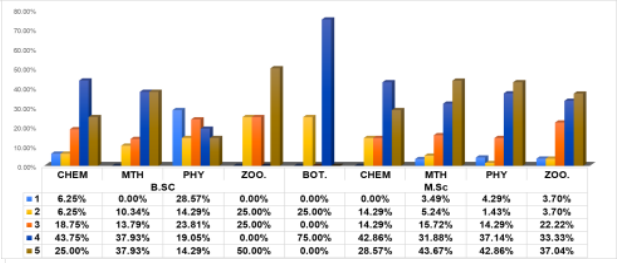
**Graph 2.1.7**
**The domain courses offered are in consonance with the technological advancements**




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



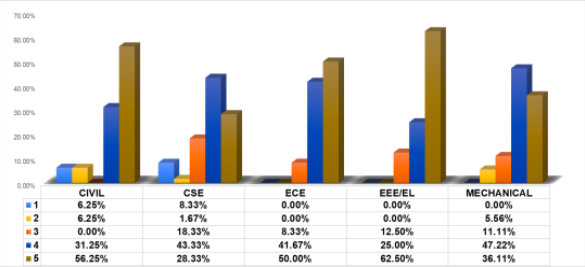
| | BSC AG | MSC AG |
|---|---|---|
| 1 | 0.56% | 0.00% |
| 2 | 4.44% | 0.00% |
| 3 | 15.56% | 0.00% |
| 4 | 33.89% | 31.58% |
| 5 | 45.56% | 68.42% |



| | B.SC | | | | M.Sc | | | |
|---|---|---|---|---|---|---|---|---|
| | CHEM | MTH | PHY | ZOO. | BOT. | CHEM | MTH | PHY | ZOO. |
| 1 | 6.25% | 0.00% | 28.57% | 0.00% | 0.00% | 0.00% | 3.49% | 4.29% | 3.70% |
| 2 | 6.25% | 10.34% | 14.29% | 25.00% | 25.00% | 14.29% | 5.24% | 1.43% | 3.70% |
| 3 | 18.75% | 13.79% | 23.81% | 25.00% | 0.00% | 14.29% | 15.72% | 14.29% | 22.22% |
| 4 | 43.75% | 37.93% | 19.05% | 0.00% | 75.00% | 42.86% | 31.88% | 37.14% | 33.33% |
| 5 | 25.00% | 37.93% | 14.29% | 50.00% | 0.00% | 28.57% | 43.67% | 42.86% | 37.04% |

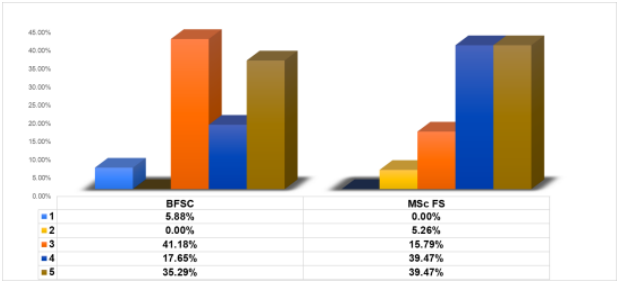
Centurion University
Shaping Lives...
Empowering Communities...

MSSSoA



| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 6.25% | 8.33% | 0.00% | 0.00% | 0.00% |
| 2 | 6.25% | 1.67% | 0.00% | 0.00% | 5.56% |
| 3 | 0.00% | 18.33% | 8.33% | 12.50% | 11.11% |
| 4 | 31.25% | 43.33% | 41.67% | 25.00% | 47.22% |
| 5 | 56.25% | 28.33% | 50.00% | 62.50% | 36.11% |

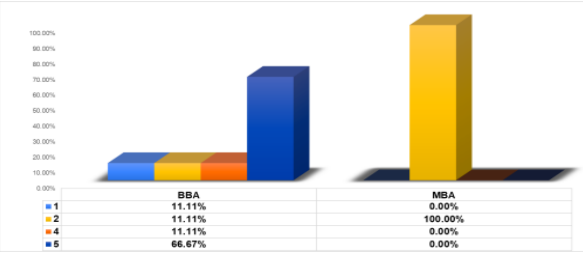
SoAS



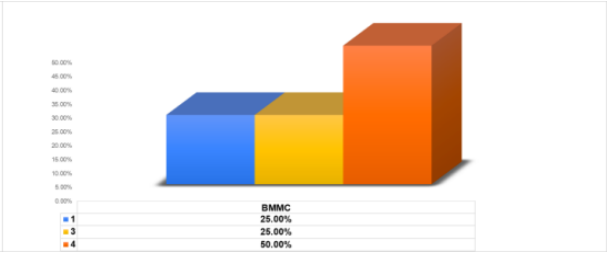
| | BFSC | MSc FS |
|---|---|---|
| 1 | 5.88% | 0.00% |
| 2 | 0.00% | 5.26% |
| 3 | 41.18% | 15.79% |
| 4 | 17.65% | 39.47% |
| 5 | 35.29% | 39.47% |

SoET

SoFS



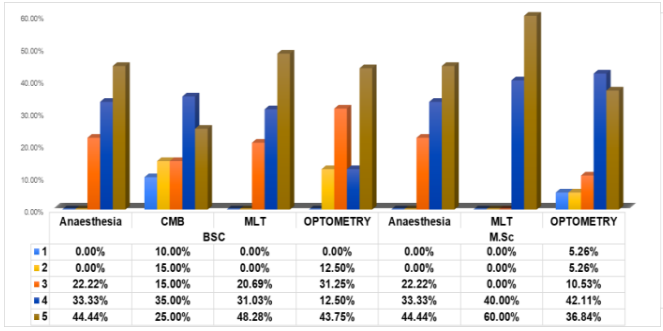
| | BBA | MBA |
|---|---|---|
| 1 | 11.11% | 0.00% |
| 2 | 11.11% | 100.00% |
| 4 | 11.11% | 0.00% |
| 5 | 66.67% | 0.00% |



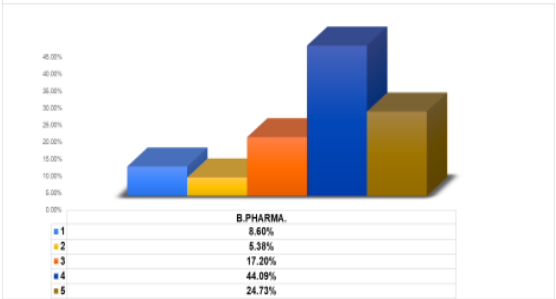
| | BMMC |
|---|---|
| 1 | 25.00% |
| 3 | 25.00% |
| 4 | 50.00% |

SoM

SoMC



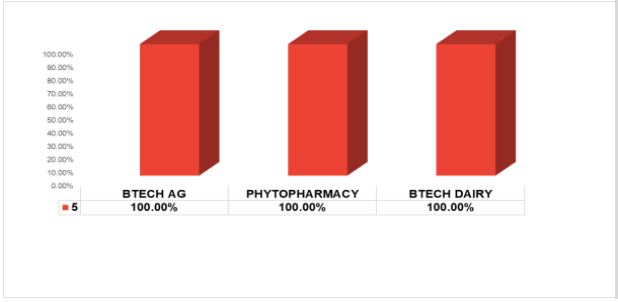
| | BSC | | | | | | |
|---|---|---|---|---|---|---|---|
| | Anaesthesia | CMB | MLT | OPTOMETRY | Anaesthesia | MLT M.Sc | OPTOMETRY |
| 1 | 0.00% | 10.00% | 0.00% | 0.00% | 0.00% | 0.00% | 5.26% |
| 2 | 0.00% | 15.00% | 0.00% | 12.50% | 0.00% | 0.00% | 5.26% |
| 3 | 22.22% | 15.00% | 20.69% | 31.25% | 22.22% | 0.00% | 10.53% |
| 4 | 33.33% | 35.00% | 31.03% | 12.50% | 33.33% | 40.00% | 42.11% |
| 5 | 44.44% | 25.00% | 48.28% | 43.75% | 44.44% | 60.00% | 36.84% |



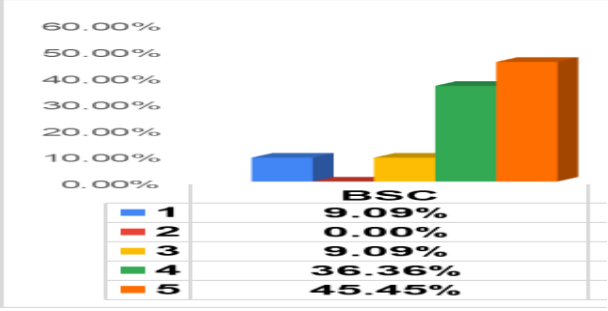
| | B.PHARMA. |
|---|---|
| 1 | 8.60% |
| 2 | 5.38% |
| 3 | 17.20% |
| 4 | 44.09% |
| 5 | 24.73% |

SoPAHS

SoPLS



| | BTECH AG | PHYTOPHARMACY | BTECH DAIRY |
|---|---|---|---|
| 5 | 100.00% | 100.00% | 100.00% |

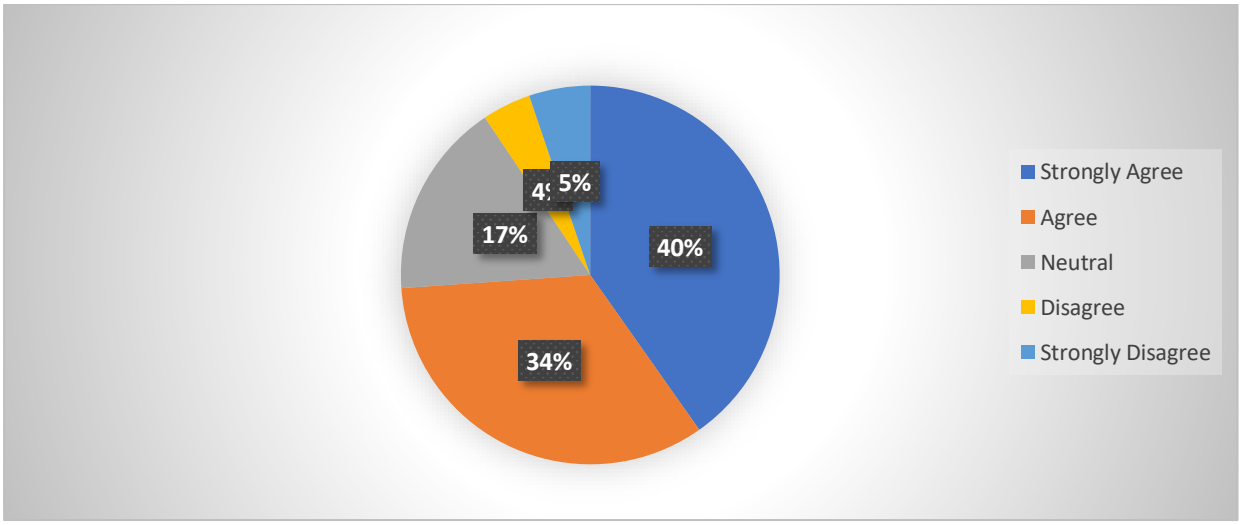


| | BSC |
|---|---|
| 1 | 9.09% |
| 2 | 0.00% |
| 3 | 9.09% |
| 4 | 36.36% |
| 5 | 45.45% |

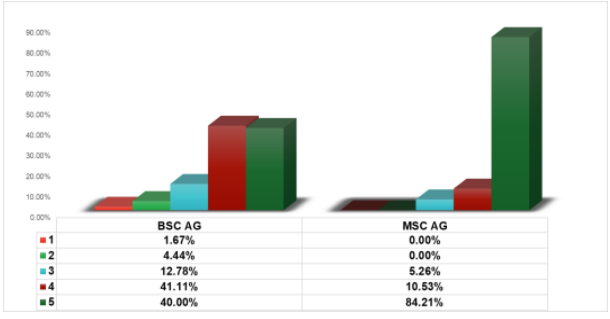
SoABE SoF

According to the feedback obtained, over 75% of students thought the domain courses offered to them to be useful and engaging. Students can choose from a variety of courses offered in the programme scheme. The 41% of students strongly agreed and 35% agreed that these domain courses are important for getting job placements and meeting industry criteria. Only 4% students strongly disagree and 5% just disagreed.

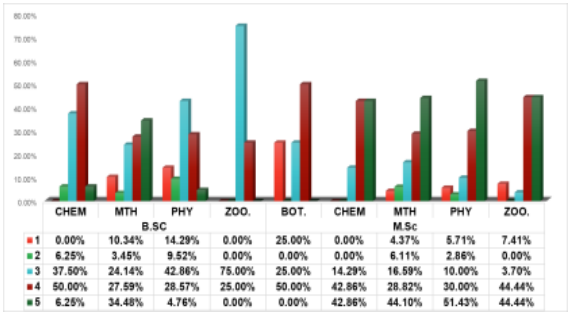
**Graph 2.1.8**
**The Practical courses give you an effective hands-on experience**




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

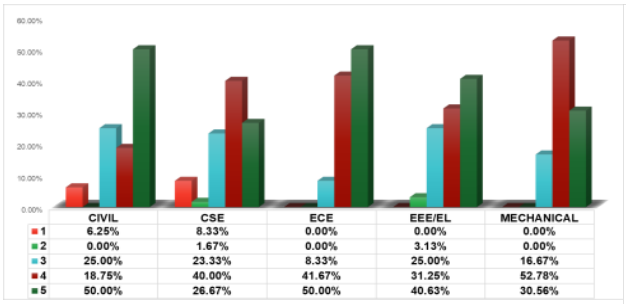


| | BSC AG | MSC AG |
|---|---|---|
| 1 | 1.67% | 0.00% |
| 2 | 4.44% | 0.00% |
| 3 | 12.78% | 5.26% |
| 4 | 41.11% | 10.53% |
| 5 | 40.00% | 84.21% |



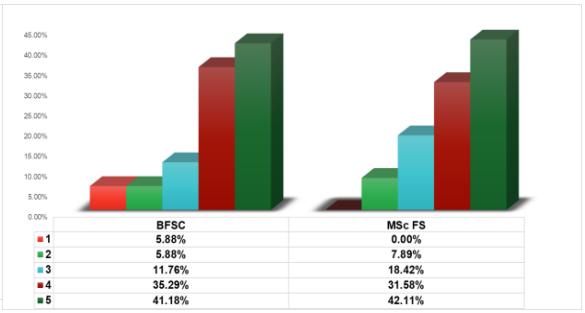
| | B.SC | | | | | M.Sc | | | |
|---|---|---|---|---|---|---|---|---|---|
| | CHEM | MTH | PHY | ZOO. | BOT. | CHEM | MTH | PHY | ZOO. |
| 1 | 0.00% | 10.34% | 14.29% | 0.00% | 25.00% | 0.00% | 4.37% | 5.71% | 7.41% |
| 2 | 6.25% | 3.45% | 9.52% | 0.00% | 0.00% | 0.00% | 6.11% | 2.86% | 0.00% |
| 3 | 37.50% | 24.14% | 42.86% | 75.00% | 25.00% | 14.29% | 16.59% | 10.00% | 3.70% |
| 4 | 50.00% | 27.59% | 28.57% | 25.00% | 50.00% | 42.86% | 28.82% | 30.00% | 44.44% |
| 5 | 6.25% | 34.48% | 4.76% | 0.00% | 0.00% | 42.86% | 44.10% | 51.43% | 44.44% |

MSSSoA



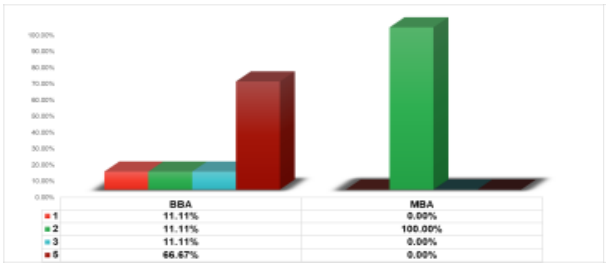
| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 6.25% | 8.33% | 0.00% | 0.00% | 0.00% |
| 2 | 0.00% | 1.67% | 0.00% | 3.13% | 0.00% |
| 3 | 25.00% | 23.33% | 8.33% | 25.00% | 16.67% |
| 4 | 18.75% | 40.00% | 41.67% | 31.25% | 52.78% |
| 5 | 50.00% | 26.67% | 50.00% | 40.63% | 30.56% |

SoAS



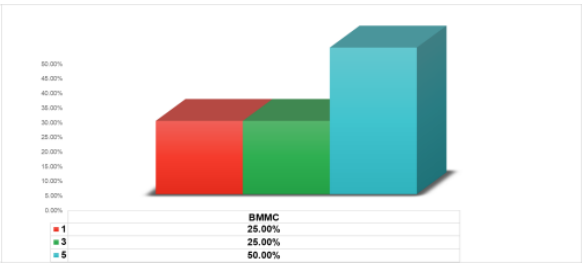
| | BFSC | MSc FS |
|---|---|---|
| 1 | 5.88% | 0.00% |
| 2 | 5.88% | 7.89% |
| 3 | 11.76% | 18.42% |
| 4 | 35.29% | 31.58% |
| 5 | 41.18% | 42.11% |

SoET



| | BBA | MBA |
|---|---|---|
| 1 | 11.11% | 0.00% |
| 2 | 11.11% | 100.00% |
| 3 | 11.11% | 0.00% |
| 5 | 66.67% | 0.00% |

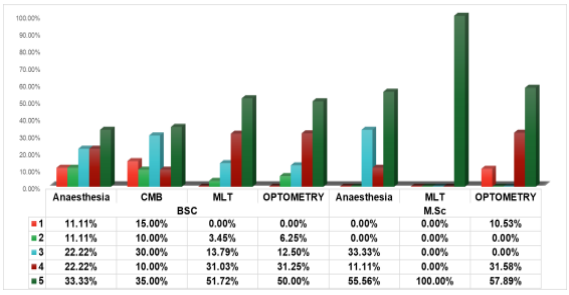
SoFS



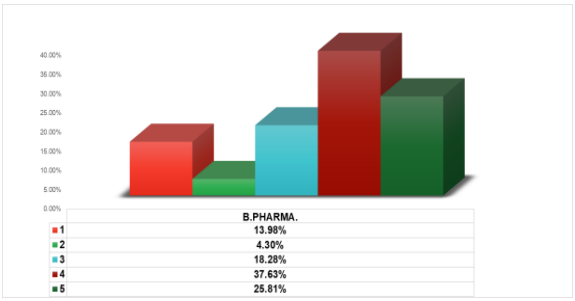
| | BMMC |
|---|---|
| 1 | 25.00% |
| 3 | 25.00% |
| 5 | 50.00% |

SoM

SoMC



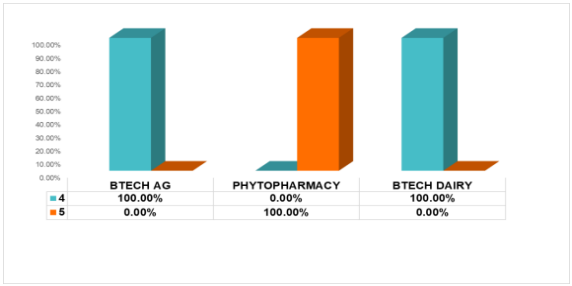
| | Anaesthesia | CMB | MLT | OPTOMETRY | Anaesthesia | MLT | OPTOMETRY |
|---|---|---|---|---|---|---|---|
| | BSC | | | | M.Sc | | |
| 1 | 11.11% | 15.00% | 0.00% | 0.00% | 0.00% | 0.00% | 10.53% |
| 2 | 11.11% | 10.00% | 3.45% | 6.25% | 0.00% | 0.00% | 0.00% |
| 3 | 22.22% | 30.00% | 13.79% | 12.50% | 33.33% | 0.00% | 0.00% |
| 4 | 22.22% | 10.00% | 31.03% | 31.25% | 11.11% | 0.00% | 31.58% |
| 5 | 33.33% | 35.00% | 51.72% | 50.00% | 55.56% | 100.00% | 57.89% |



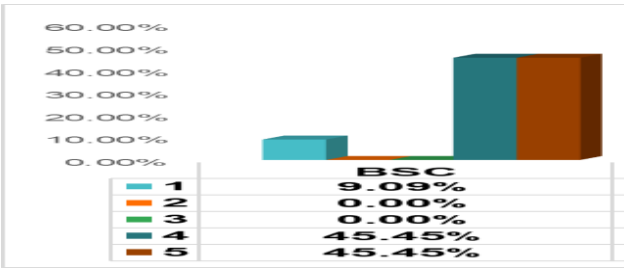
| | B.PHARMA. |
|---|---|
| 1 | 13.98% |
| 2 | 4.30% |
| 3 | 18.28% |
| 4 | 37.63% |
| 5 | 25.81% |

SoPAHS

SoPLS



| | BTECH AG | PHYTOPHARMACY | BTECH DAIRY |
|---|---|---|---|
| 4 | 100.00% | 0.00% | 100.00% |
| 5 | 0.00% | 100.00% | 0.00% |



| | BSC |
|---|---|
| 1 | 9.09% |
| 2 | 0.00% |
| 3 | 0.00% |
| 4 | 45.45% |
| 5 | 45.45% |

SoABE

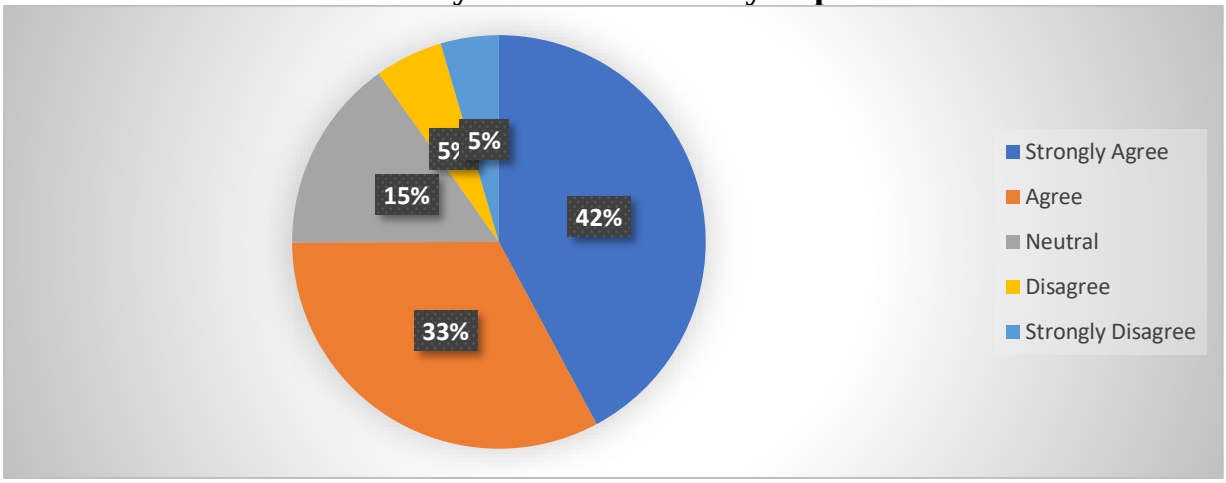
SoF

Students gain practical experience through projects, live projects, workshops, the usage of industry-relevant software, study tours, industrial visits, industry

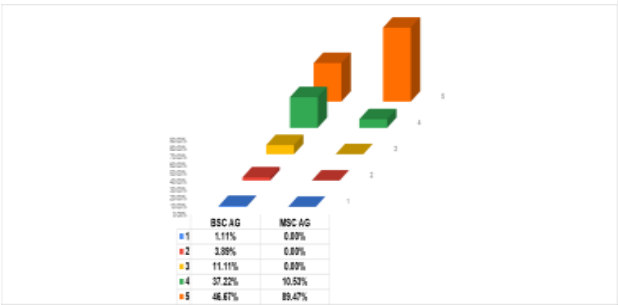
trainings / internships, and other activities. According to the graph, the programme provides hands-on experience through projects, real projects, workshops, and the usage of industry-relevant software. Only 5% of students were strongly disagreed and 4% students were disagreed with the curriculum, with 40% percent strongly agreed and 34% students agreed. Students are always encouraged to work on live projects.

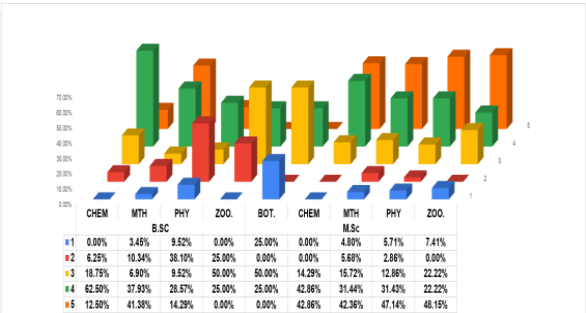
**Graph 2.1.9**

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

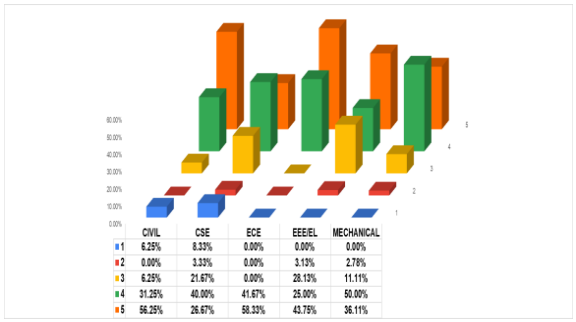



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**



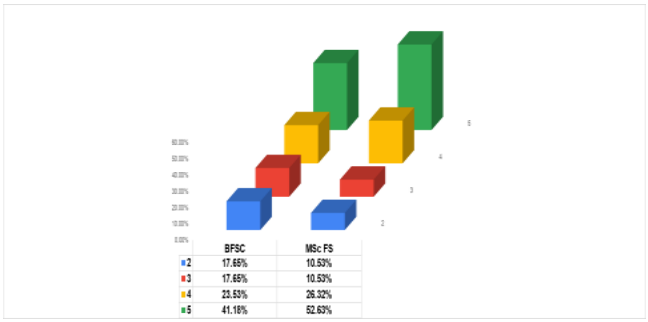


MSSSoA



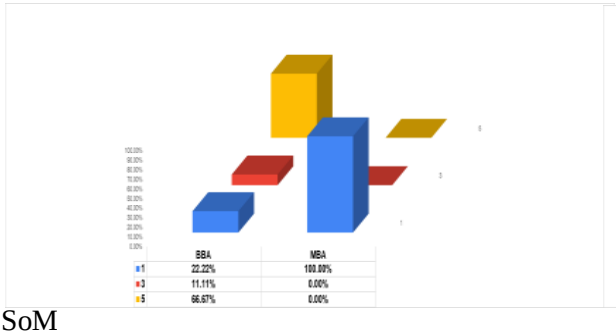
| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 6.25% | 8.33% | 0.00% | 0.00% | 0.00% |
| 2 | 0.00% | 3.33% | 0.00% | 3.13% | 2.78% |
| 3 | 6.25% | 21.67% | 0.00% | 28.13% | 11.11% |
| 4 | 31.25% | 40.00% | 41.67% | 25.00% | 50.00% |
| 5 | 56.25% | 26.67% | 58.33% | 43.75% | 36.11% |

SoAS



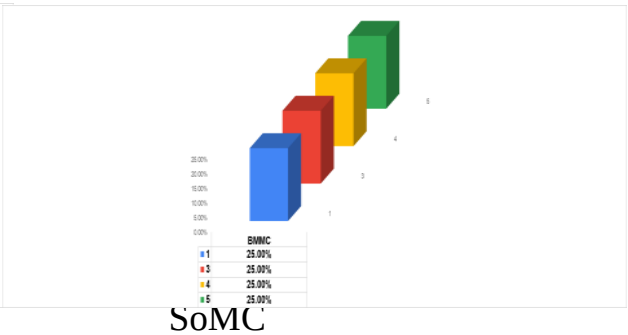
| | BFSC | MSc FS |
|---|---|---|
| 2 | 17.65% | 10.53% |
| 3 | 17.65% | 10.53% |
| 4 | 23.53% | 26.32% |
| 5 | 41.18% | 52.63% |

SoET



| | BBA | MBA |
|---|---|---|
| 1 | 22.22% | 100.00% |
| 3 | 11.11% | 0.00% |
| 5 | 66.67% | 0.00% |

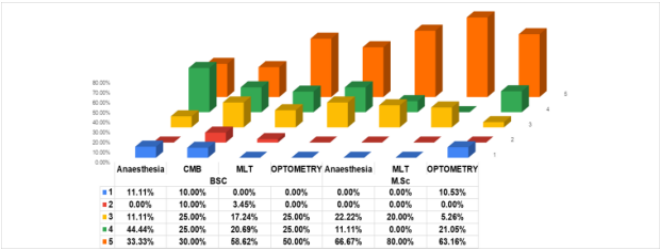
SoFS



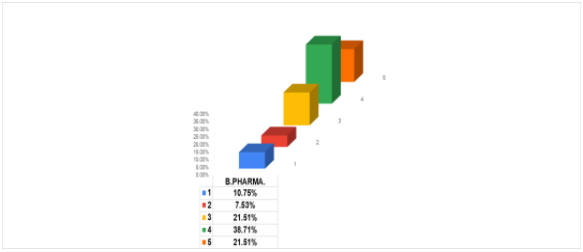
| | BMMC |
|---|---|
| 1 | 25.00% |
| 3 | 25.00% |
| 4 | 25.00% |
| 5 | 25.00% |

SoM

SoMC



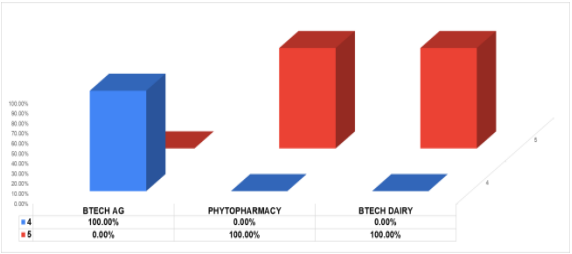
| | Anaesthesia | CMB | MLT | OPTOMETRY | Anaesthesia | MLT | OPTOMETRY |
|---|---|---|---|---|---|---|---|
| | BSC | | | | M.Sc | | |
| 1 | 11.11% | 10.00% | 0.00% | 0.00% | 0.00% | 0.00% | 10.53% |
| 2 | 0.00% | 10.00% | 3.45% | 0.00% | 0.00% | 0.00% | 0.00% |
| 3 | 11.11% | 25.00% | 17.24% | 25.00% | 22.22% | 20.00% | 5.26% |
| 4 | 44.44% | 25.00% | 20.69% | 25.00% | 11.11% | 0.00% | 21.05% |
| 5 | 33.33% | 30.00% | 58.62% | 50.00% | 66.67% | 80.00% | 63.16% |



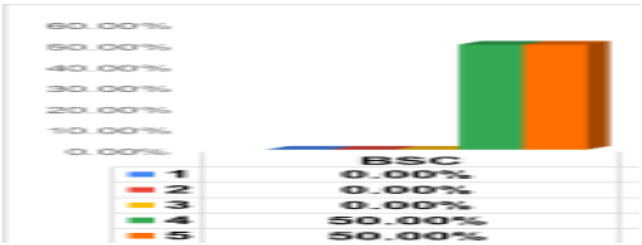
| | B.PHARMA. |
|---|---|
| 1 | 10.75% |
| 2 | 7.53% |
| 3 | 21.51% |
| 4 | 38.71% |
| 5 | 21.51% |

SoPAHS

SoPLS



| | BTECH AG | PHYTOPHARMACY | BTECH DAIRY |
|---|---|---|---|
| 4 | 100.00% | 0.00% | 0.00% |
| 5 | 0.00% | 100.00% | 100.00% |



| | BSC |
|---|---|
| 1 | 0.00% |
| 2 | 0.00% |
| 3 | 0.00% |
| 4 | 50.00% |
| 5 | 50.00% |

SoABE

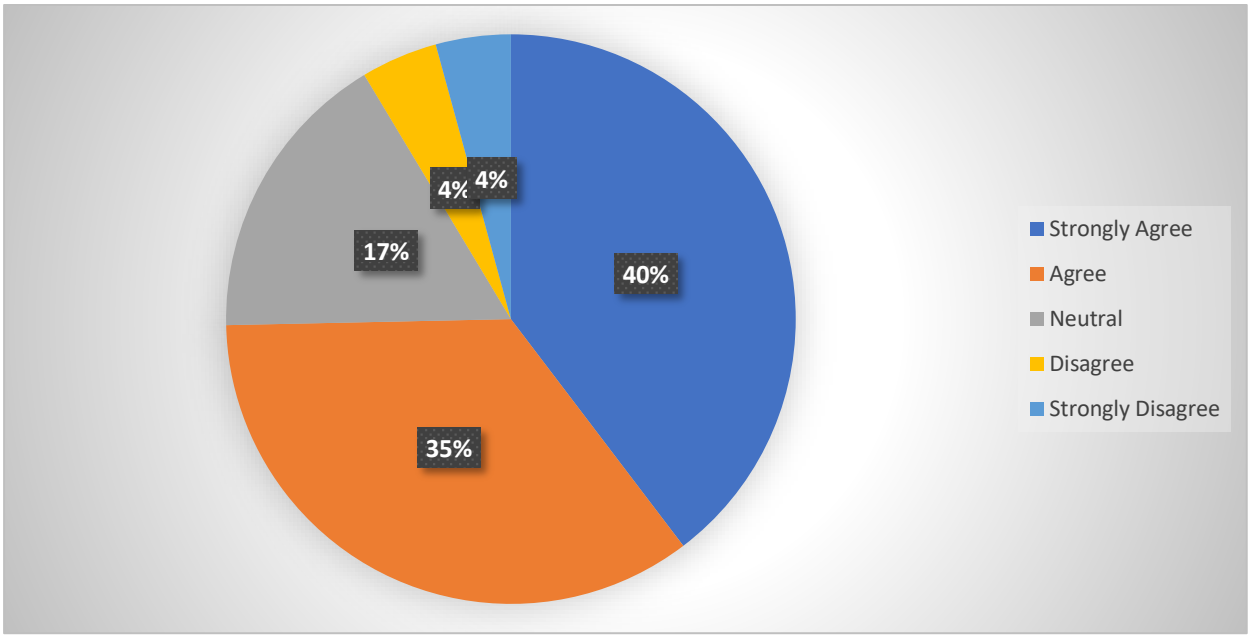
SoF

The efficiency of lab experiments and academic activities was evaluated by the pupils. Academic tasks/lab experiments are beneficial in understanding the

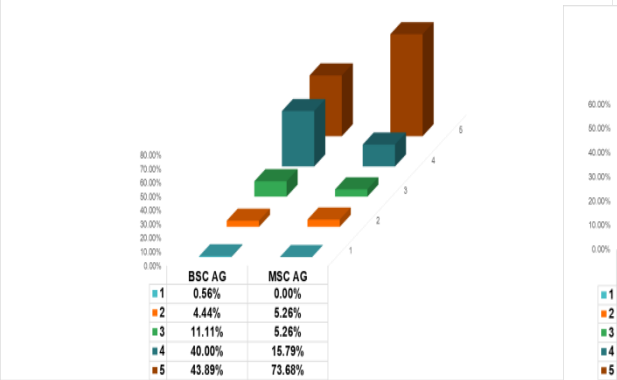
applicability of concepts, according to 74% (32% strongly agreed and 32% agreed) of respondents. 5% percent of students disagreed, whereas 5% strongly disagreed.

**Graph 2.1.10**

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

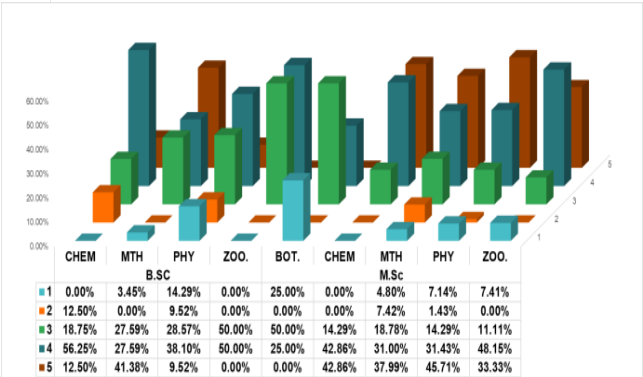



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**



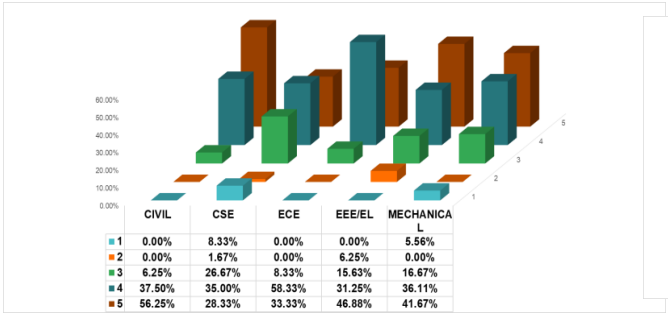
| | BSC AG | MSC AG |
|---|---|---|
| 1 | 0.56% | 0.00% |
| 2 | 4.44% | 5.26% |
| 3 | 11.11% | 5.26% |
| 4 | 40.00% | 15.79% |
| 5 | 43.89% | 73.68% |

MSSSoA

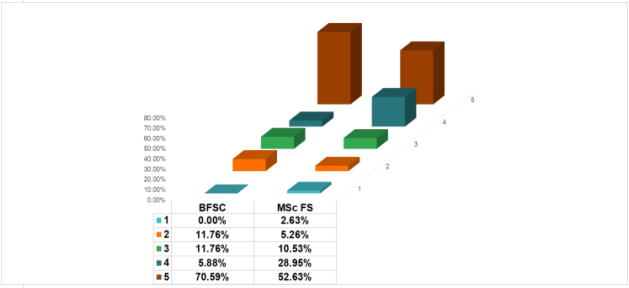


| | CHEM | MTH | PHY | ZOO. | BOT. | CHEM | MTH | PHY | ZOO. |
|---|---|---|---|---|---|---|---|---|---|
| | B.SC | | | | | M.Sc | | | |
| 1 | 0.00% | 3.45% | 14.29% | 0.00% | 25.00% | 0.00% | 4.80% | 7.14% | 7.41% |
| 2 | 12.50% | 0.00% | 9.52% | 0.00% | 0.00% | 0.00% | 7.42% | 1.43% | 0.00% |
| 3 | 18.75% | 27.59% | 28.57% | 50.00% | 50.00% | 14.29% | 18.78% | 14.29% | 11.11% |
| 4 | 56.25% | 27.59% | 38.10% | 50.00% | 25.00% | 42.86% | 31.00% | 31.43% | 48.15% |
| 5 | 12.50% | 41.38% | 9.52% | 0.00% | 0.00% | 42.86% | 37.99% | 45.71% | 33.33% |

SoAS

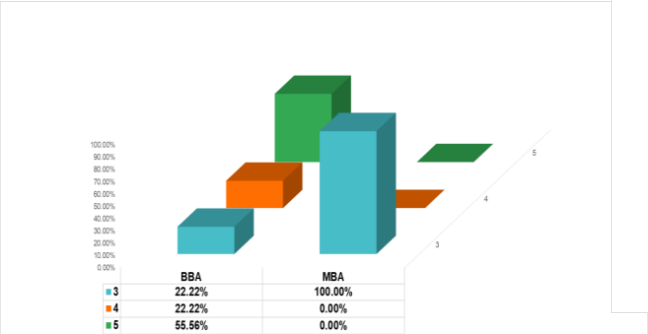


| | CIVIL | CSE | ECE | EEE/EL | MECHANICAL |
|---|---|---|---|---|---|
| 1 | 0.00% | 8.33% | 0.00% | 0.00% | 5.56% |
| 2 | 0.00% | 1.67% | 0.00% | 6.25% | 0.00% |
| 3 | 6.25% | 26.67% | 8.33% | 15.63% | 16.67% |
| 4 | 37.50% | 35.00% | 58.33% | 31.25% | 36.11% |
| 5 | 56.25% | 28.33% | 33.33% | 46.88% | 41.67% |



| | BFSC | MSc FS |
|---|---|---|
| 1 | 0.00% | 2.63% |
| 2 | 11.76% | 5.26% |
| 3 | 11.76% | 10.53% |
| 4 | 5.88% | 28.95% |
| 5 | 70.59% | 52.63% |

SoET

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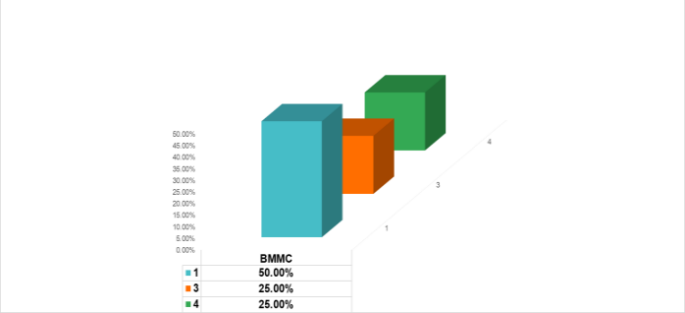
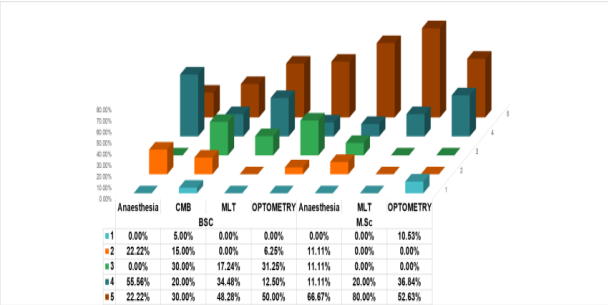
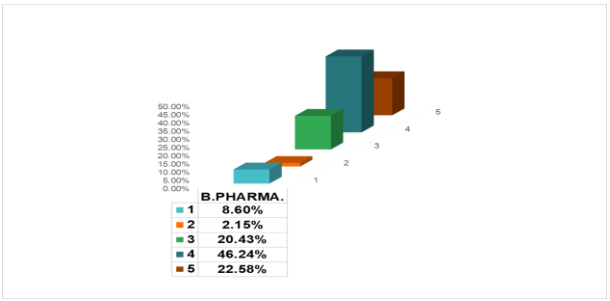



SoM

SoMC




SoPAHS

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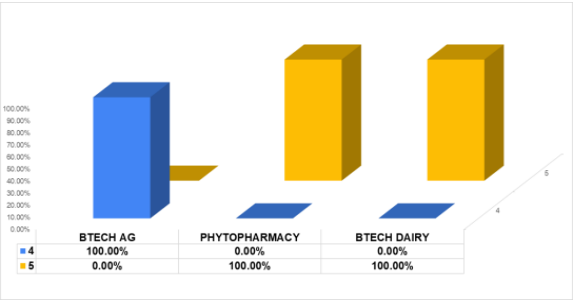
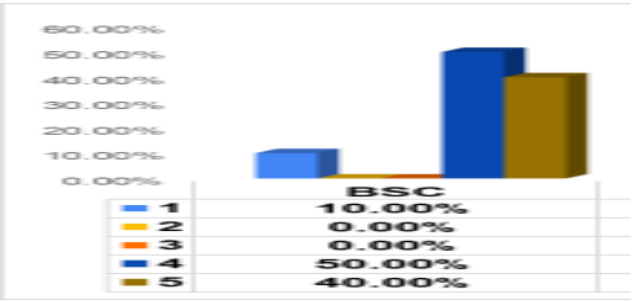



SoABE




SoF

In the survey around 40% of the students are highly satisfied (strongly agreed) and 35% agreed and around 4% of students strongly disagreed and 4%disagreed. As per Choice Based Credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and Head of the department.

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

- Increase the opportunities for internship for students
- Class participation should be taken care to know the learning outcome.
- More Number of case studies should be discussed in the class.

- The curriculum is up to the marks with recent job prospect which with well-defined with present context.
- Fundamental concepts should be added to strengthen students' knowledge
- The quality of books in library that matches with latest curriculum shall be made available
- Better student staff interactions

## TEACHER FEEDBACK ANALYSIS

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

Feedback of around **34** Teachers of various courses was collected in the session 2020-2021.

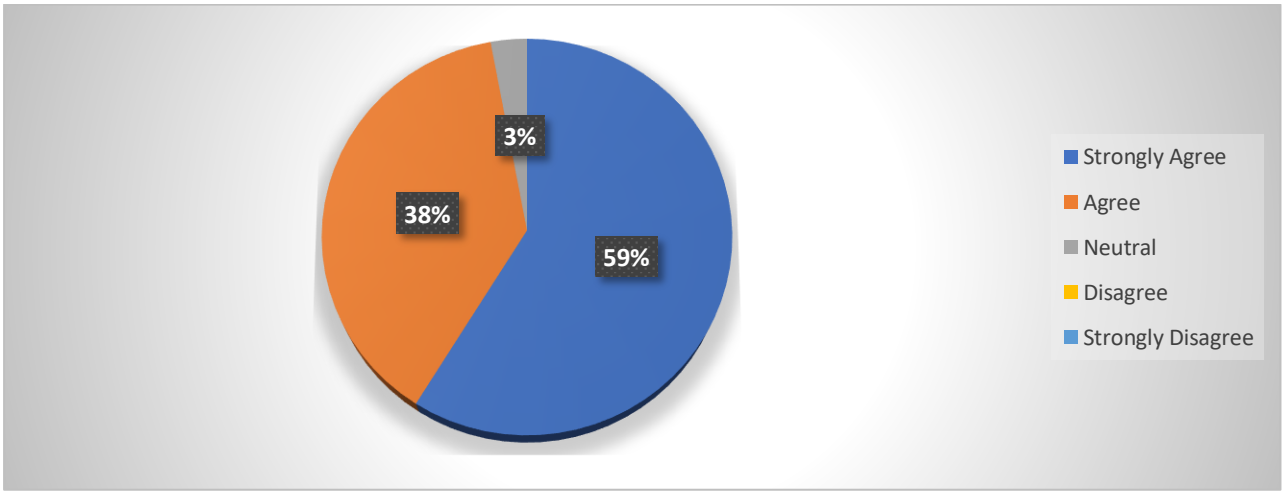
**Response Count**

| 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 | 0 | 0 |
| Q.2 | Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students. | 17 | 15 | 2 | 0 | 0 |
| Q.3 | The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated. | 19 | 13 | 2 | 0 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Q.4 | The curriculum has right mix of Theory ,Practical and Project | 21 | 11 | 2 | 0 | 0 |
| Q.5 | The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship. | 21 | 9 | 3 | 0 | 1 |

**Graph 2.2.1**

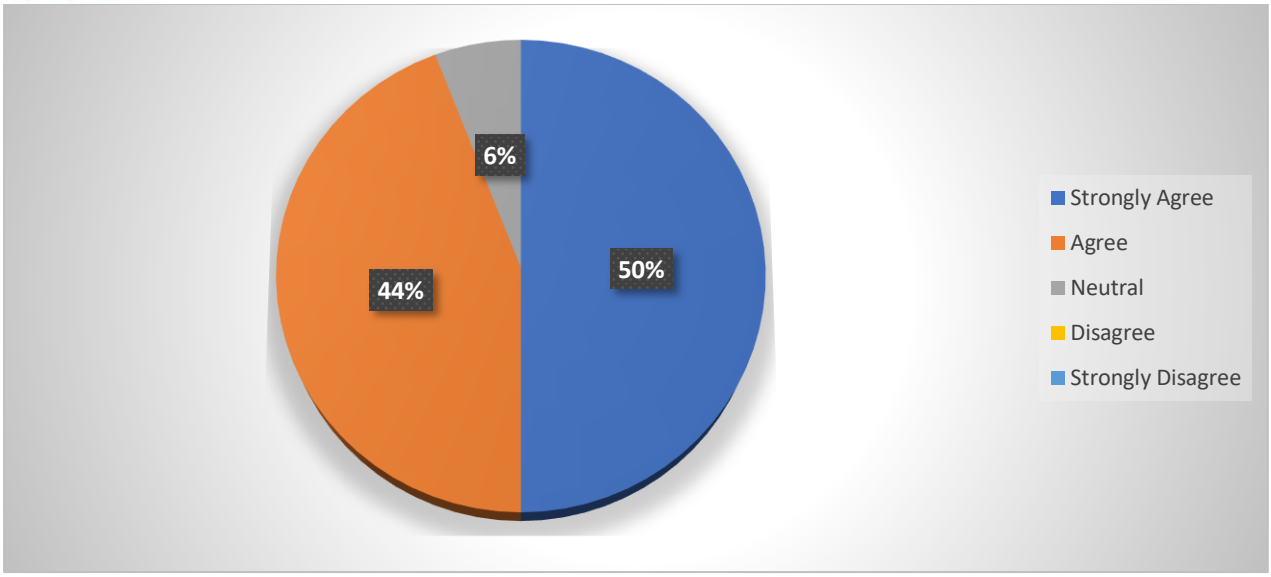
**Syllabus is need based with respect to the recent advancements**




Syllabus is updated on a regular basis by industry professionals and academicians, taking into account changes in industry and academic trends and technology. External experts are invited to provide expert lectures and engage in active student interaction. These experts' valuable suggestions are also incorporated into the curriculum on a regular basis. Recruiter feedback is also taken into account during placement drives to ensure that students and curriculum are industry ready. According to the findings, over 59 percent of faculty members strongly agree and 38 percent agreed with recent curricular developments. 3 percent of the respondents remained neutral.

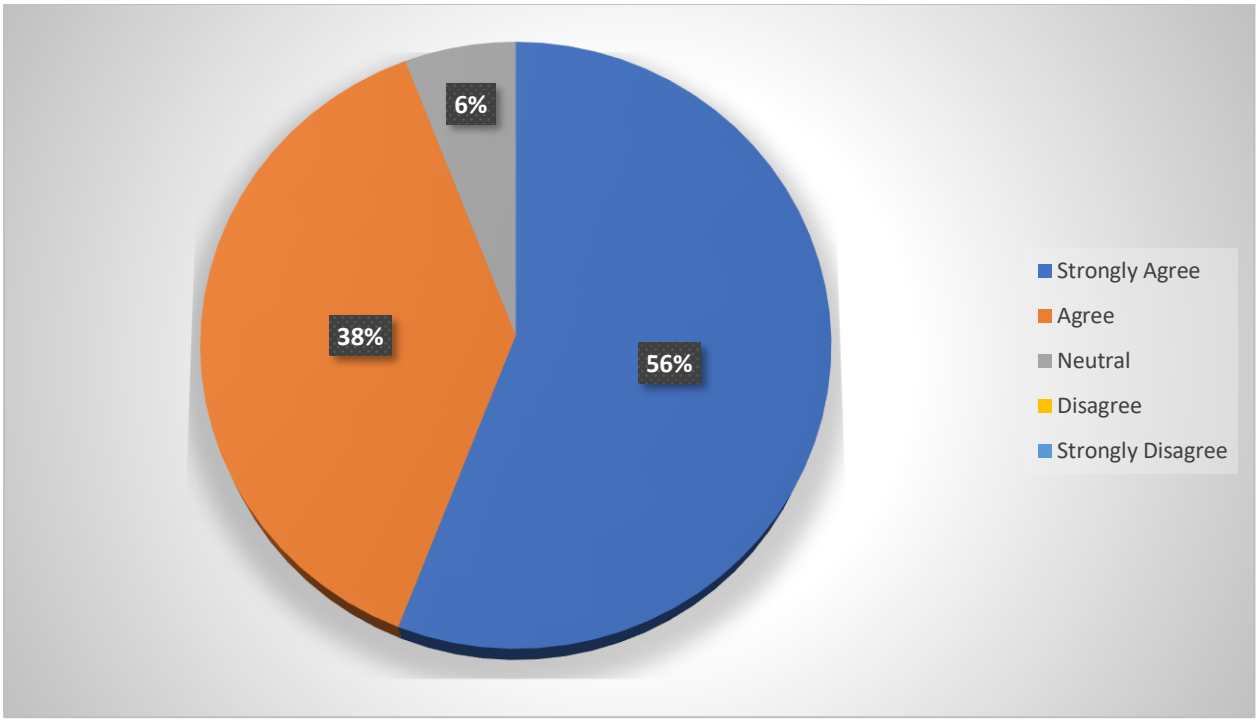
**Graph 2.2.2**

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



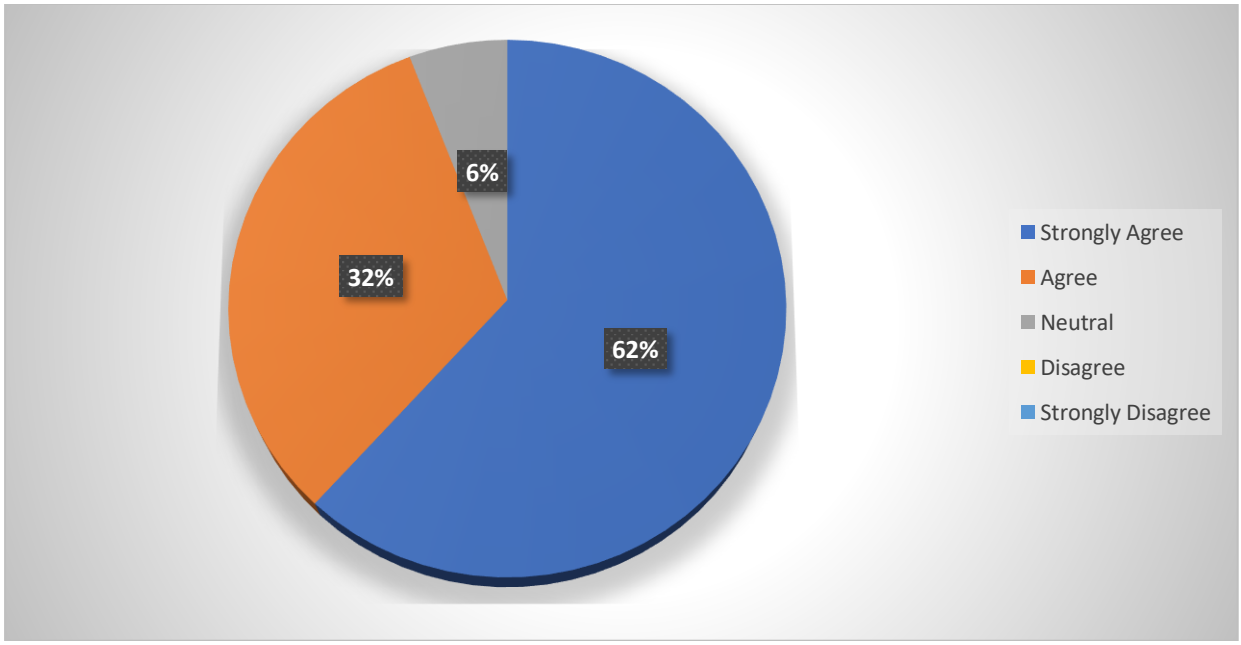

By focusing more on depth of comprehension and breadth of material coverage, the curriculum gives enough chances for students to apply and explain their learning in multiple circumstances. The percentage of respondents is depicted in the graph. Around 50 percent of Professors were extremely satisfied and 44 percent agreed with the curriculums' breadth and depth of course content, 6 percent remained neutral.

**Graph 2.2.3**
**The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.**




Textbooks, reference books, and CUTM Courseware Contents provide a framework for students to organise and manage their education. These are the most important sources of information regarding the topic of their course. Textbooks and reference books assist students in fully comprehending subjects and becoming acquainted with the course. Teachers in the classroom employ CUTM Courseware content, which includes YouTube connections, practice test links, and course materials. As a result, they will be able to attain the targeted course results. The percentage of responders is shown in the graph. 56% strongly agreed and 38% agreed, only 2% of professors remained neutral according to the survey.

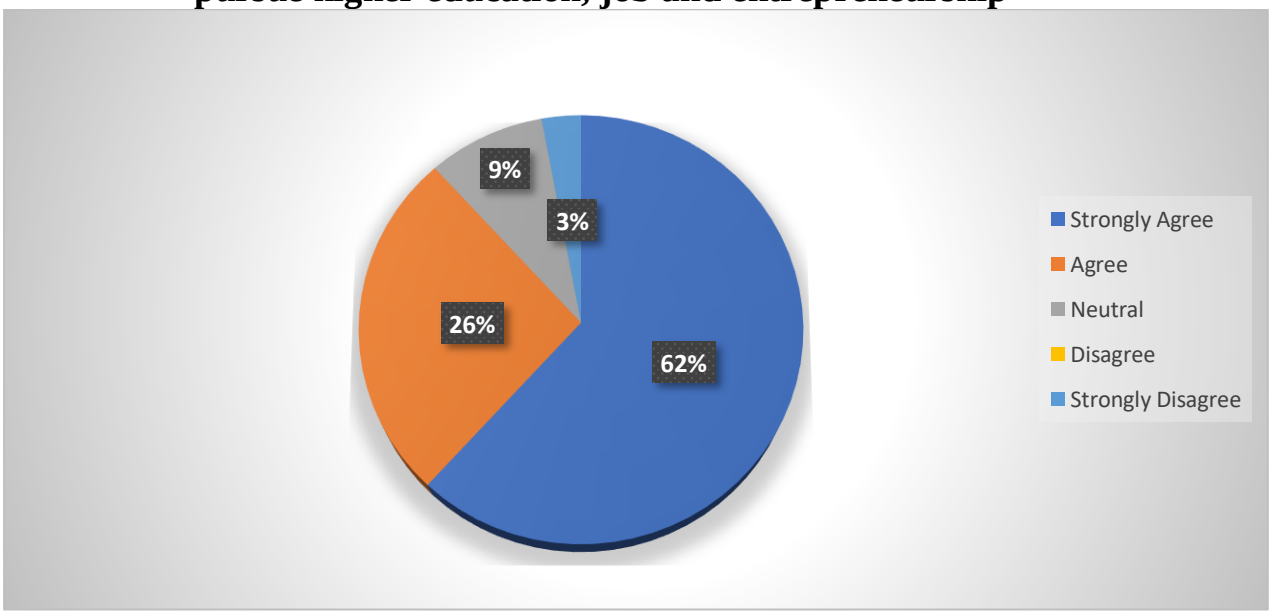
**Graph 2.2.4**
**The curriculum has right mix of Theory, Practical and Project**




The graph shows the percentage of people who responded. According to this study, 62 percent of faculty members strongly agreed and 32 percent agreed with the preparing of academic assignments, practical experiments, and projects according to the teaching plans. Whereas 6% of the respondentsremained neutral.

**Graph 2.2.5**

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




The percentage of responders is seen in the graph above. 62percent of teachers were strongly agreed and 26 percent were agreed with the amount of learning

from academic assignments, and 3 percent strongly disagreed with the statement. Learning levels from academic tasks are assessed using a variety of activities such as worksheets, class tests, assignments, presentations, quizzes, sessions, practical, design problems, and projects, among others, providing an ideal platform for developing knowledge and skills in preparation for higher education, employment, and entrepreneurship.

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

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

Centurion University
Shaping Lives... Empowering Communities...

## Centurion University of Technology and Management, Odisha

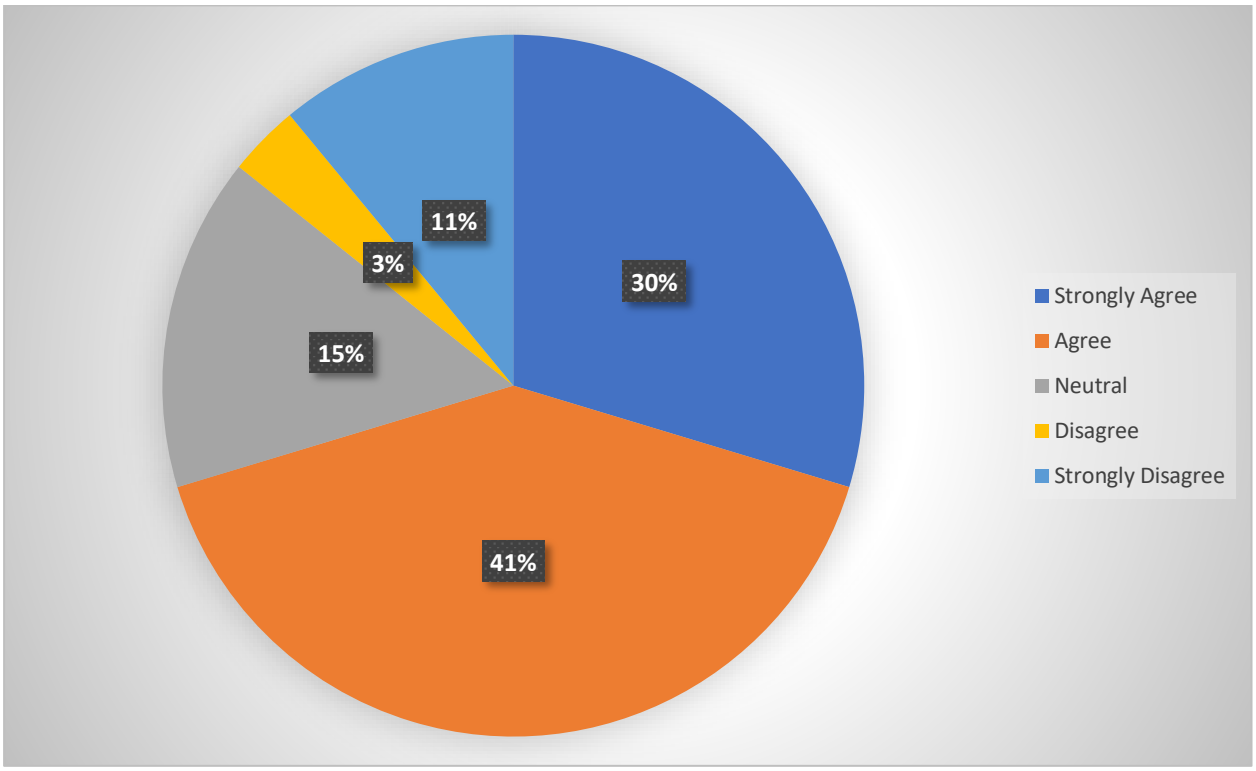
In the session2020-2021, University collected and analyzed the feedback from **91** alumni of various courses. Valuable suggestions made by the alumni are put forward before the Board of Studies for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

### Response Count

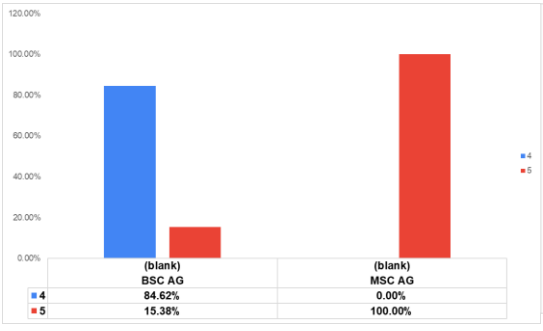
| Q.No | Suggestions | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| Q.1 | The current syllabus is adequately updated from the one followed during your course of study. | 27 | 37 | 14 | 3 | 10 |
| Q.2 | Does the curriculum have the ability to find solutions to real life/ practical problems in industry through the use of technical knowledge? | 28 | 37 | 12 | 7 | 7 |
| Q.3 | Does the curriculum have reasonably practical and laboratory skills for analysis and design? | 30 | 33 | 17 | 5 | 5 |
| Q.4 | How do you rate the curriculum with respect to professional ethics and behavior? | 28 | 37 | 13 | 7 | 5 |
| Q.5 | How do you rate the curriculum in written and oral communication abilities? | 27 | 35 | 19 | 4 | 5 |
| Q.6 | Does the curriculum have ability and will to engage in a process of continuous learning to meet the current job requirements? | 33 | 26 | 16 | 7 | 8 |
| Q.7 | Overall satisfaction for the | 30 | 34 | 13 | 7 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | current program in meeting its educational objectives. | | | | | |

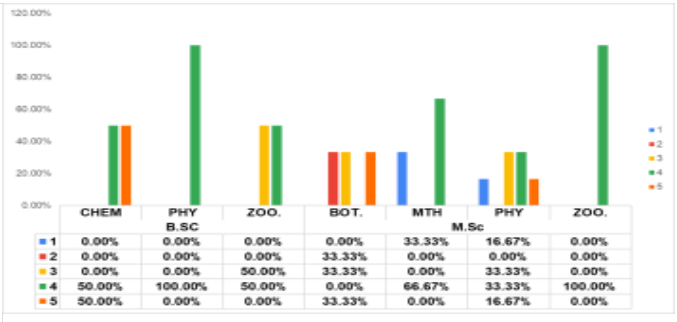
**Graph 2.3.1**
**The current syllabus is adequately updated from the one followed during your course of study.**




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




MSSSoA

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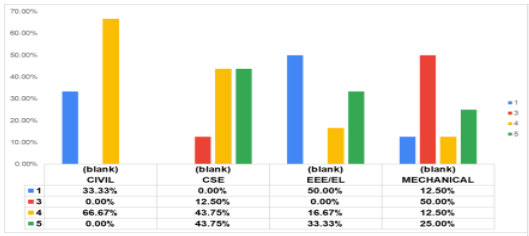
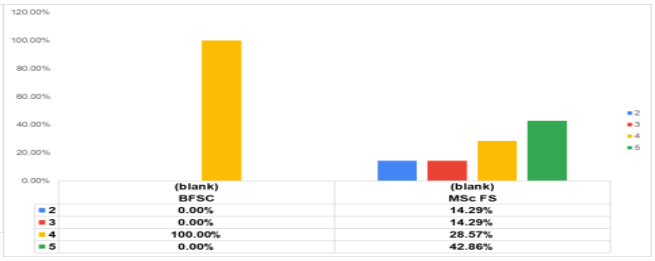
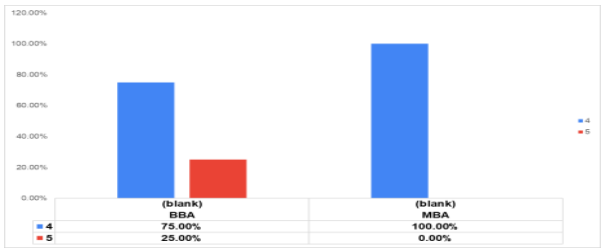


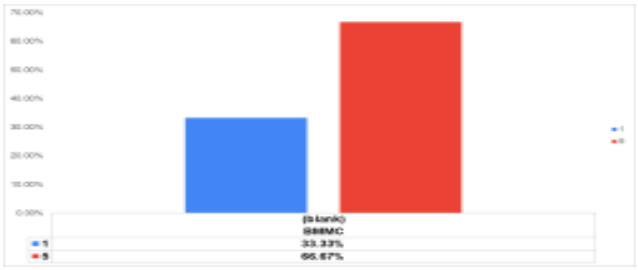

SoET



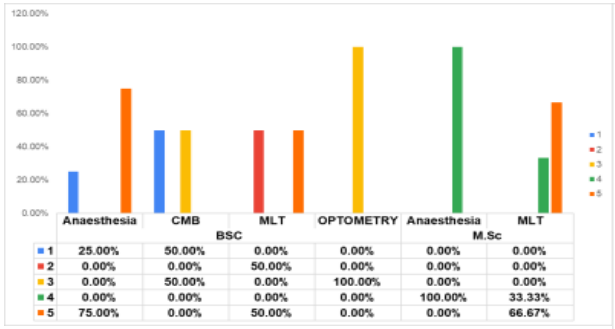

SoFS




SoM



SoMC

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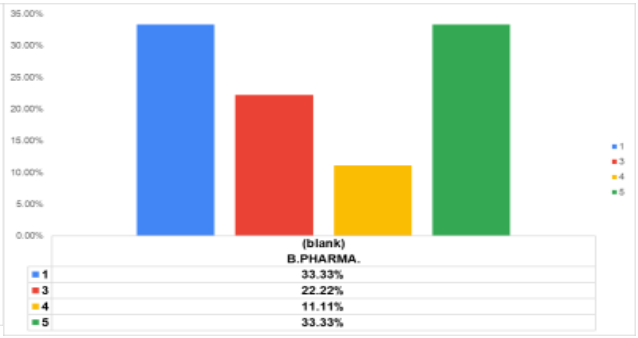
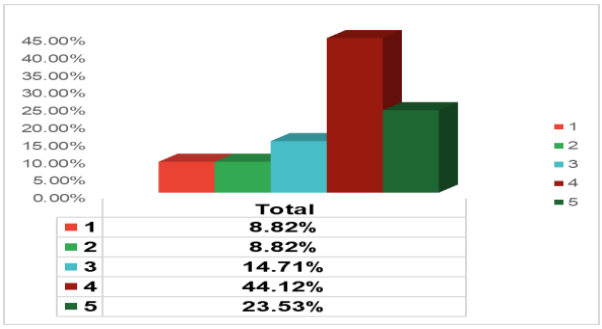



SoPLS



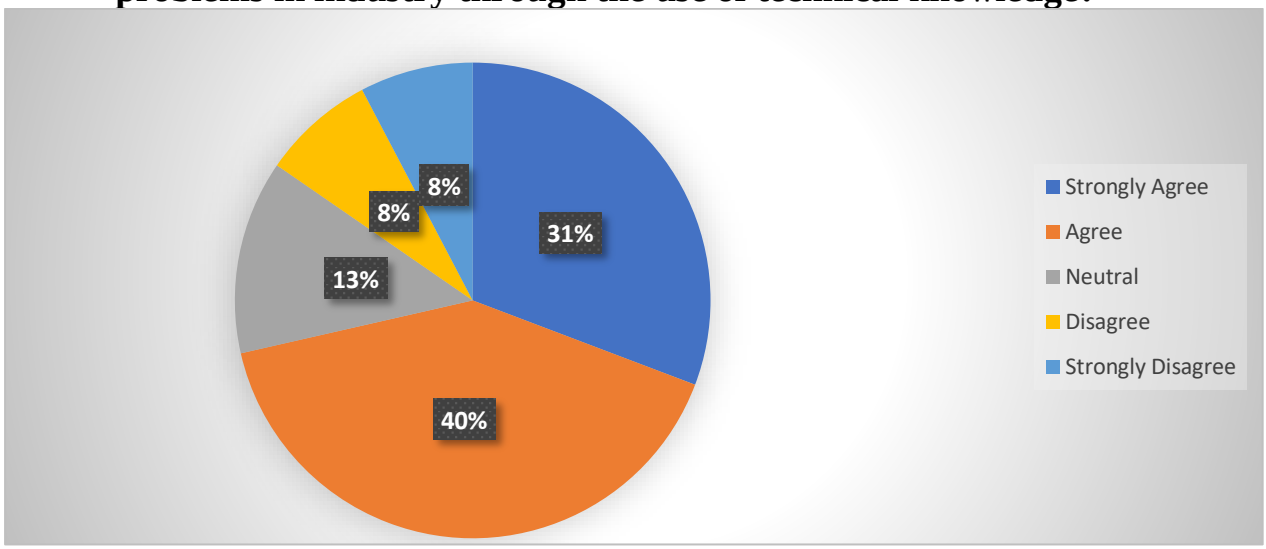

SoABE

Syllabus is revised on a regular basis to reflect evolving industry and academic trends and technologies, with significant input from industry experts, academicians, and employers.30% of alumni are strongly agreed and 41%agreed

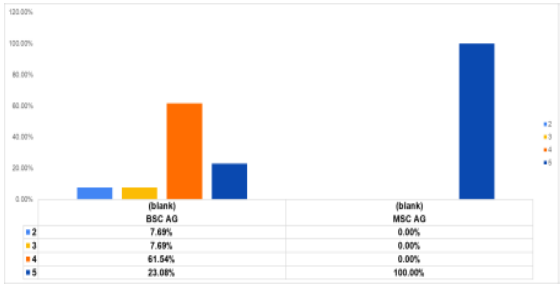
with the courses being offered while 11% alumni expressed strong disagreement and 3% disagreement.

**Graph 2.3.2**

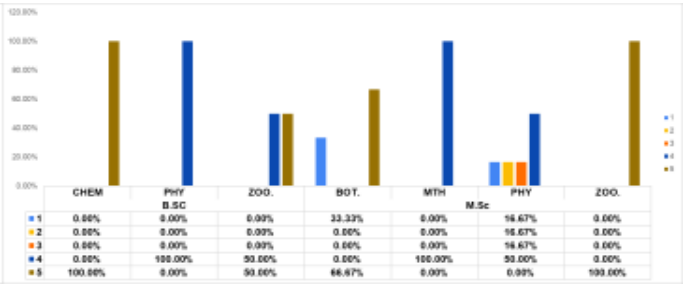
**Does the curriculum have the ability to find solutions to real life/ practical problems in industry through the use of technical knowledge?**




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



MSSSoA



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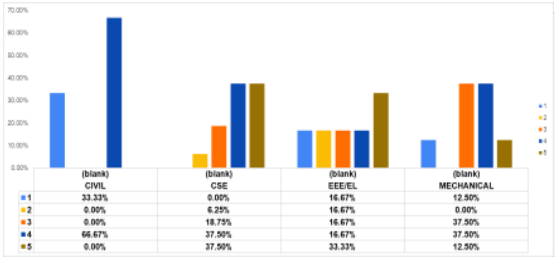
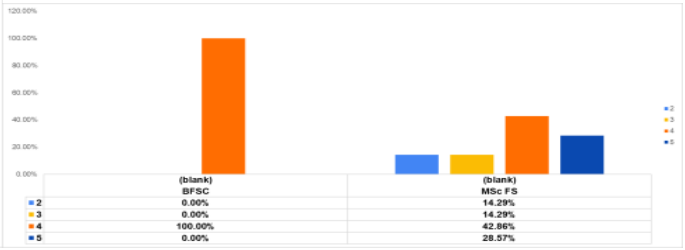


SoET



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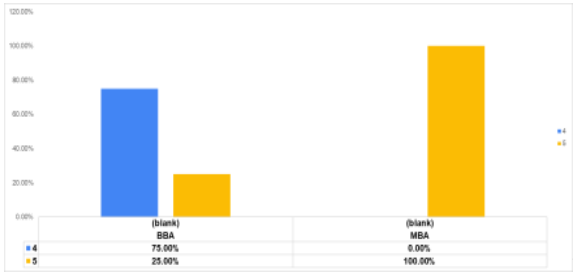
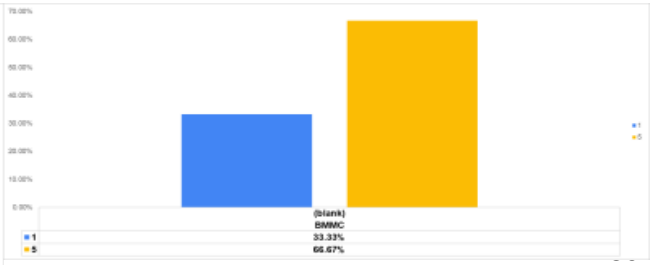
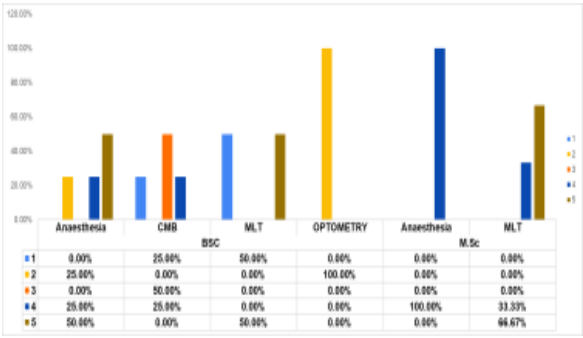
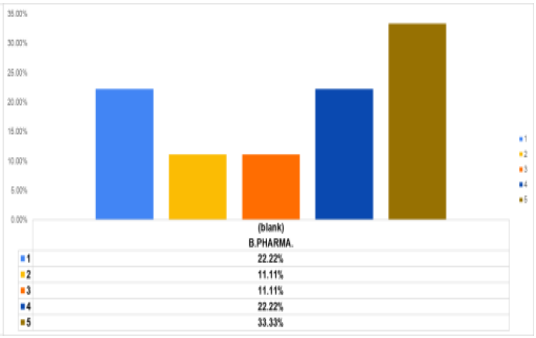




SoM




SoMC

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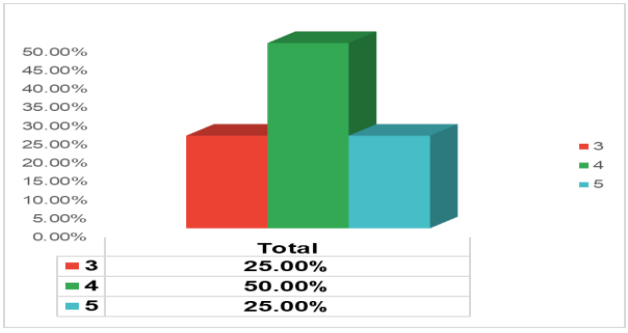
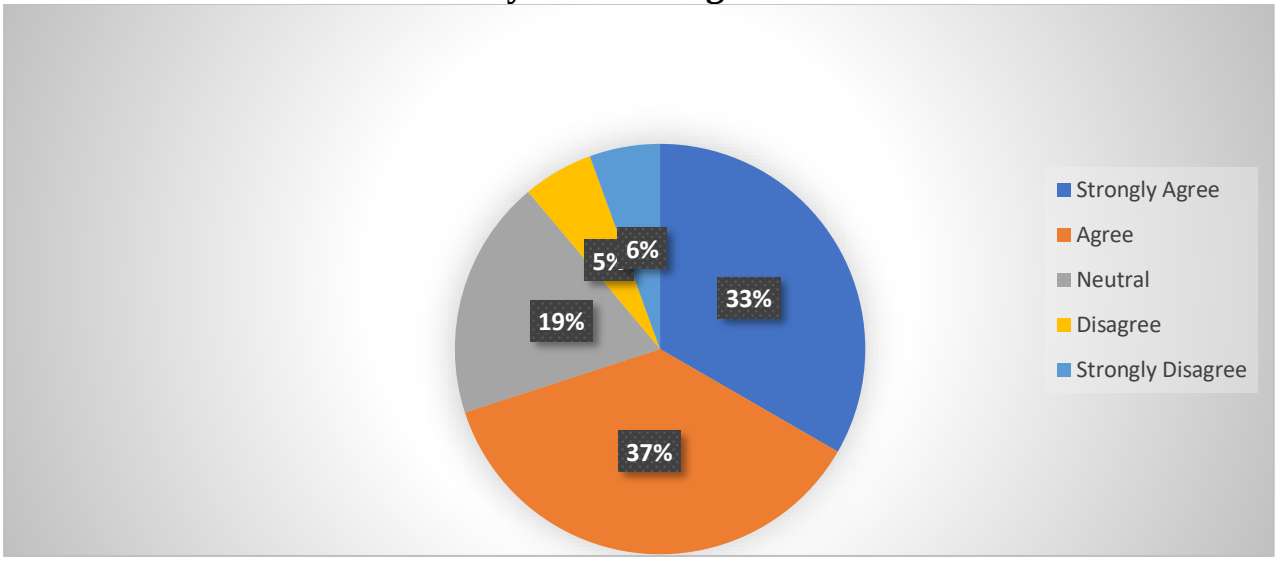



SoPLS

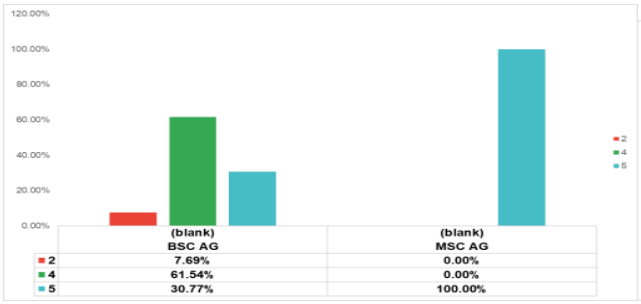
SoABE

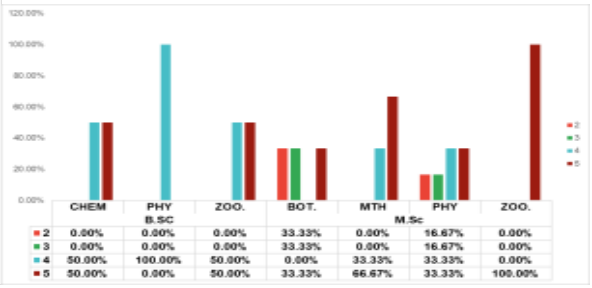
29 percent of alumni have strongly agreed and 40 percent that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately, 69 % of the strength was agreed about the assessment pattern adopted by the University for Individual Course is useful in grasping the concepts application. A relative few count of 16% (8% strongly disagreed and 8% disagreed)

**Graph 2.3.3**
**Does the curriculum have reasonably practical and laboratory skills for analysis and design?**

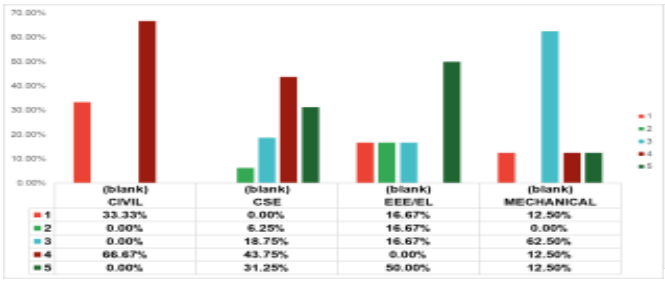



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**




MSSSoA

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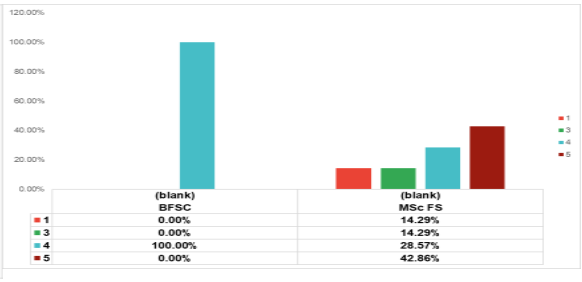


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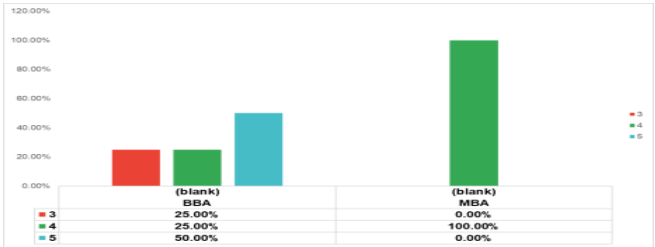


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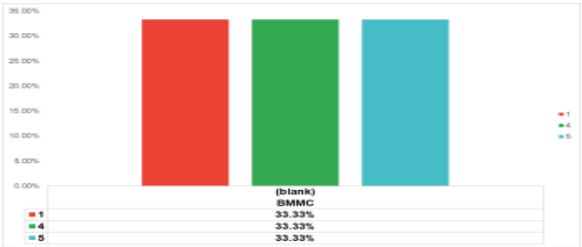
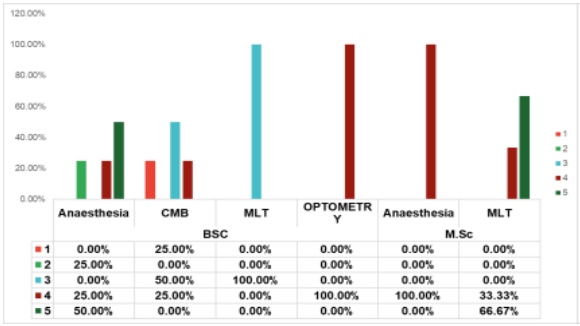
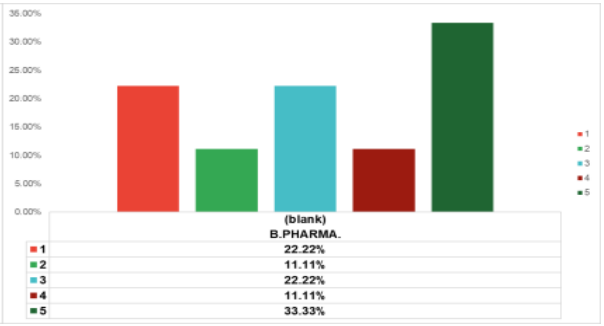


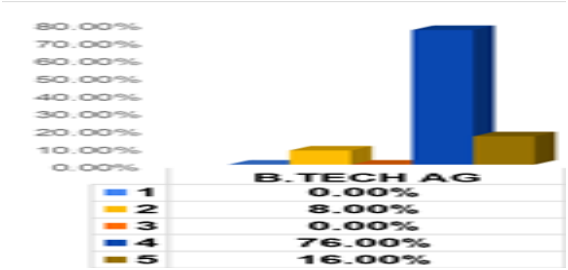
SoM




SoMC




SoPAHS




SoPLS

SoABE

As per this analysis, it was found that 33% of alumni strongly agreed and 37% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found a small strength of 11% just showed complete disagreement (6% strongly disagree and 5% disagree). Theory and practical courses will be included in the same term to ensure that students learn well. Students acquire many topics in class and are given the opportunity to apply what they have learned in the same semester so that they can analyse and design. The graph shows the percentage of people who responded.

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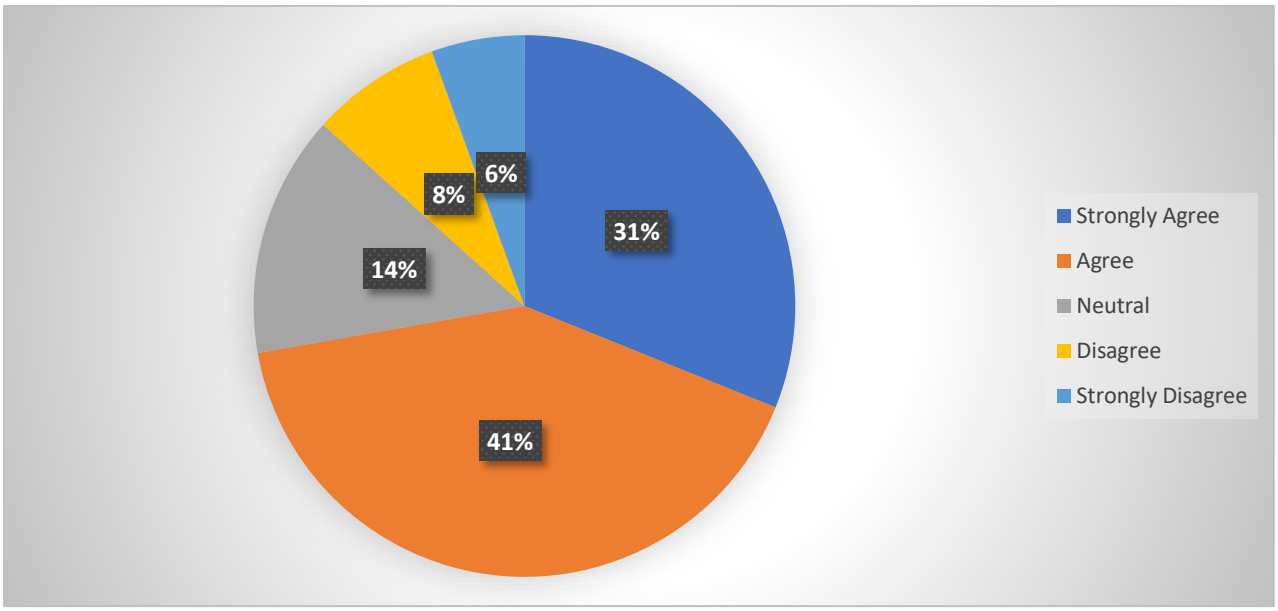
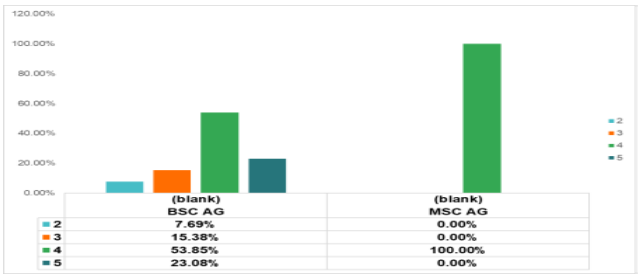
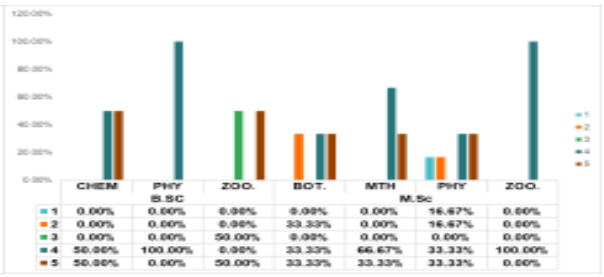
## Graph 2.3.4
## How do you rate the curriculum with respect to professional ethics and behavior?




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




MSSSoA

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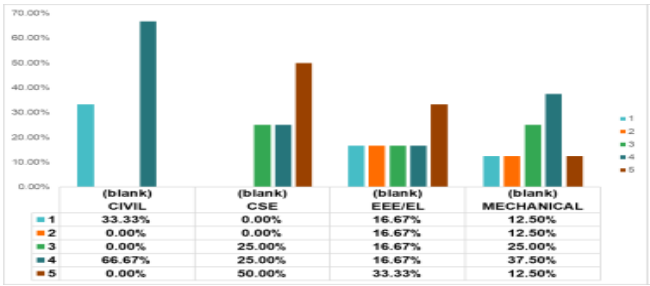


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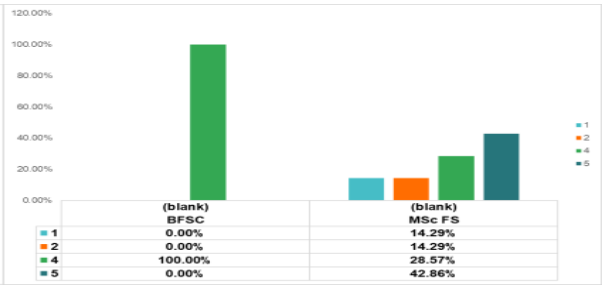


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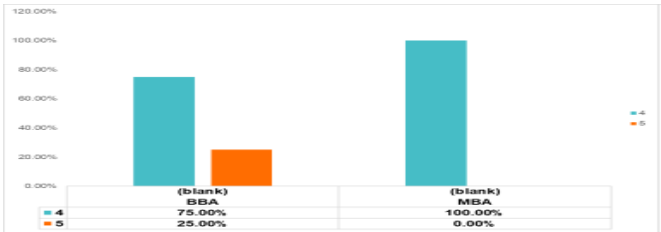
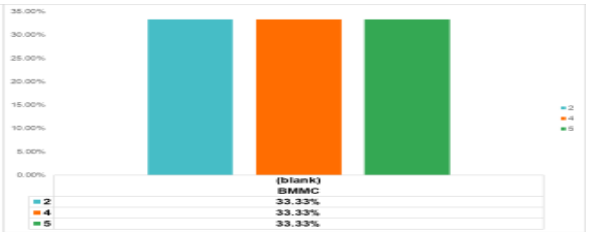
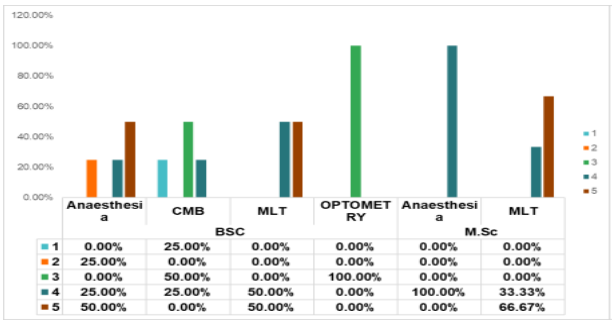
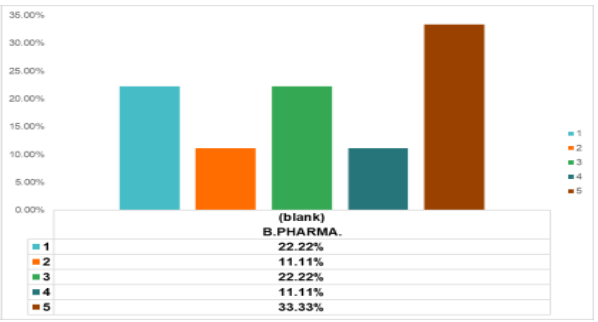


SoM

SoMC




SoPAHS

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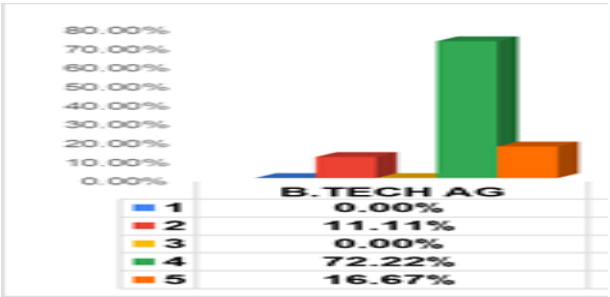


SoABE

Curriculum includes not only theoretical knowledge, but is also aimed to instil professional and behavioural ethics in students, making them presentable and fit for the outside world. Around 31% of alumni are strongly agreed and 41% agreed with the professional ethics and behaviour inputs in the curriculum while around 14% (6% strongly disagree and 8% disagree) of alumni showed a little dissatisfaction.

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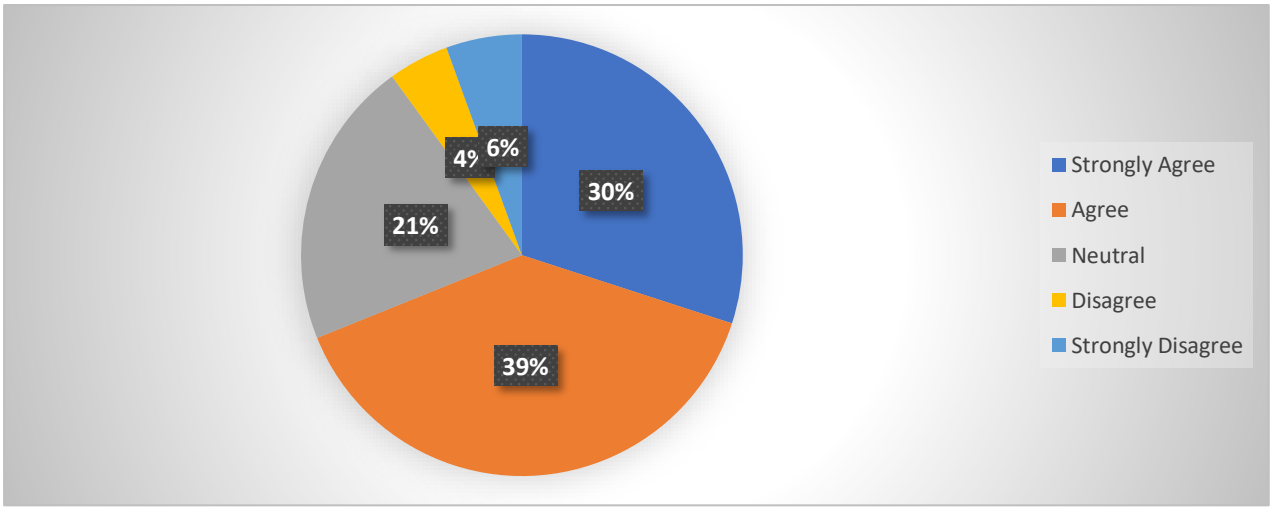
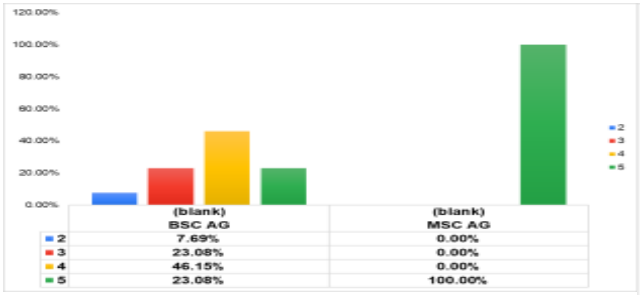
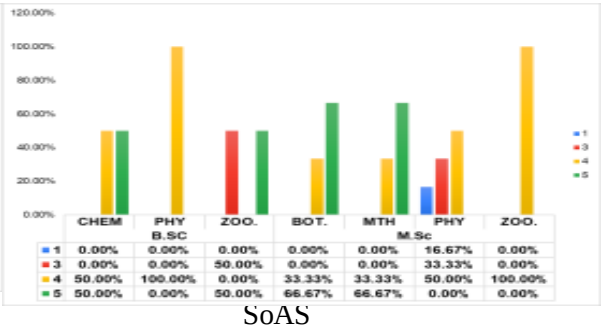
## Graph 2.3.5
## How do you rate the curriculum in written and oral communication abilities?




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




MSSSoA

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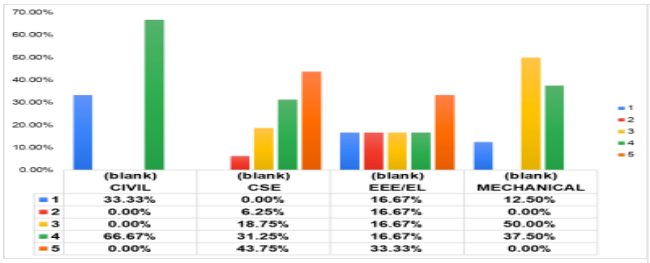


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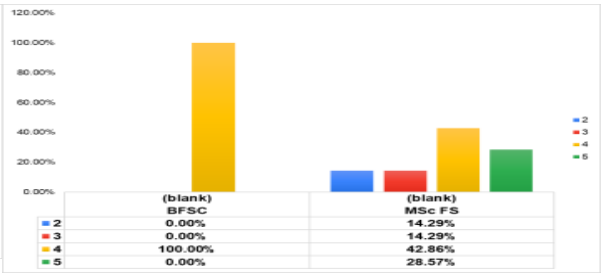


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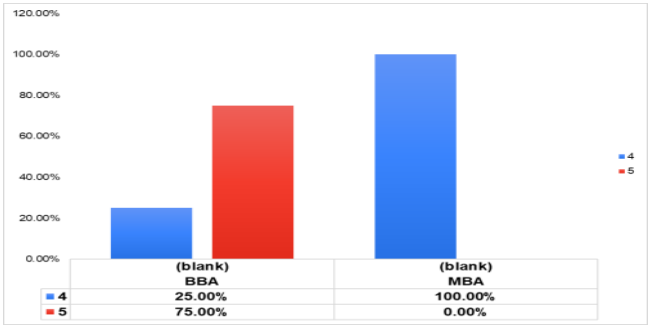


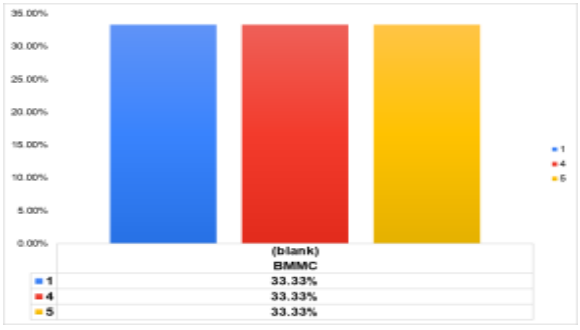

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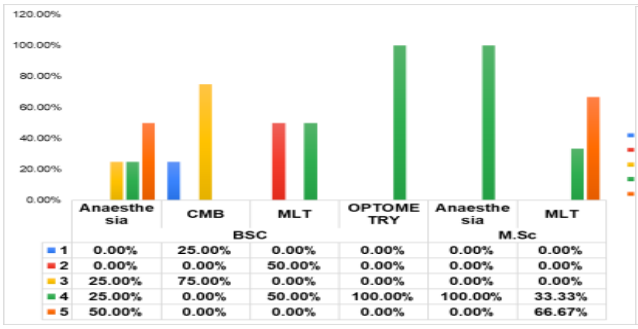


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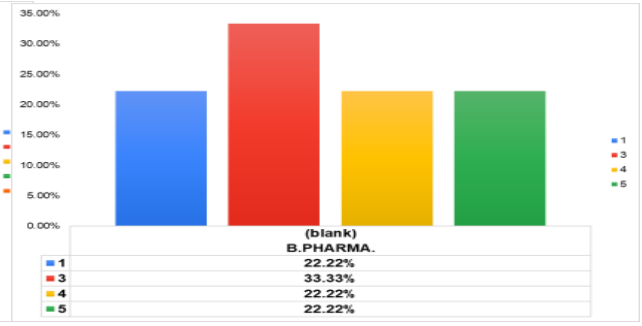
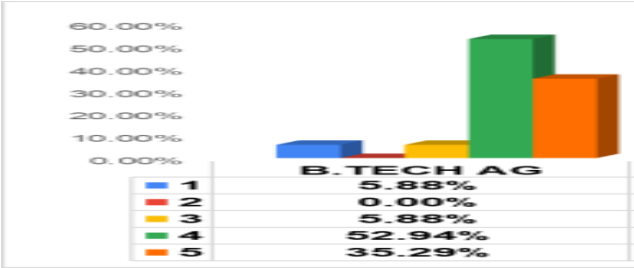



SoPAHS

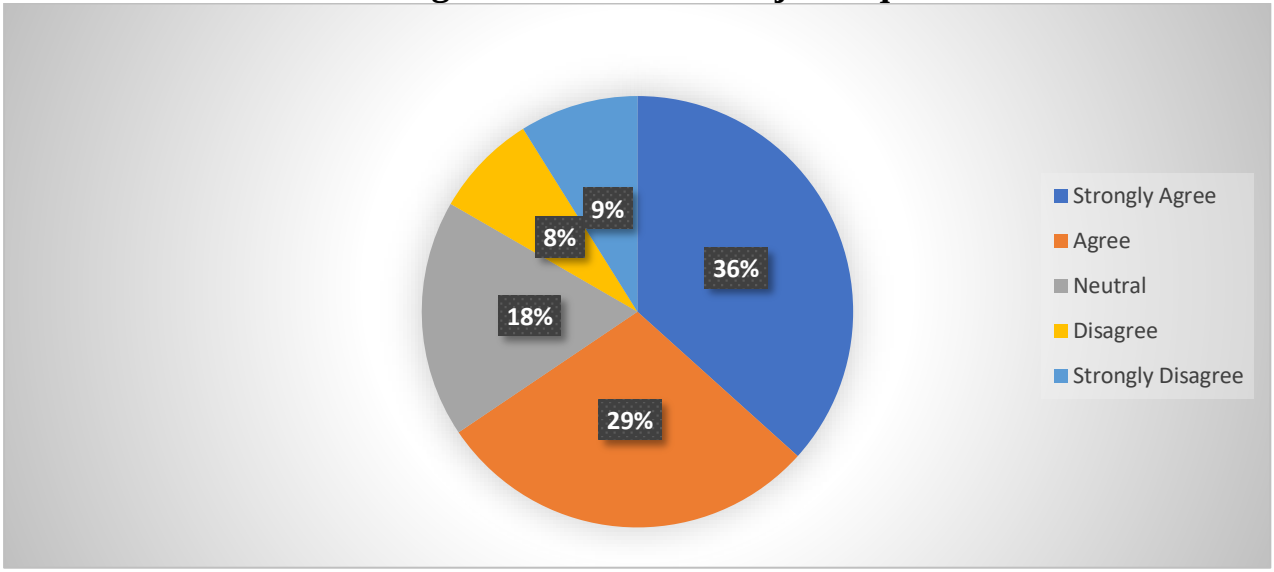
SoPLS



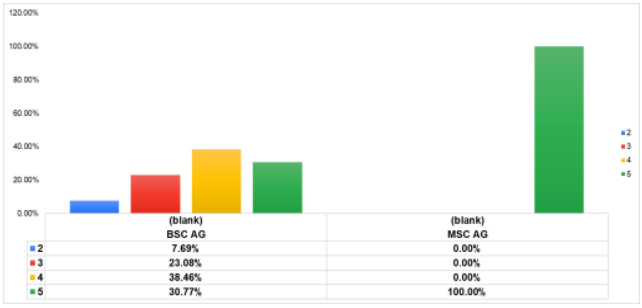

SoABE

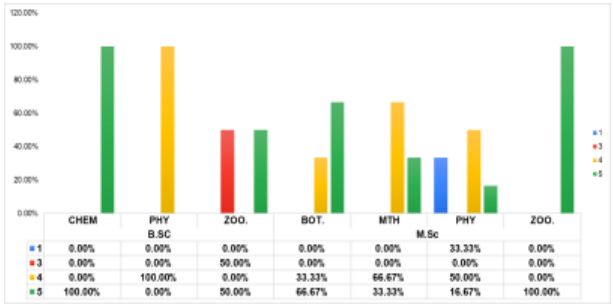
Around 30% of alumni were strongly agreed and 39% agreed with the level Professional Enhancement/Communication skills input in the curriculum, and nearly 10% (6% strongly disagree and 4% disagree) showed disagreement with the above-mentioned statement. Professional development and communication skills classes are included in the curriculum. Communication skills classes prepare students to cope effectively with a variety of issues. Students learn to boldly participate in tough conversations and to successfully communicate nonverbally through gestures, body language, and voice tones.

## Graph 2.3.6
## Does the curriculum have ability and will to engage in a process of continuous learning to meet the current job requirements?

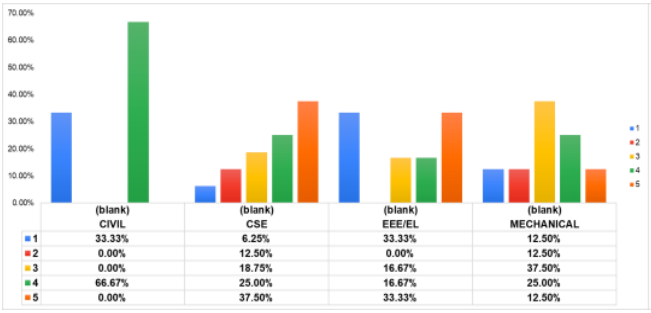



**5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree**




MSSSoA

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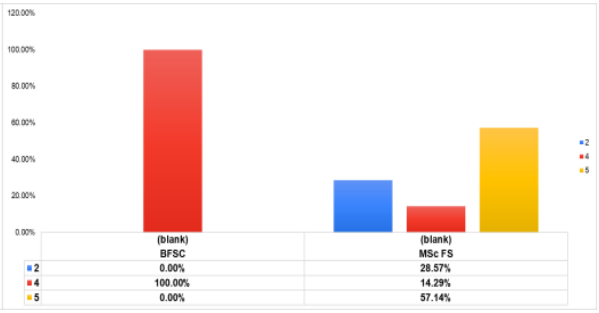

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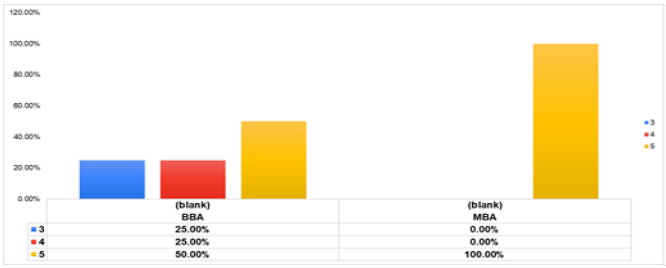


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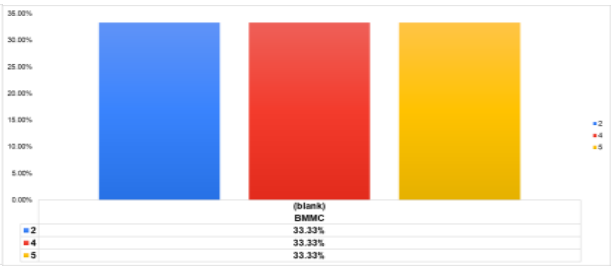


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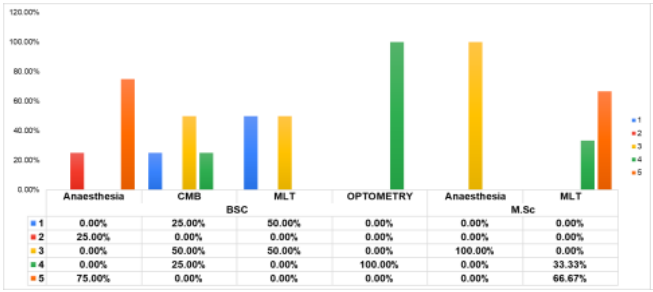


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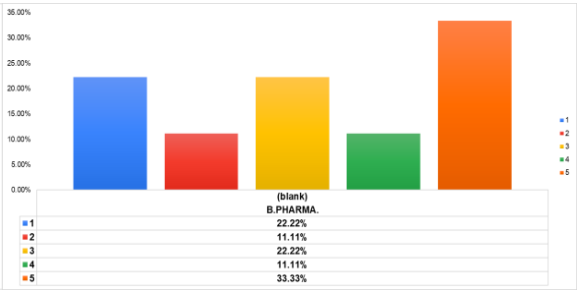
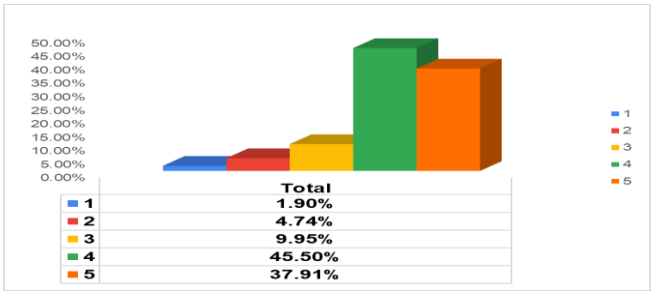



SoPAHS

SoPLS




SoABE

As per this analysis, it was found that 36 % of alumni strongly agreed and 29% agreed with this context. It was found that a strength of 17 %( 9% strongly disagreed and 8% disagreed) alumni showed complete dissatisfaction. Various communication skills and personality development courses are taught in class, and several workshops are held as part of the curriculum to assist students in finding better job prospects. The graph shows the percentage of people who responded.

**Graph 2.3.7**

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

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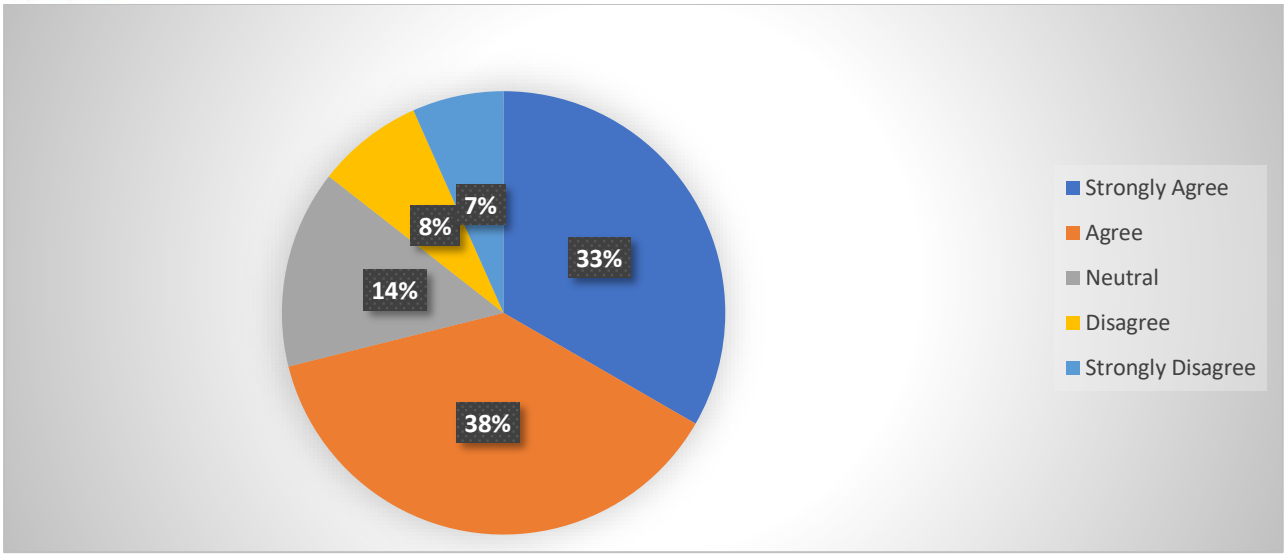
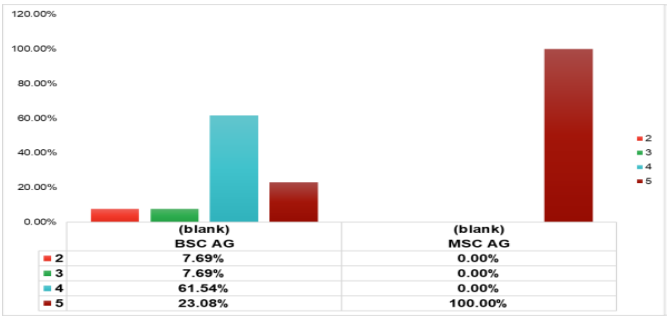
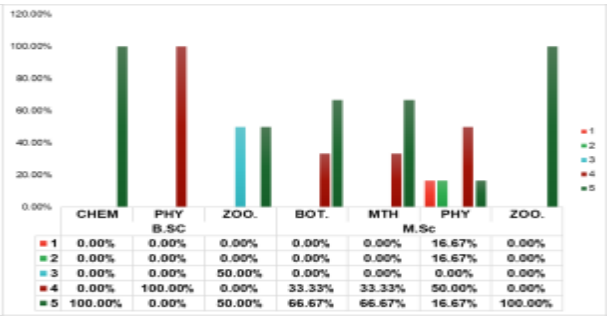



## 5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree




MSSSoA

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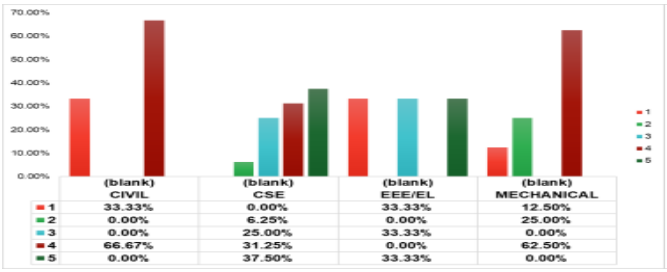


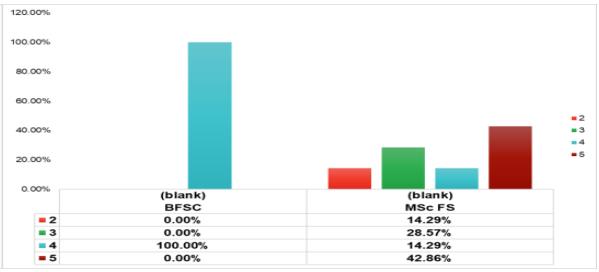


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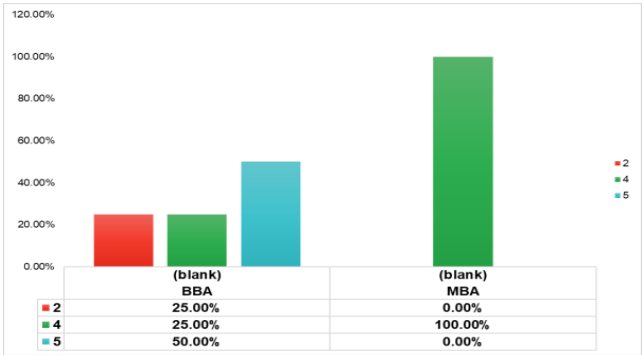
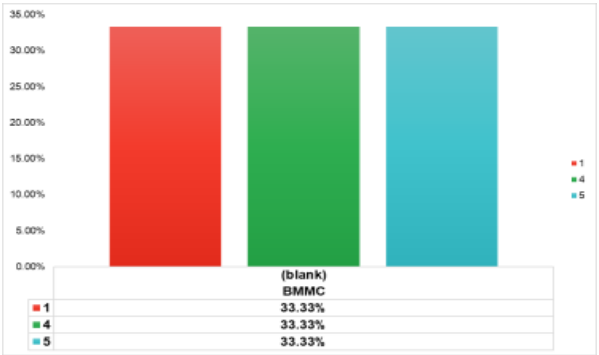
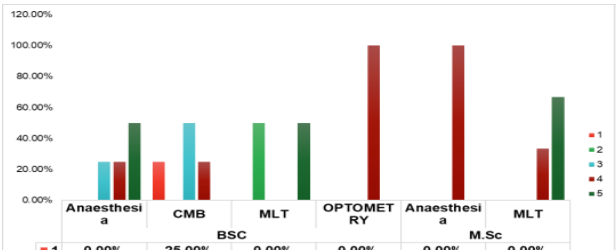
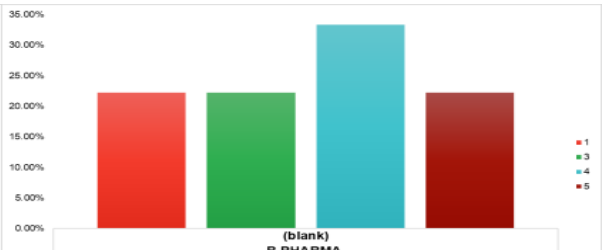


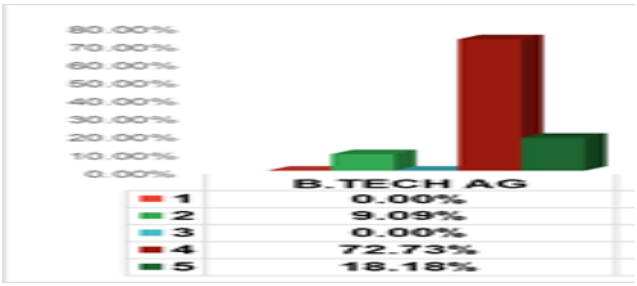

SoM

SoMC



SoPAHS SoPLS




SoABE

The analysis depicts that more than 71% of alumni were satisfied (33% strongly agreed and 38% agreed) with recent curriculum with respect to educational objectives. Around 15 % were not agreed. When asked about their overall satisfaction with educational objectives, alumni expressed significant agreement. The instructional objectives and learning outcomes in the curriculum are well-mapped.

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

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

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# EMPLOYERS FEEDBACK ANALYSIS

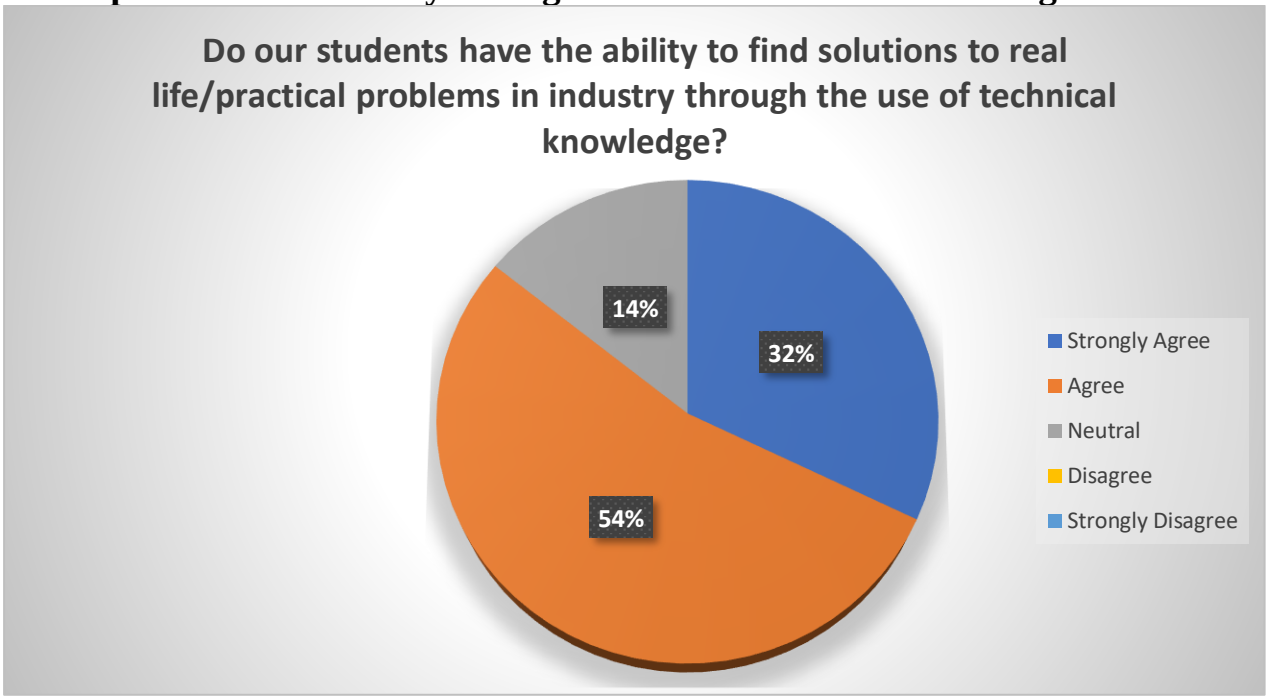
Feedback on various programmes and syllabi offered by the University was received online and offline from **28** employers for the term 2020-2021. Proper and regular analysis of feedback from diverse stakeholders' aids in the continuous improvement of the teaching-learning process. The University seeks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

## 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? | 9 | 15 | 4 | 0 | 0 |
| Q.2 | Do our students have reasonable knowledge and hands on skills for analysis and design? | 7 | 16 | 4 | 0 | 1 |
| Q.3 | How do you rate our students with respect to professional ethics and behavior? | 10 | 14 | 3 | 1 | 0 |
| Q.4 | How do you rate our students in written and oral communication abilities? | 6 | 18 | 3 | 1 | 0 |
| Q.5 | Do our students have ability and will to engage | 11 | 15 | 1 | 0 | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | in a process of continuous learning to meet the current job requirements? | | | | | |
| Q.6 | How do you rate professional capabilities of our students with respect to students from other institutions? | 9 | 15 | 3 | 1 | 0 |

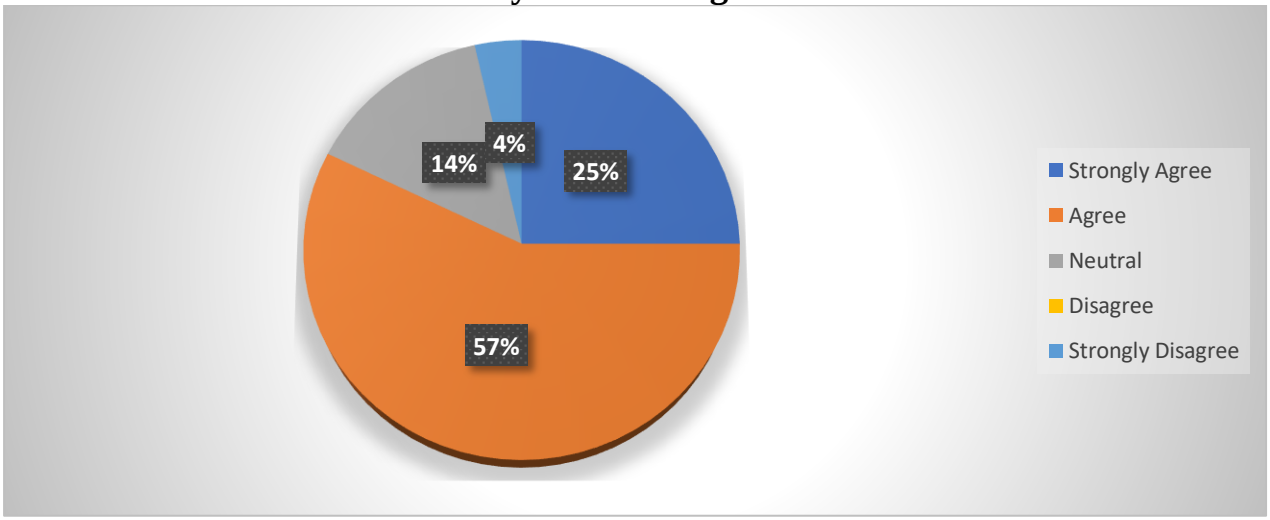
**Graph 2.4.1**
**Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?**




The chart explains the percentage of respondents. Around 32% employers strongly agreed and 54% employers agreed with the ability of our students to find solutions of the real-life problems, 14% of them remained neutral. According to the feedback research, a big percentage of employers are satisfied with the course content being

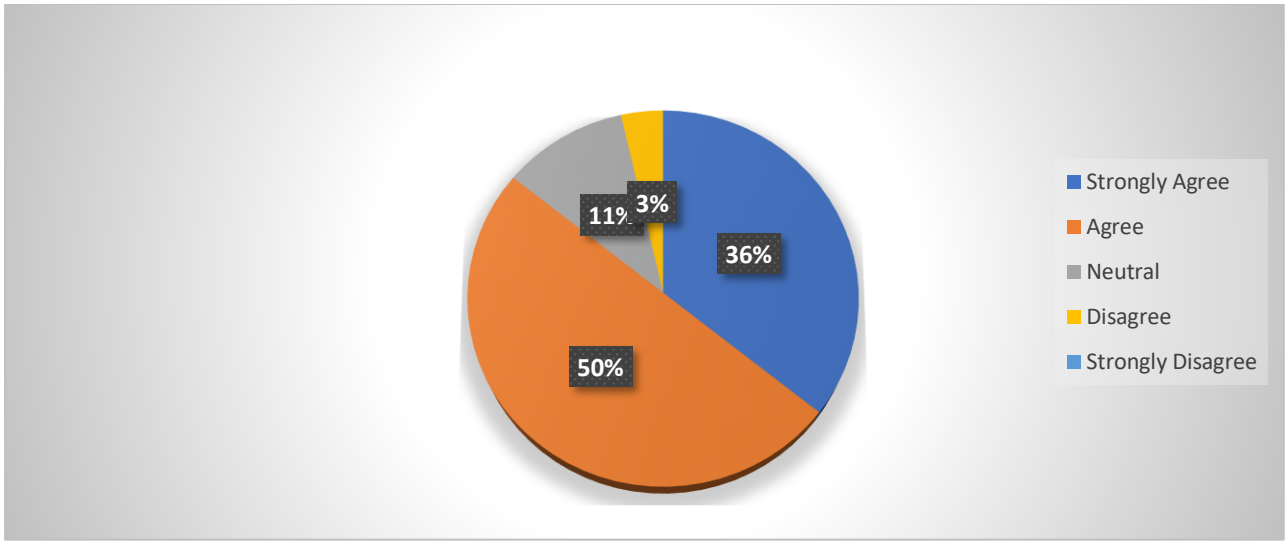
taught because the syllabus is modified on a regular basis to reflect current technology advances.

**Graph 2.4.2**
**Do our students have reasonable knowledge and hands on skills for analysis and design?**




More than 25% of our employers are strongly agreed and 57% agreed with the Practical and theoretical knowledge of our students required for analysis and design whereas nearly 4% strongly disagreed of them feels dissatisfied with the same. The curriculum is designed to include both academic and practical components. Students learn several ideas in class and have the opportunity to apply what they've learned later in the semester.

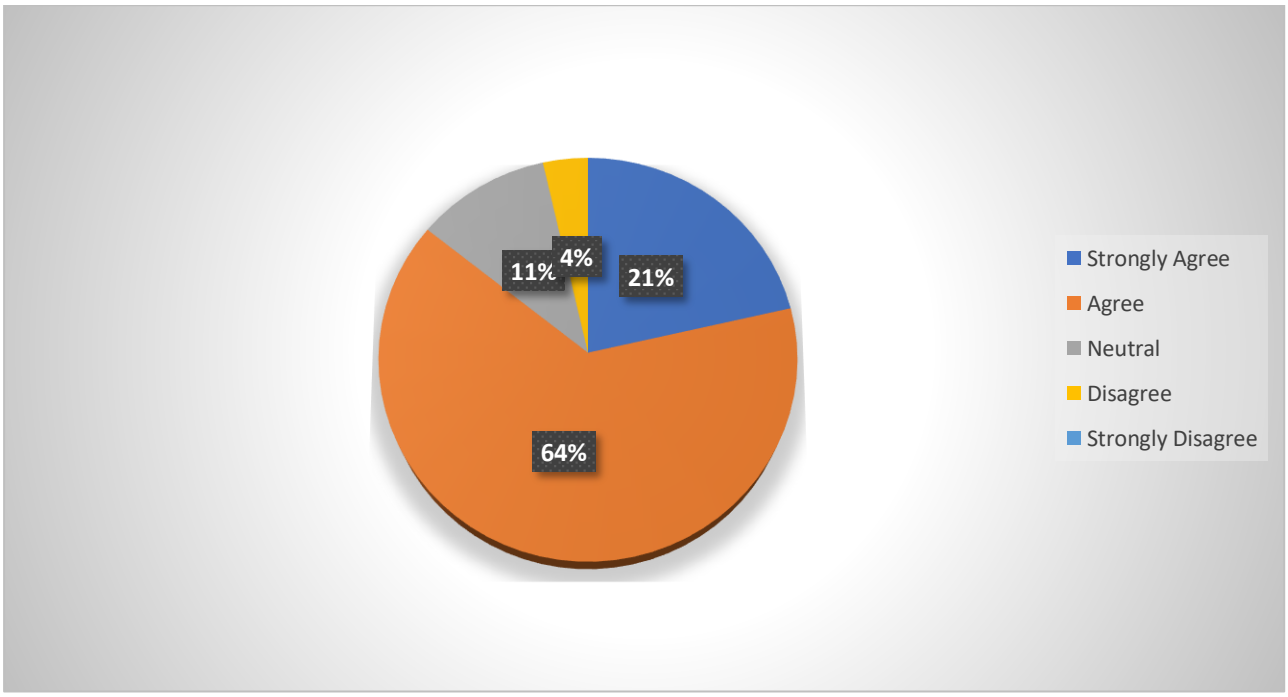
**Graph 2.4.3**
**How do you rate our students with respect to professional ethics and behaviour?**




The curriculum is aimed to instill professional and behavioural standards in students, preparing them to be presentable and industry ready. Students are taught moral principles and ethics in addition to topic knowledge in order to become responsible citizens. This can be easily seen through the chart as 36% employers strongly agreed and 50% agreed on this ground of professional ethics and behavior of our students. Only 3% disagreed with the same.

**Graph 4.4.4**

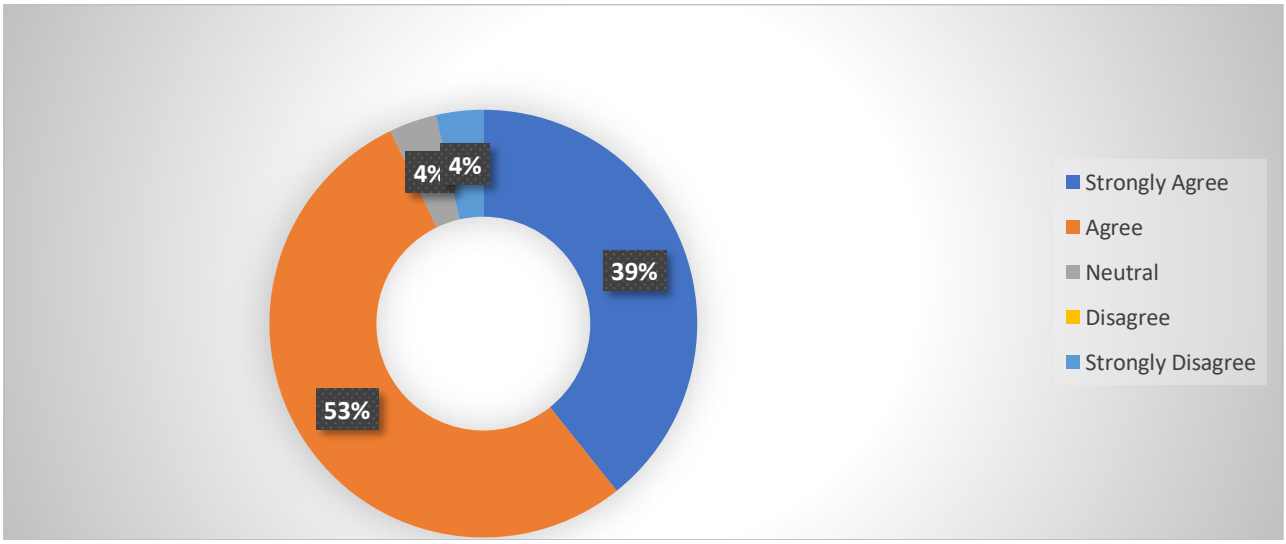
**How do you rate our students in written and oral communication abilities?**



A very few 4% feel disagreed with Professional enhancement/Communication skills capabilities of our students however more than 21% of them strongly agreed and 64% agreed. Mentors, trainers, and career coordinators assist students in becoming technically and professionally competent. Various communication skills classes are also available to assist individuals gain confidence and present themselves assertively.

**Graph 4.4.5**

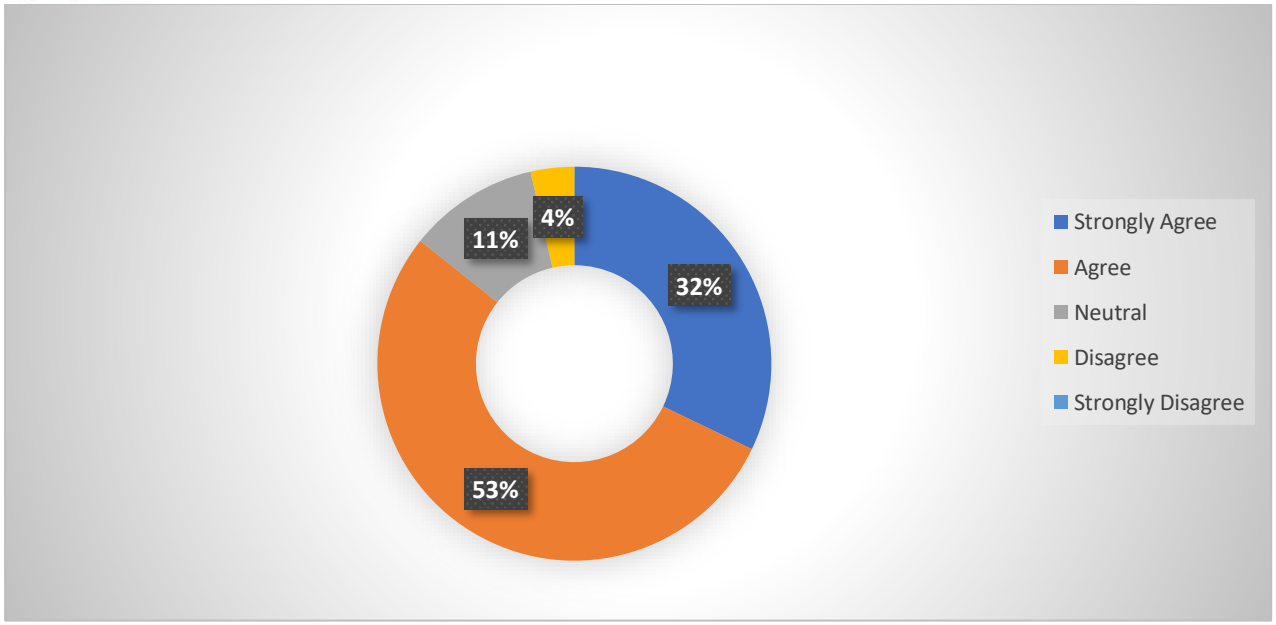
**Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?**




As the chart shows that our students are very willing to learn the job requirements, 39% of our employers strongly agreed and 53% agreed whereas 4% of them showed disagreement in this regard. Faculty, mentors, and trainers guide and urge students to believe in themselves and to participate in all cultural, technical, and academic events since it enhances the students' personalities.

**Graph 2.4.6**

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




As the chart depicts that almost 32% of all our employers strongly agree and 53% agree with the Professional capabilities of our students with respect to students of other institutions. Only 4% employers disagreed. The majority of employers have shown significant support for our students' professional talents. The curriculum is adaptable to the newest technological developments, allowing students to keep up with the latest software and hardware.

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

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

# ACTION TAKEN REPORT

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

*2020-2021*

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

**SCHOOL OF ENGINEERING AND TECHNOLOGY**

***Mechanical Engineering***

**Recommendations:** Industry aligned courses should be included in the syllabus

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

***Electrical and Electronics Engineering***

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

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

***Electronics and Communication Engineering***

**Recommendations**: Include GMSK, 16 QAM, 64 QAM in Digital Communication System

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

**Recommendations**: Isotropic Antenna should be there in syllabus.

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

***Civil Engineering***

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

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

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

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

**School of Agricultural Bioengineering**

***Agricultural Engineering***

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

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

***Phytopharmacy***

**Recommendations**: NMR should be added in the syllabus

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

***Dairy Technology***

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

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

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

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

**School of Management**

***Bachelor of Business Administration***

**Recommendations**: Statistics for Business is very vast.

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

***B.A,Media***

**Recommendations**: Emphasis should be given on Business Communication

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

***M.A,Media***

**Recommendations**: Include Media and Governance in the syllabus

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

***M.S. Swaminathan School of Agriculture***

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

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

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

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

## School of Fisheries

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

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

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

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

## School of Applied Science

### *Mathematics*

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

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

### *Botany*

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

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

### *ZOOLOGY*

**Recommendations**:Taxonomical aspects, Fresh water Aquaculture and Fish processing units should be included in the syllabus of MSc Program.

**Action Taken**: Taxonomical aspects, Fresh water Aquaculture and Fish processing units included in the syllabus of M.Sc. Program. Department

is working on preparation of contents which would be uploaded in Courseware.

***Physics***

**Recommendations**:Graphene Composites and Sandwich Constructions were suggested to be included in M.Sc Core courses.

**Action Taken**: Graphene Composites and Sandwich Constructions included in MSc Core courses. Department is keenly working on preparation of course contents.

**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.

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

Dr.Prasanta Kumar Mohanty
Dean Academic
CUTM.
Odisha, India

Dean Academics
Centurion University of Technology & Management
Odisha