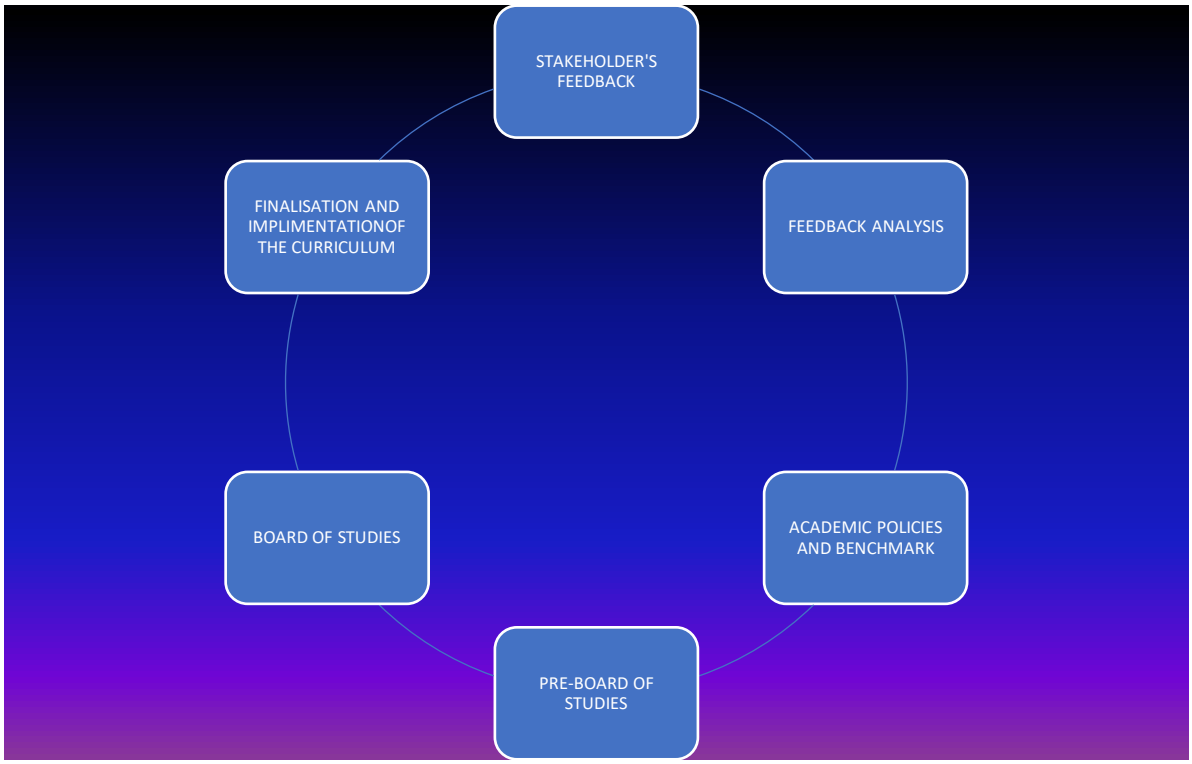
Centurion
UNIVERSITY
Shaping Lives...
Empowering Communities...

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

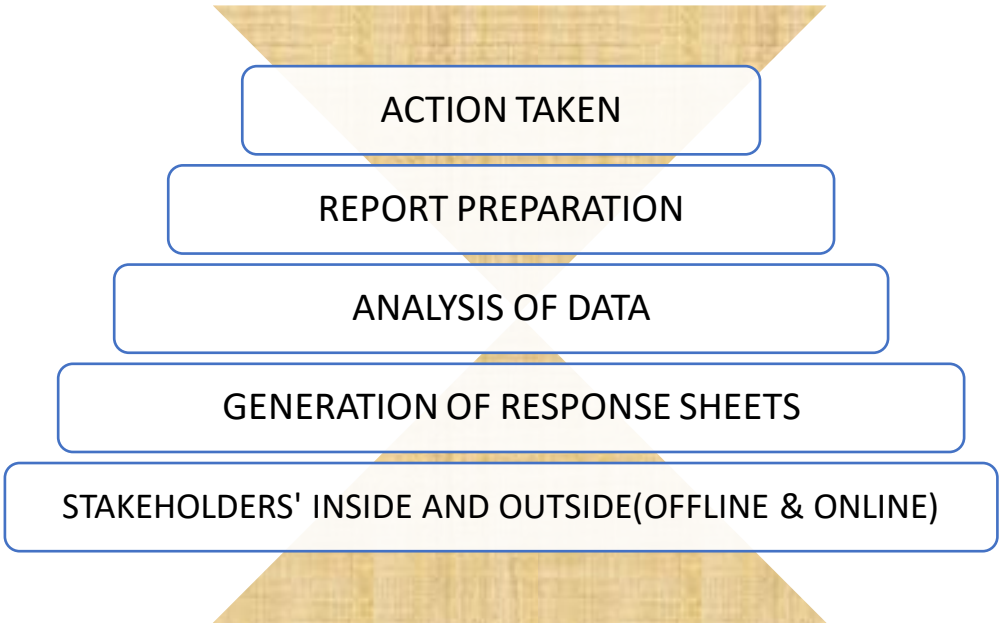
FEEDBACK PROCEDURE OF THE UNIVERSITY

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.

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

ACADEMIC YEAR 2021-2022

STUDENT FEEDBACK ANALYSIS

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

Feedback of around **1052** students of various courses was collected in the session 2021-2022.

RESPONSE COUNT

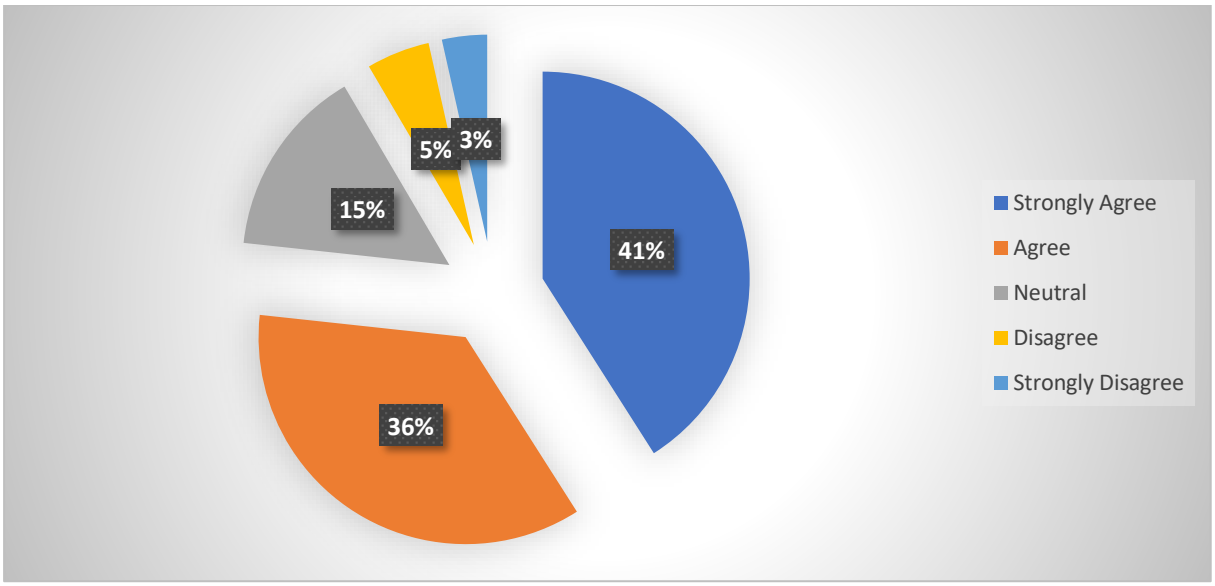
Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The courses that you have studied match with the expected course learning outcomes..	431	376	156	52	37
Q.2	The curriculum has right mix of theory , practical and project	463	354	148	47	40
Q.3	Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others	424	351	180	54	43

Q.4	The syllabus and pedagogy generated interest in course.	407	362	188	50	45
Q.5	The content of courses is able to increase your knowledge and skills to pursue higher education	457	343	161	56	35
Q.6	Curriculum equipped you with necessary technical skills required by the industry	392	377	183	53	47
Q.7	The domain courses offered are in consonance with the technological advancements.	425	371	165	51	40
Q.8	The Practical courses give you an effective hands-on experience.	421	353	177	45	56
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	441	344	161	57	49
Q.10	You are satisfied with the course combination you have chosen as per CBCS	415	367	177	47	46

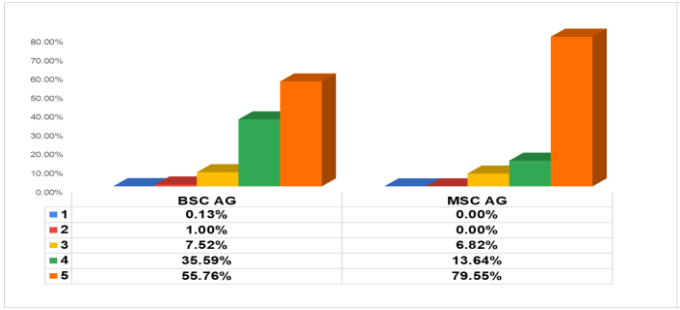
Graph 1.1.1

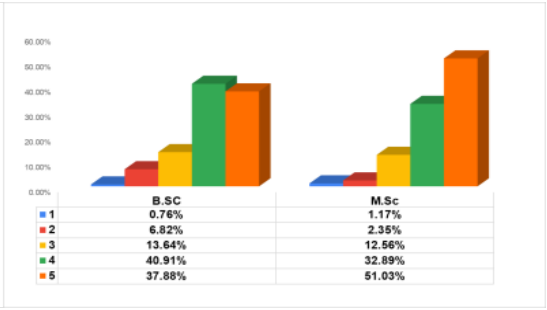
Centurion University
Shaping Lives... Empowering Communities...

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



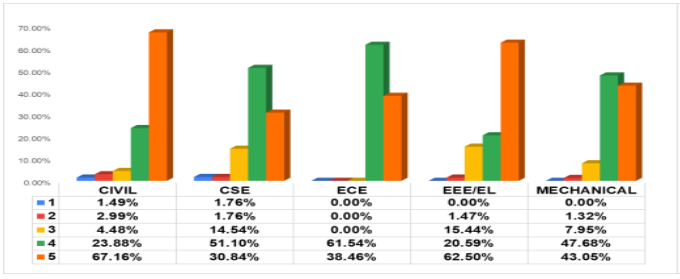
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

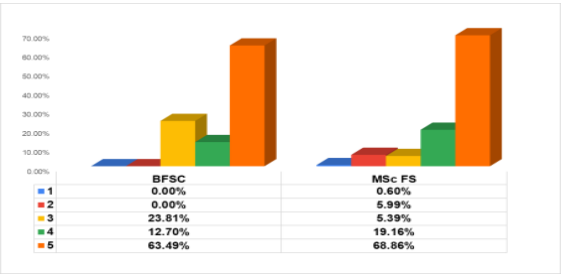




MSSSoA

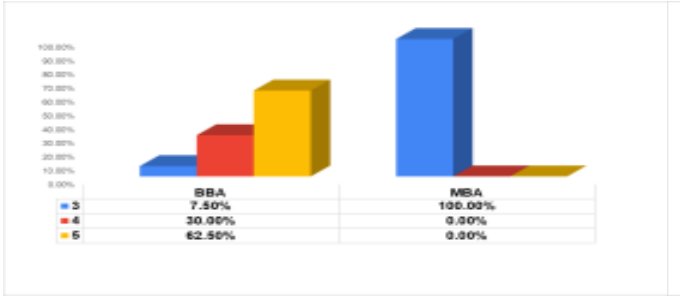
SoAS

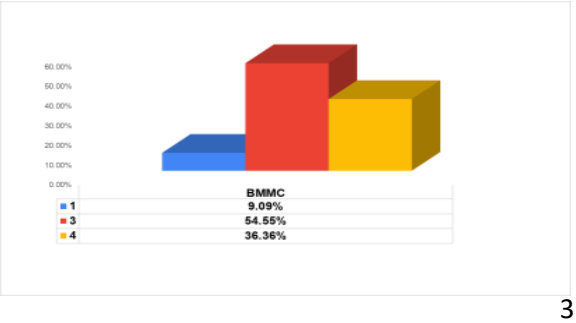




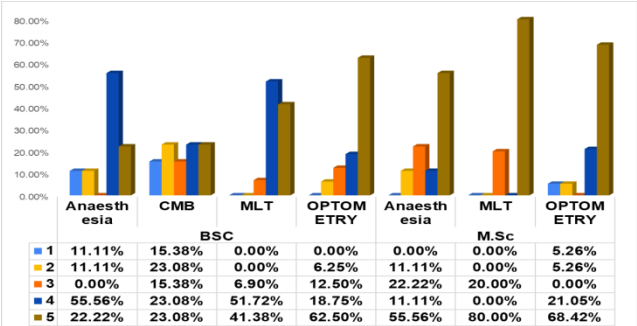
SoET

SoFS

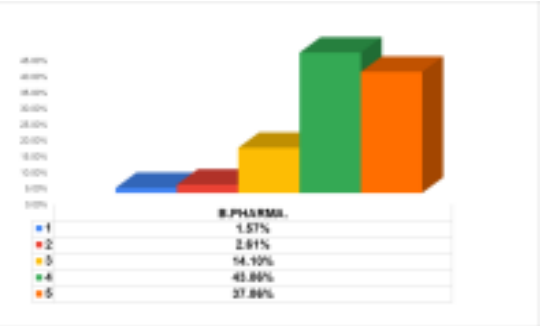




SoM

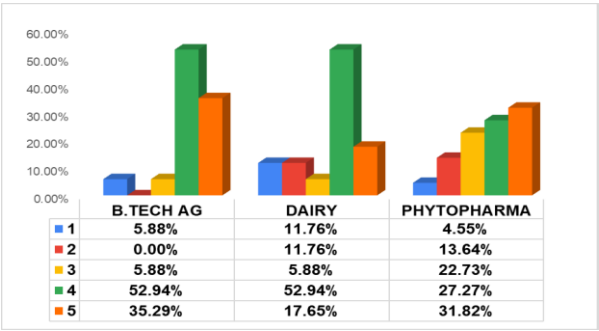


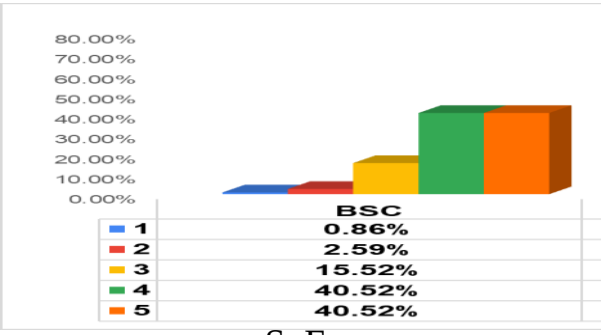
SoMC



SoPAHS

SoPLS





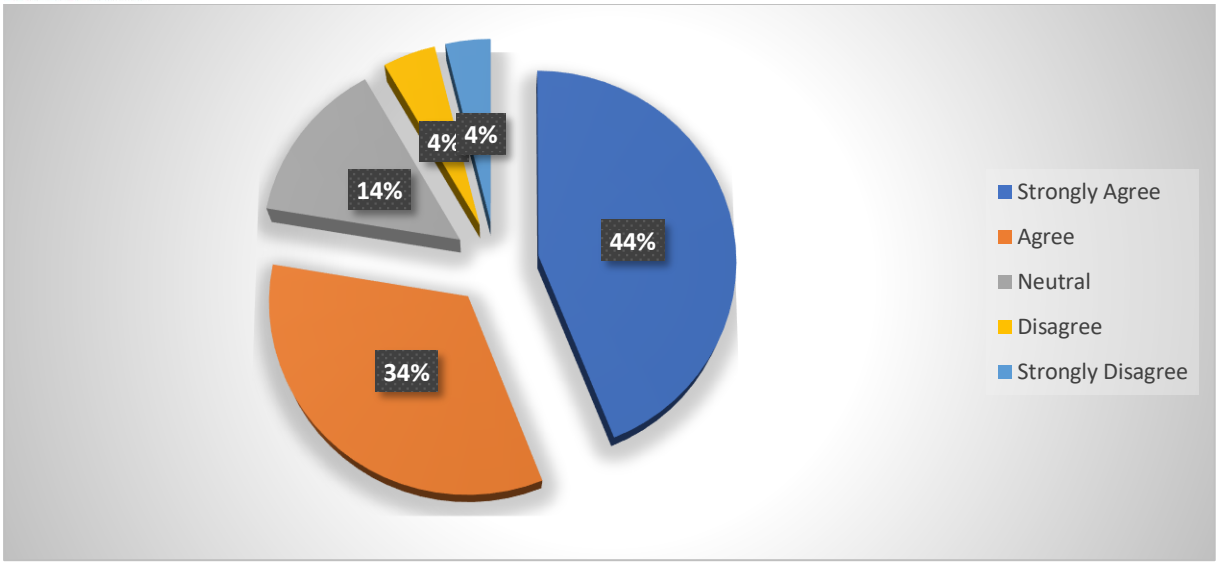
SoABE

SoF

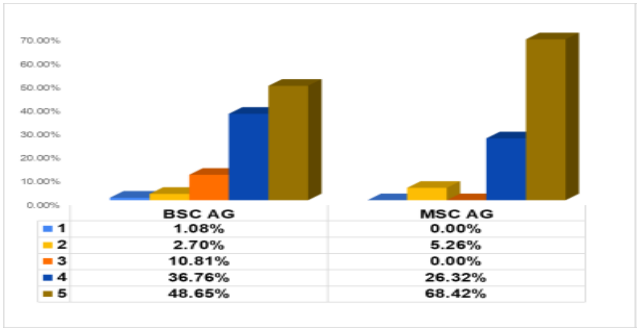
While 3% of students disagree and 5% of students strongly disagree, about 41% of students highly agree and 36% agree that the courses are matching the intended objectives. The goal of the university is to align course objectives with learning outcomes so that graduates may apply their skills in the workplace.

Graph 1.1.2

The curriculum has right mix of theory, practical and project.

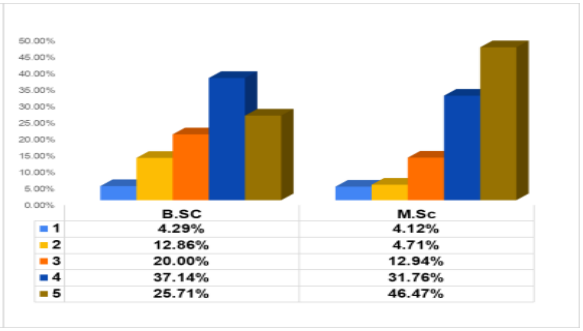


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



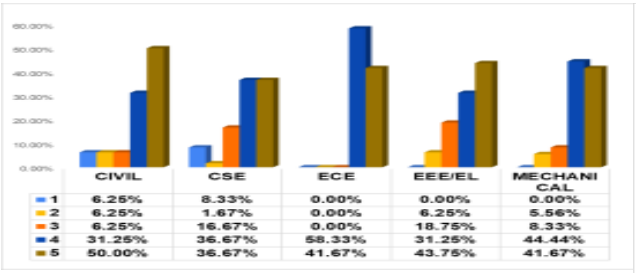
	BSC AG	MSC AG
1	1.08%	0.00%
2	2.70%	5.26%
3	10.81%	0.00%
4	36.76%	26.32%
5	48.65%	68.42%

MSSSoA



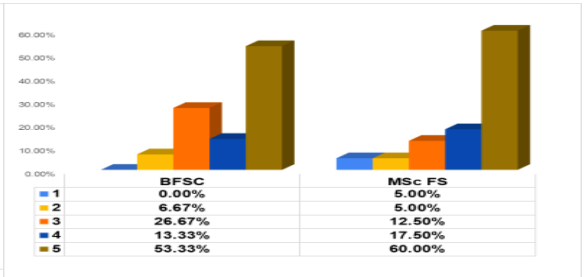
	B.SC	M.Sc
1	4.29%	4.12%
2	12.86%	4.71%
3	20.00%	12.94%
4	37.14%	31.76%
5	25.71%	46.47%

SoAS



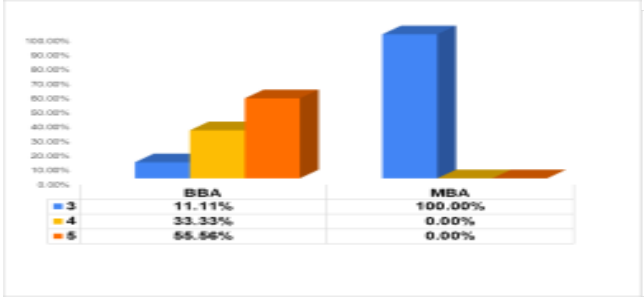
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	6.25%	8.33%	0.00%	0.00%	0.00%
2	6.25%	1.67%	0.00%	6.25%	5.56%
3	6.25%	16.67%	0.00%	18.75%	8.33%
4	31.25%	36.67%	58.33%	31.25%	44.44%
5	50.00%	36.67%	41.67%	43.75%	41.67%

SoET



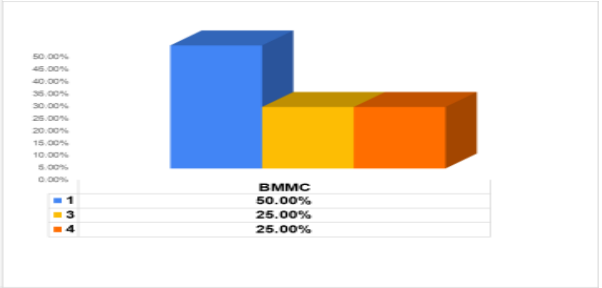
	BFSC	MSc FS
1	0.00%	5.00%
2	6.67%	5.00%
3	26.67%	12.50%
4	13.33%	17.50%
5	53.33%	60.00%

SoFS



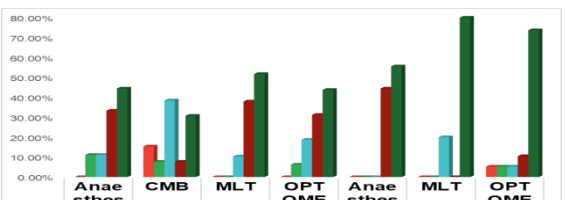
	BBA	MBA
3	11.11%	100.00%
4	33.33%	0.00%
5	55.56%	0.00%

SoM

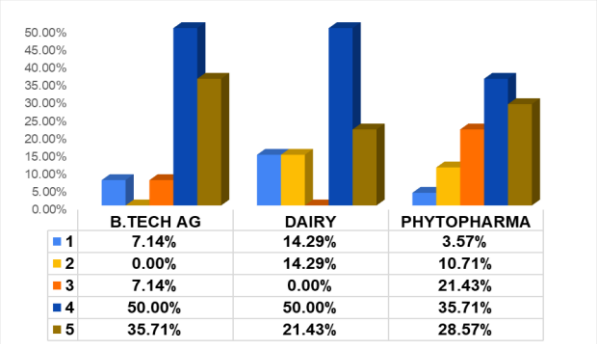


	BMMC
1	50.00%
3	25.00%
4	25.00%

SoMC

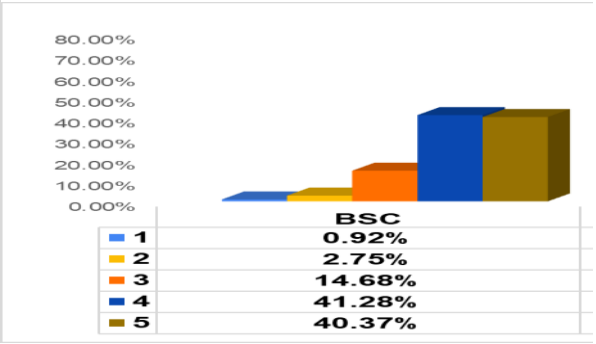


SoPAHS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	7.14%	14.29%	3.57%
2	0.00%	14.29%	10.71%
3	7.14%	0.00%	21.43%
4	50.00%	50.00%	35.71%
5	35.71%	21.43%	28.57%

SoPLS



	BSC
1	0.92%
2	2.75%
3	14.68%
4	41.28%
5	40.37%

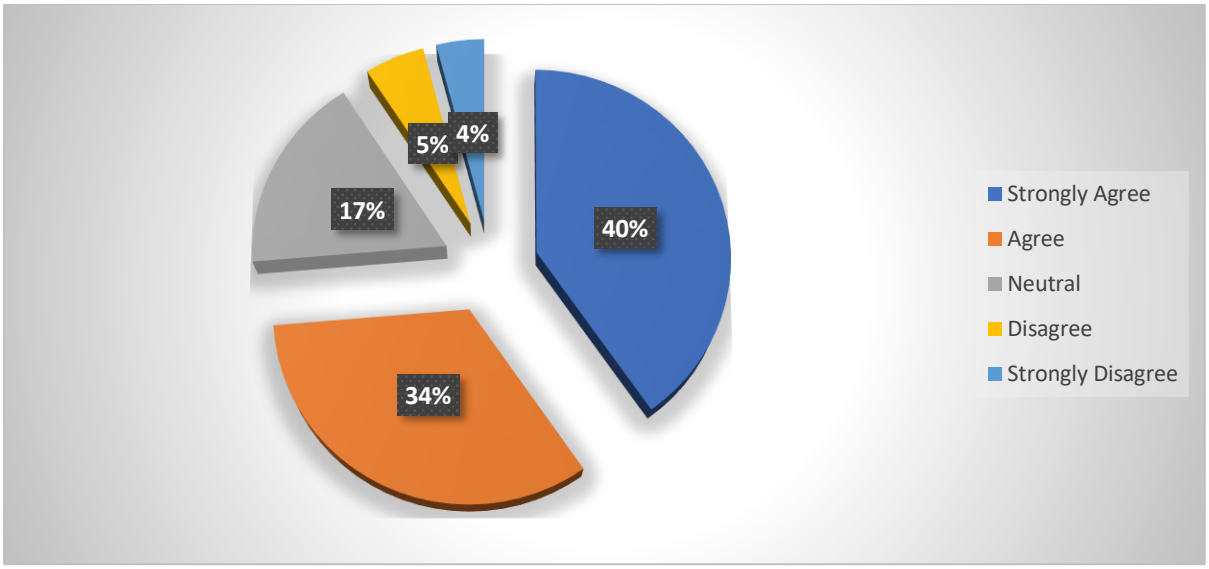
SoABE

SoF

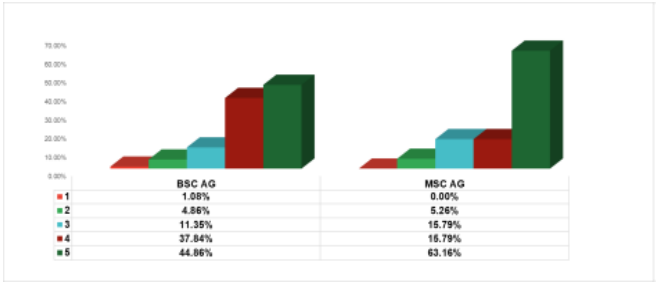
The graph shows that about 44% of students strongly agree and 34% agree that the curriculum includes a good balance of theory, practical, and project-based learning. While 4% of students strongly object and voice their displeasure, 4% of students agree. The university's main priorities have been on practical knowledge and exposure to many mini projects as well as large projects of the students.

Graph 1.1.3

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

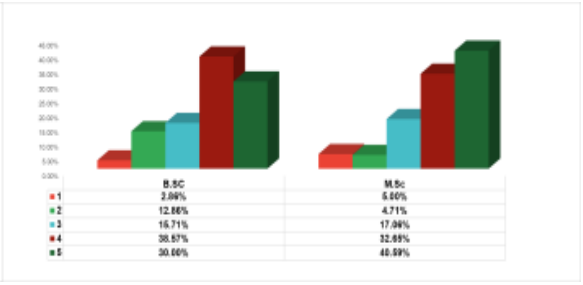


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



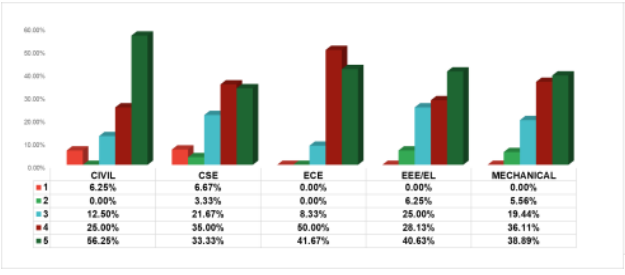
	BSC AG	MSC AG
1	1.08%	0.00%
2	4.86%	5.26%
3	11.35%	15.79%
4	37.84%	15.79%
5	44.86%	63.16%

MSSSoA



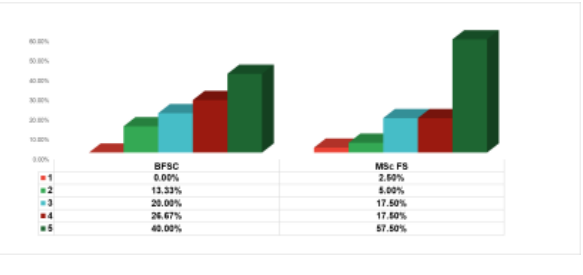
	B.SC	M.Sc
1	2.86%	5.00%
2	12.86%	4.71%
3	16.71%	17.06%
4	36.57%	32.65%
5	30.00%	40.59%

SoAS



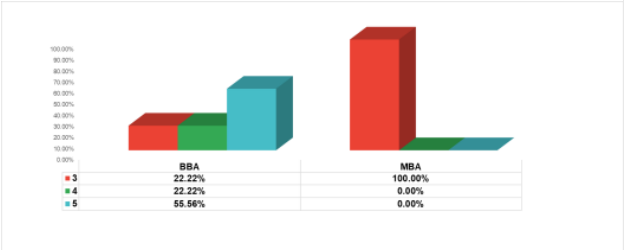
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	6.25%	6.67%	0.00%	0.00%	0.00%
2	0.00%	3.33%	0.00%	6.25%	5.56%
3	12.50%	21.67%	8.33%	25.00%	19.44%
4	25.00%	35.00%	50.00%	28.13%	36.11%
5	56.25%	33.33%	41.67%	40.63%	38.89%

SoET

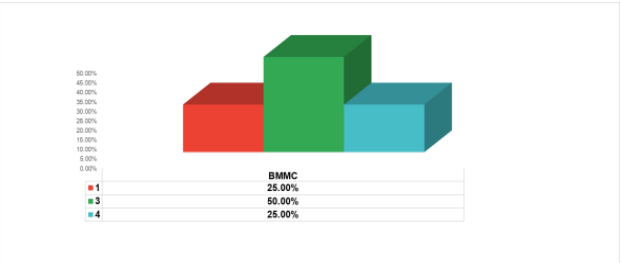


	BFSC	MSc FS
1	0.00%	2.50%
2	13.33%	5.00%
3	20.00%	17.50%
4	26.67%	17.50%
5	40.00%	57.50%

SoFS

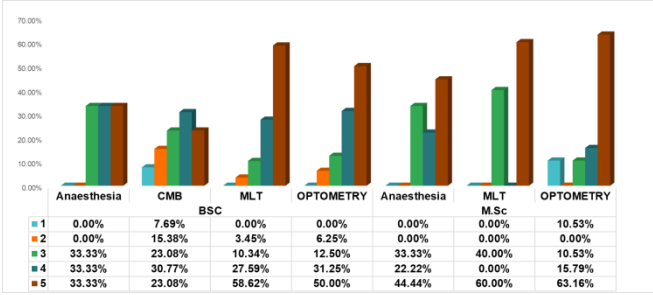


	BBA	MBA
3	22.22%	100.00%
4	22.22%	0.00%
5	55.56%	0.00%

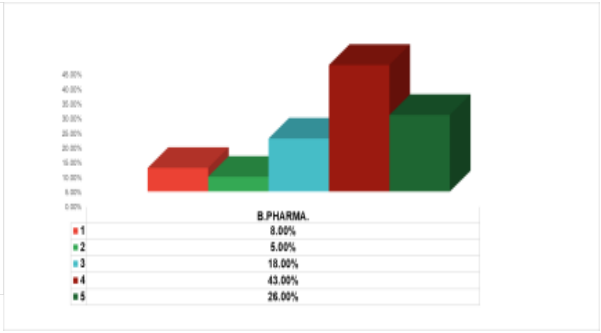


	BMMC
1	25.00%
3	50.00%
4	25.00%

SoM

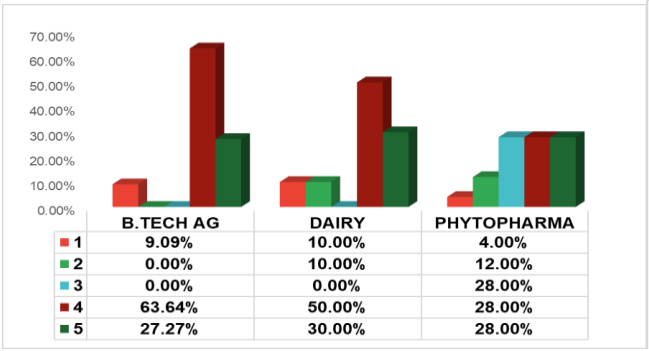


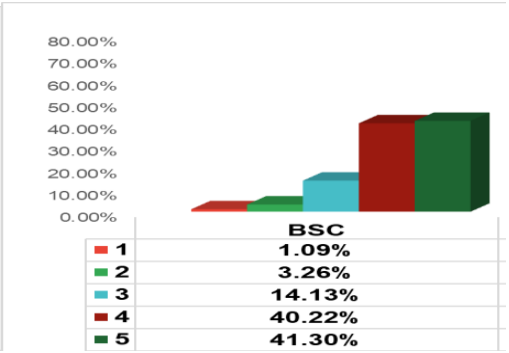
SoMC



SoPAHS

SoPLS



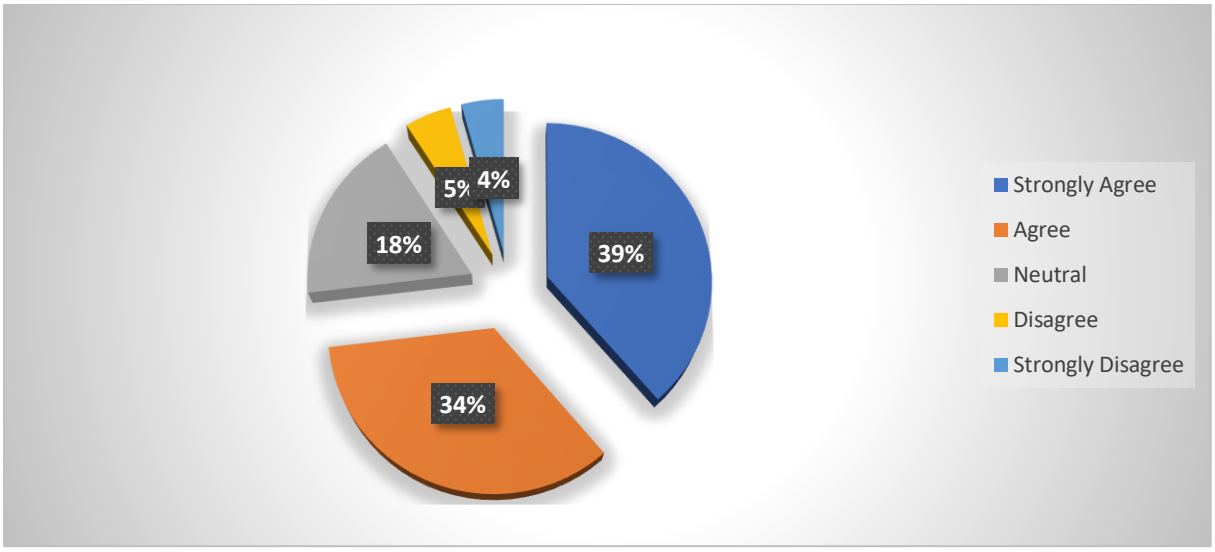


SoABE

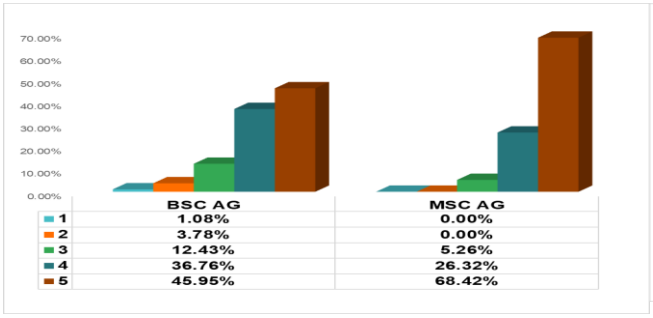
SoF

The above graph shows that 40% of students are strongly agreed and 34% of students are agreed with the access to learning materials where as 5% of students are disagree and 4% students are strongly disagreed. Faculty memebers are putting strong effort in preparing the contents and updating the same in the CUTM Courseware . Library gets recommendation from faculty time to time to purchase books and facilitate students.

Graph 1.1.4
The syllabus and pedagogy generated interest in course.

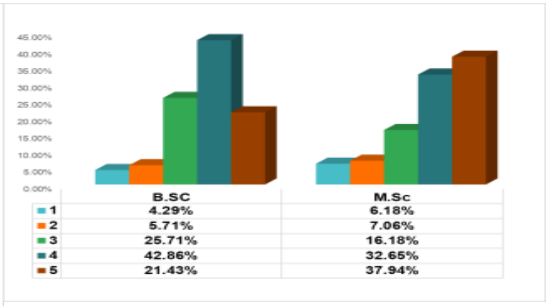


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



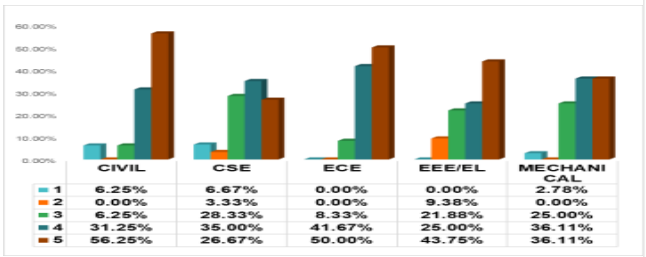
	BSC AG	MSC AG
1	1.08%	0.00%
2	3.78%	0.00%
3	12.43%	5.26%
4	36.76%	26.32%
5	45.95%	68.42%

MSSSoA



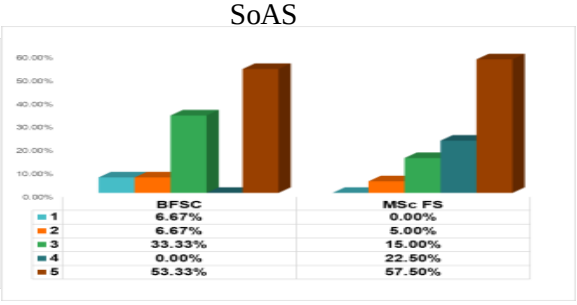
	B.SC	M.Sc
1	4.29%	6.18%
2	5.71%	7.06%
3	25.71%	16.18%
4	42.86%	32.65%
5	21.43%	37.94%

SoAS



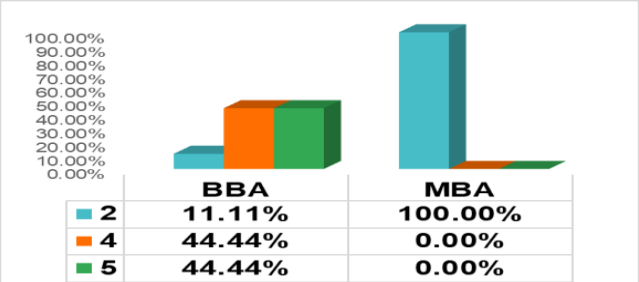
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	6.25%	6.67%	0.00%	0.00%	2.78%
2	0.00%	3.33%	0.00%	9.38%	0.00%
3	6.25%	28.33%	8.33%	21.88%	25.00%
4	31.25%	35.00%	41.67%	25.00%	36.11%
5	56.25%	26.67%	50.00%	43.75%	36.11%

SoET

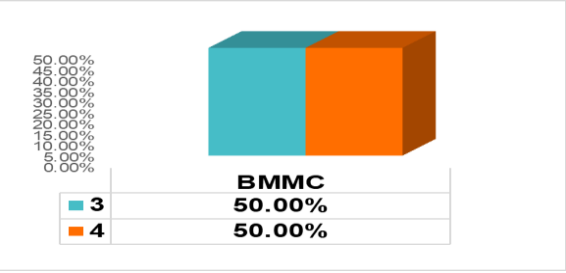


	BFSC	MSc FS
1	6.67%	0.00%
2	6.67%	5.00%
3	33.33%	15.00%
4	0.00%	22.50%
5	53.33%	57.50%

SoFS

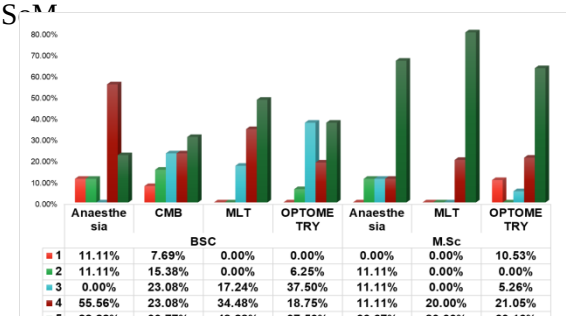


	BBA	MBA
2	11.11%	100.00%
4	44.44%	0.00%
5	44.44%	0.00%



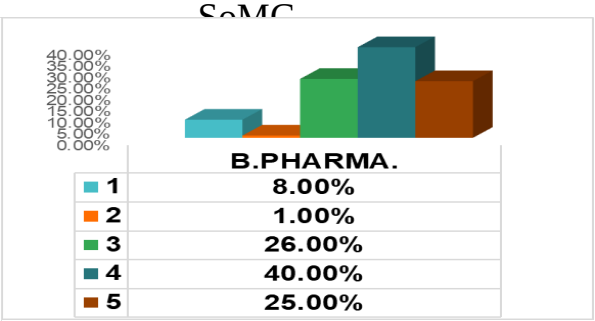
	BMMC
3	50.00%
4	50.00%

SoM



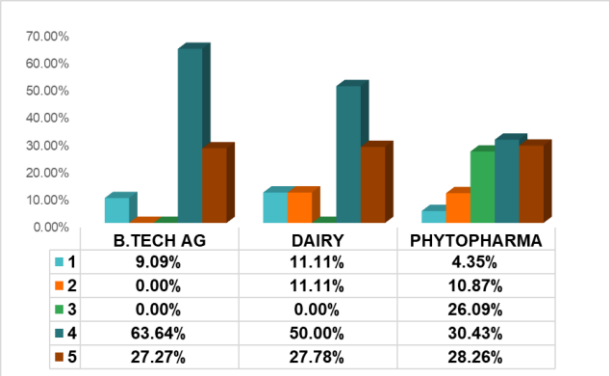
	BSC				M.Sc		
	Anaesthesia	CMB	MLT	OPTOMETRY	Anaesthesia	MLT	OPTOMETRY
1	11.11%	7.69%	0.00%	0.00%	0.00%	0.00%	10.53%
2	11.11%	15.38%	0.00%	6.25%	11.11%	0.00%	0.00%
3	0.00%	23.08%	17.24%	37.50%	11.11%	0.00%	5.26%
4	55.56%	23.08%	34.48%	18.75%	11.11%	20.00%	21.05%

SoMC



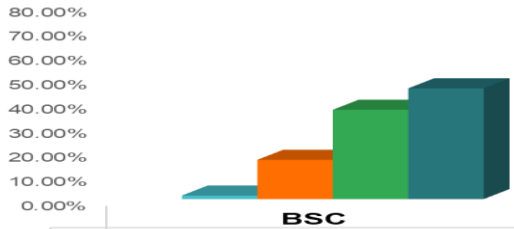
	B.PHARMA.
1	8.00%
2	1.00%
3	26.00%
4	40.00%
5	25.00%

SoPAHS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	9.09%	11.11%	4.35%
2	0.00%	11.11%	10.87%
3	0.00%	0.00%	26.09%
4	63.64%	50.00%	30.43%
5	27.27%	27.78%	28.26%

SoPLS



	BSC
2	1.47%
3	16.18%
4	36.76%
5	45.59%

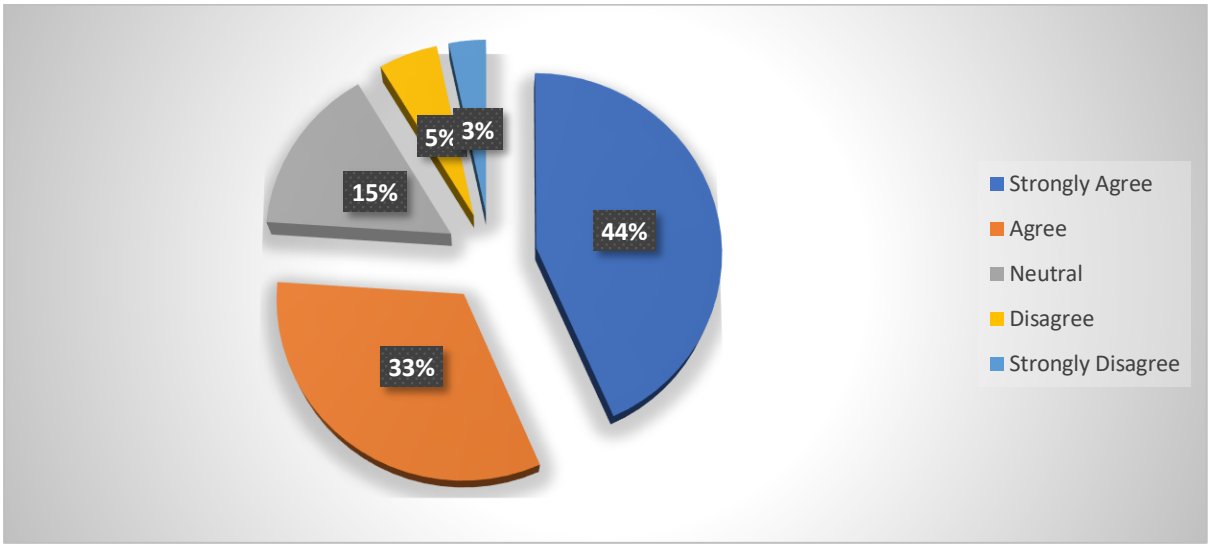
SoABE

SoF

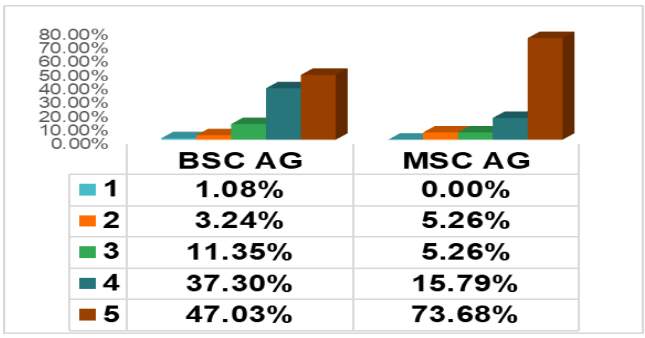
The graph indicates that 39% of students strongly agree and 34% of students agree that the curriculum and teaching methods create interest, whereas 5% of students disagree and 4% of students disagree severely. Teachers employ a variety of online resources, including YouTube videos, to pique students' attention. To create interest, faculty members conduct internal exams using a variety of formats, such as presentations and quizzes.

Graph 1.1.5

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

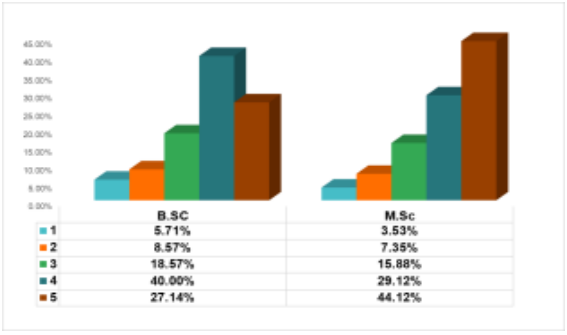


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



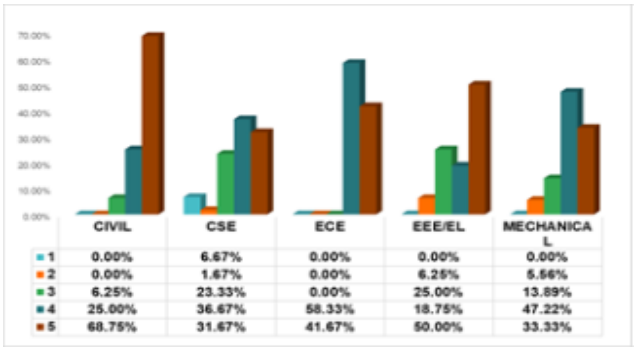
	BSC AG	MSC AG
1	1.08%	0.00%
2	3.24%	5.26%
3	11.35%	5.26%
4	37.30%	15.79%
5	47.03%	73.68%

MSSSoA



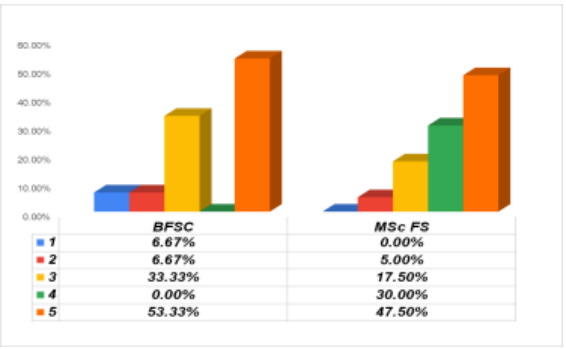
	B.SC	M.Sc
1	5.71%	3.53%
2	8.57%	7.35%
3	18.57%	15.88%
4	40.00%	29.12%
5	27.14%	44.12%

SoAS



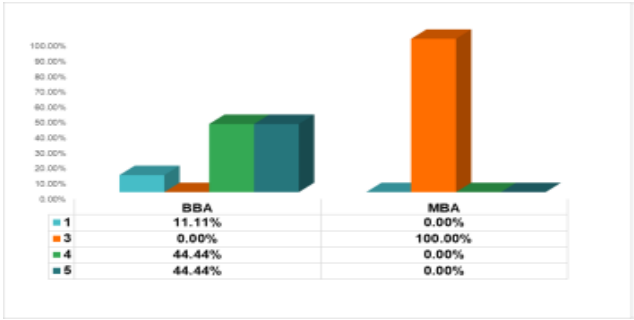
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	0.00%	6.67%	0.00%	0.00%	0.00%
2	0.00%	1.67%	0.00%	6.25%	5.56%
3	6.25%	23.33%	0.00%	25.00%	13.89%
4	25.00%	36.67%	58.33%	18.75%	47.22%
5	68.75%	31.67%	41.67%	50.00%	33.33%

SoET



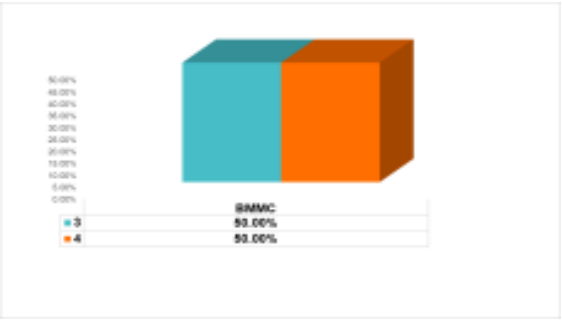
	BFSC	MSc FS
1	6.67%	0.00%
2	6.67%	5.00%
3	33.33%	17.50%
4	0.00%	30.00%
5	53.33%	47.50%

SoFS



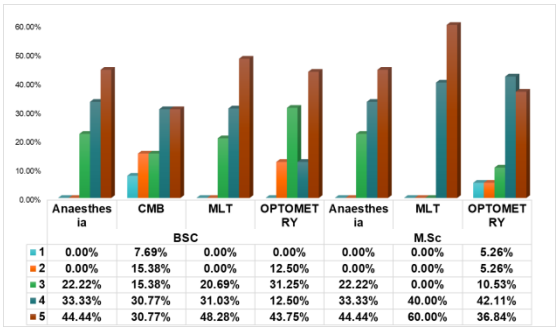
	BBA	MBA
1	11.11%	0.00%
3	0.00%	100.00%
4	44.44%	0.00%
5	44.44%	0.00%

SoM



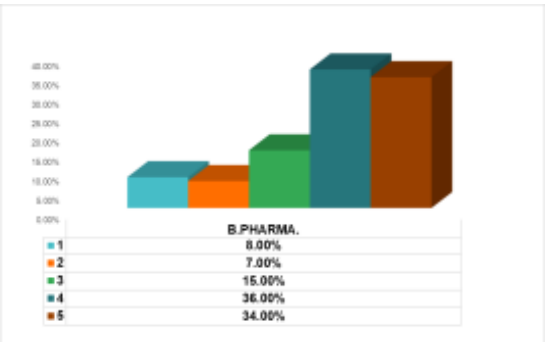
	BMMC
3	50.00%
4	50.00%

SoMC



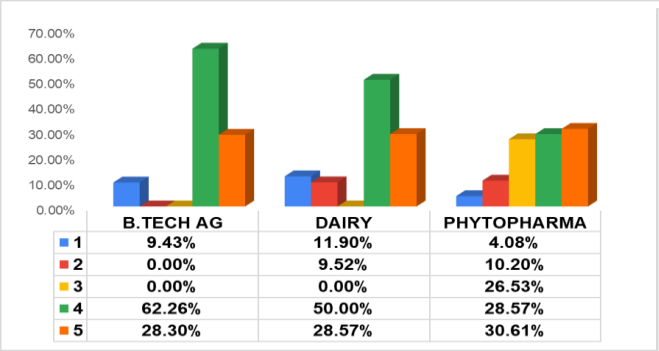
	Anaesthesia	CMB	MLT	OPTOMETRY	Anaesthesia	MLT	OPTOMETRY
	BSC				M.Sc		
1	0.00%	7.69%	0.00%	0.00%	0.00%	0.00%	5.26%
2	0.00%	15.38%	0.00%	12.50%	0.00%	0.00%	5.26%
3	22.22%	15.38%	20.69%	31.25%	22.22%	0.00%	10.53%
4	33.33%	30.77%	31.03%	12.50%	33.33%	40.00%	42.11%
5	44.44%	30.77%	48.28%	43.75%	44.44%	60.00%	36.84%

SoPAHS



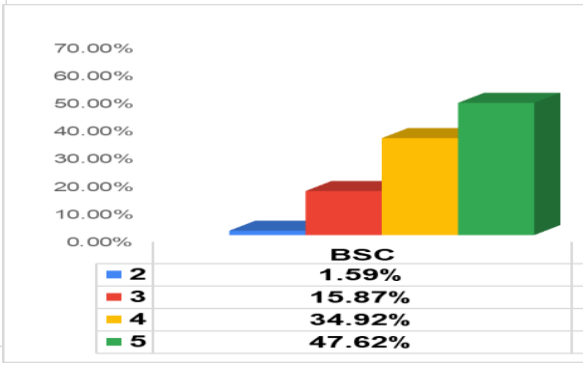
	B.PHARMA.
1	8.00%
2	7.00%
3	15.00%
4	36.00%
5	34.00%

SoPLS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	9.43%	11.90%	4.08%
2	0.00%	9.52%	10.20%
3	0.00%	0.00%	26.53%
4	62.26%	50.00%	28.57%
5	28.30%	28.57%	30.61%

SoABE

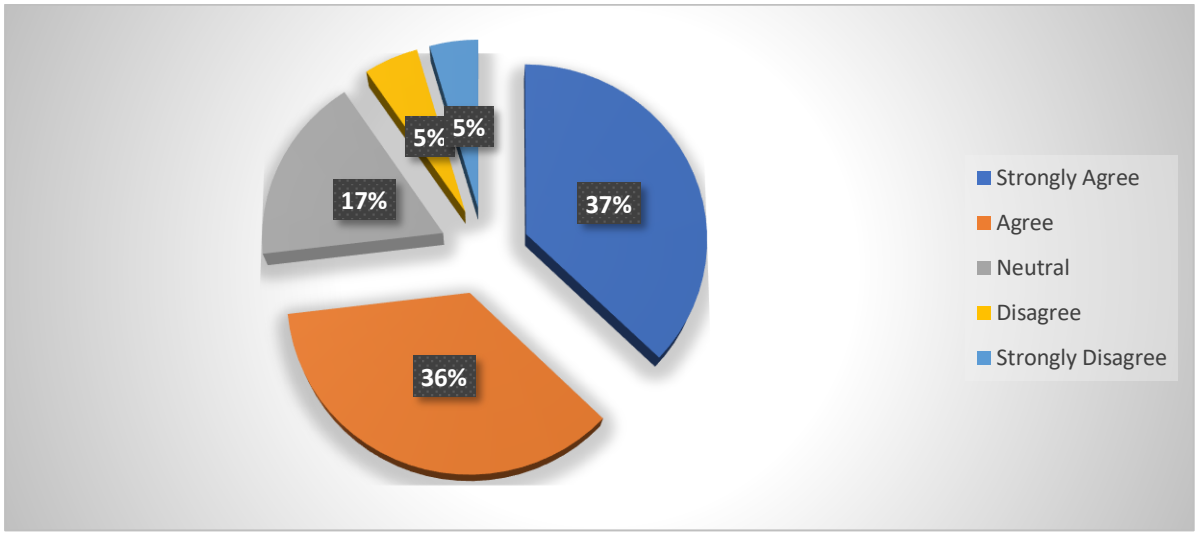


	BSC
2	1.59%
3	15.87%
4	34.92%
5	47.62%

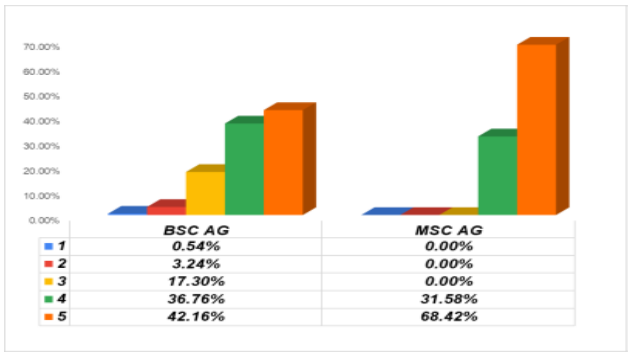
SoF

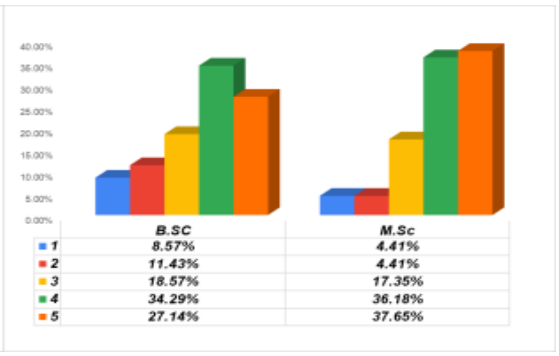
Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. The chart reveals the percentage of respondents. 44% of students are strongly agreed and 33% of students are agreed that the content of courses is able to increase their knowledge and skills to pursue higher education. 5% of students are disagreeing and 3% students are strongly disagreed.

Graph 1.1.6
Curriculum equipped you with necessary technical skills required by the industry

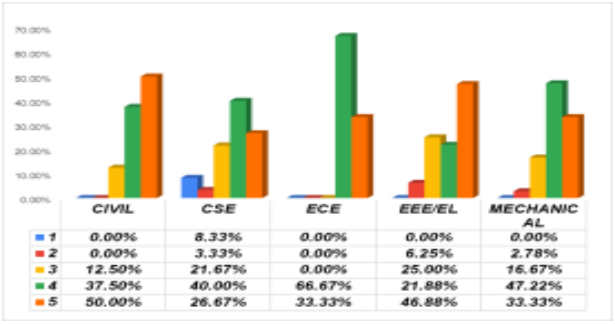


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

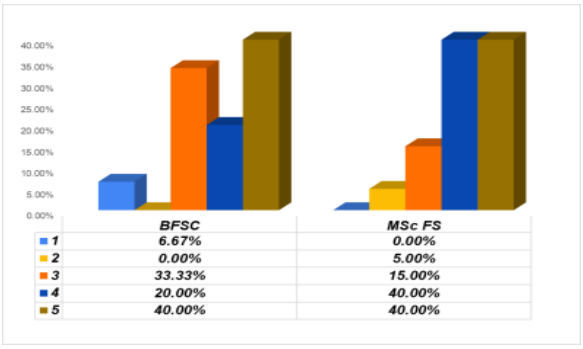




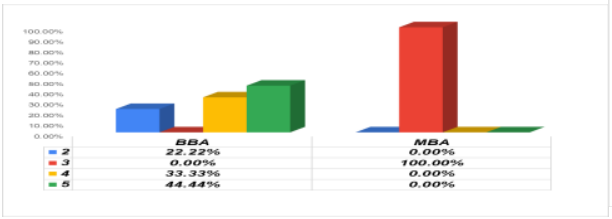
MSSSoA



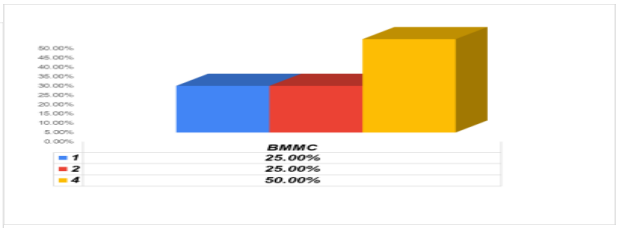
SoET



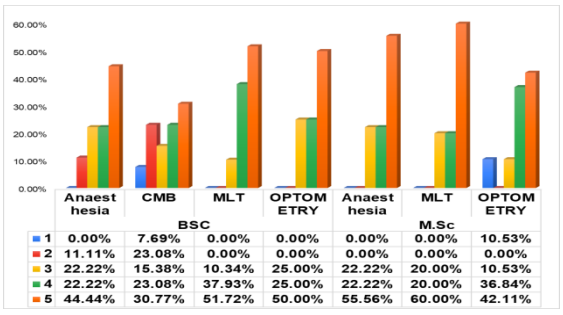
SoFS

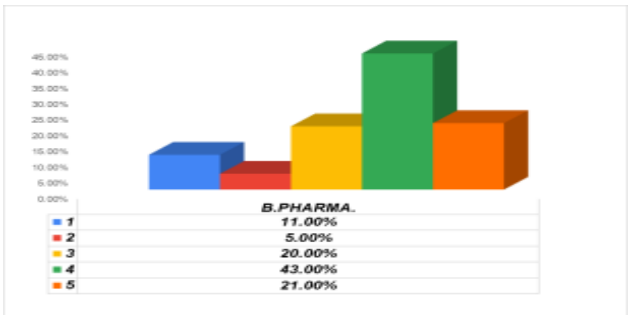


SoM

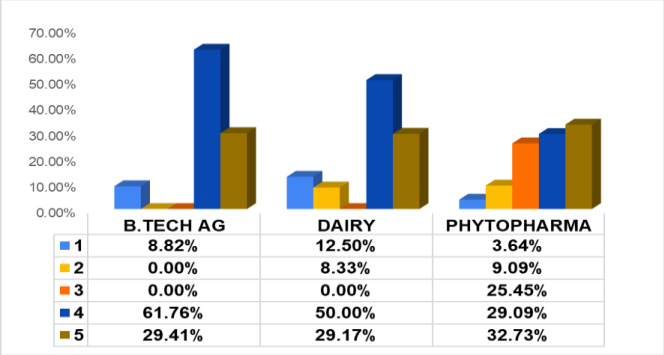


SoMC



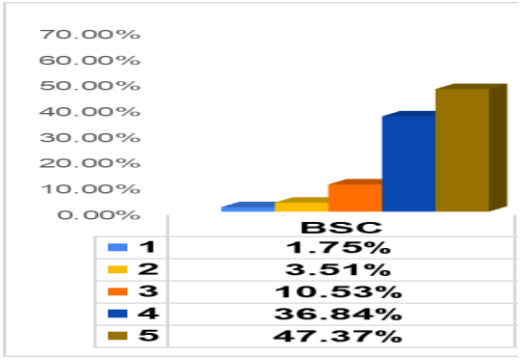


SoPAHS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	8.82%	12.50%	3.64%
2	0.00%	8.33%	9.09%
3	0.00%	0.00%	25.45%
4	61.76%	50.00%	29.09%
5	29.41%	29.17%	32.73%

SoPLS



	BSC
1	1.75%
2	3.51%
3	10.53%
4	36.84%
5	47.37%

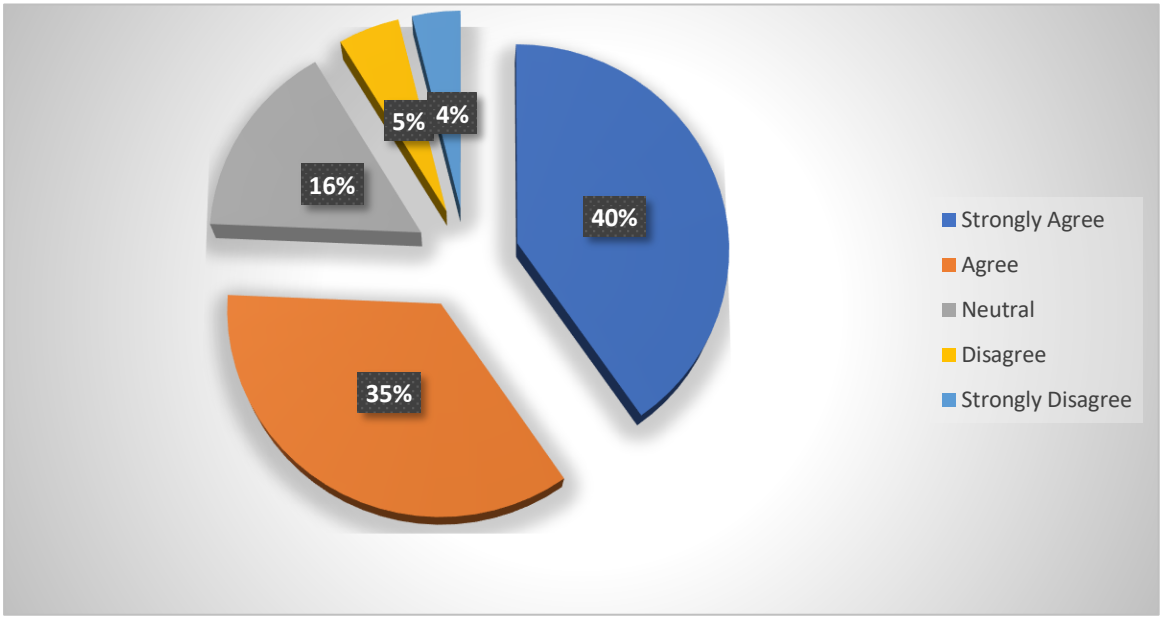
SoABE

SoF

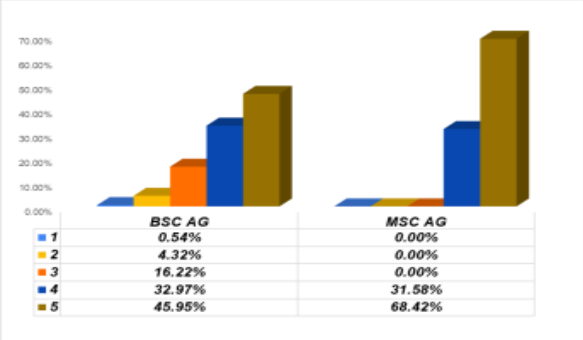
The graph shows that around 37% of students are strongly agreed and 36% of students are agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Around 5% of students is disagreeing and 5% students are strongly disagreed. The University is aimed at providing outcome base and industry oriented interdisciplinary education meeting the diversified needs of students.

Graph 1.1.7

The domain courses offered are in consonance with the technological advancements.

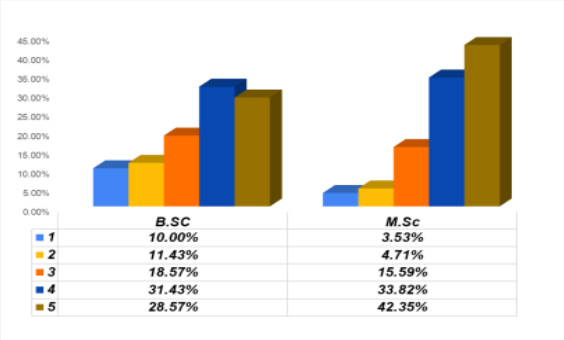


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



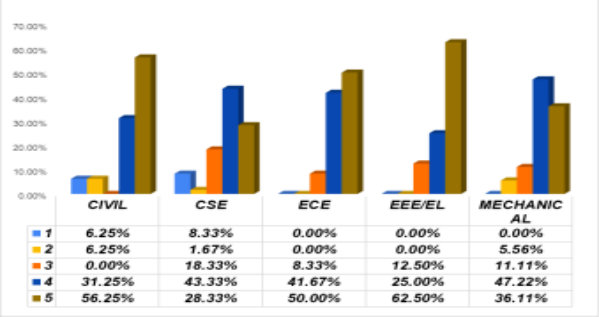
	BSC AG	MSC AG
1	0.54%	0.00%
2	4.32%	0.00%
3	16.22%	0.00%
4	32.97%	31.58%
5	45.95%	68.42%

MSSSoA



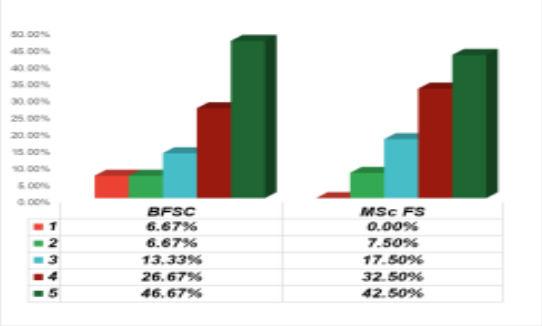
	B.SC	M.Sc
1	10.00%	3.53%
2	11.43%	4.71%
3	18.57%	15.59%
4	31.43%	33.82%
5	28.57%	42.35%

SoAS



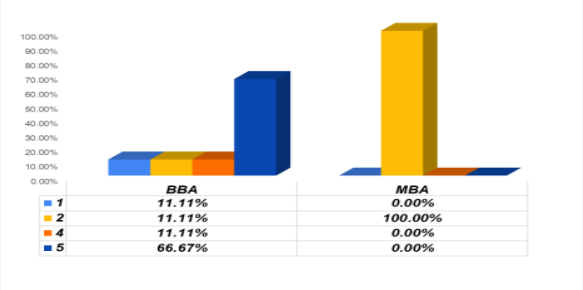
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	6.25%	8.33%	0.00%	0.00%	0.00%
2	6.25%	1.67%	0.00%	0.00%	5.56%
3	0.00%	18.33%	8.33%	12.50%	11.11%
4	31.25%	43.33%	41.67%	25.00%	47.22%
5	56.25%	28.33%	50.00%	62.50%	36.11%

SoET



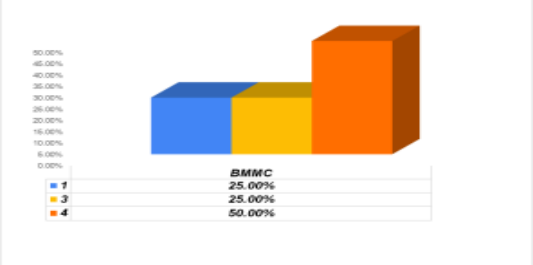
	BFSC	MSc FS
1	6.67%	0.00%
2	6.67%	7.50%
3	13.33%	17.50%
4	26.67%	32.50%
5	46.67%	42.50%

SoFS



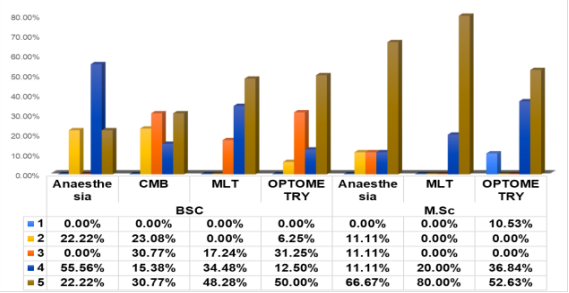
	BBA	MBA
1	11.11%	0.00%
2	11.11%	100.00%
4	11.11%	0.00%
5	66.67%	0.00%

SoM

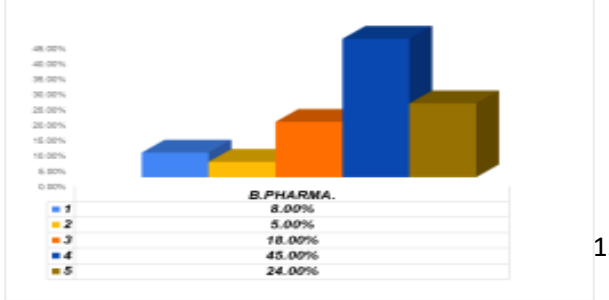


	BMMC
1	25.00%
3	25.00%
4	50.00%

SoMC

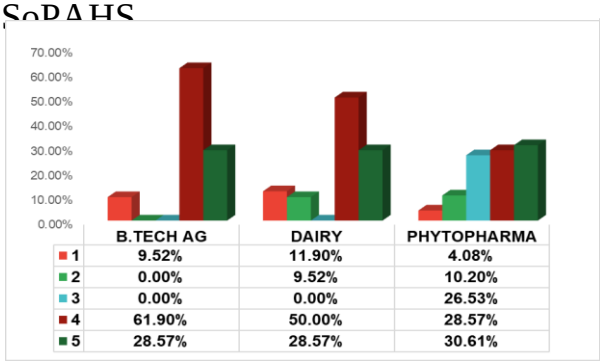


	BSC				M.Sc		
	Anaesthesia	CMB	MLT	OPTOMETRY	Anaesthesia	MLT	OPTOMETRY
1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	10.53%
2	22.22%	23.08%	0.00%	6.25%	11.11%	0.00%	0.00%
3	0.00%	30.77%	17.24%	31.25%	11.11%	0.00%	0.00%
4	55.56%	15.38%	34.48%	12.50%	11.11%	20.00%	36.84%
5	22.22%	30.77%	48.28%	50.00%	66.67%	80.00%	52.63%



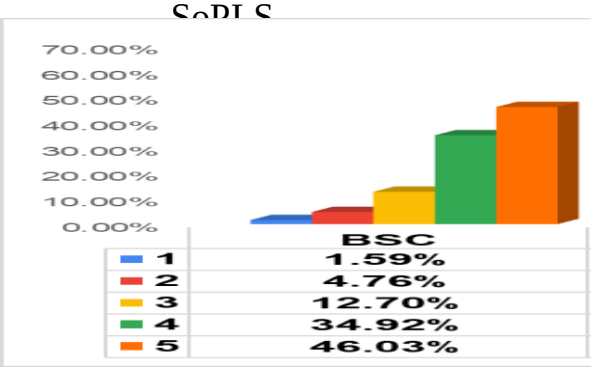
	B.PHARMA.
1	8.00%
2	5.00%
3	18.00%
4	45.00%
5	24.00%

SoPAHS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	9.52%	11.90%	4.08%
2	0.00%	9.52%	10.20%
3	0.00%	0.00%	26.53%
4	61.90%	50.00%	28.57%
5	28.57%	28.57%	30.61%

SoPLS



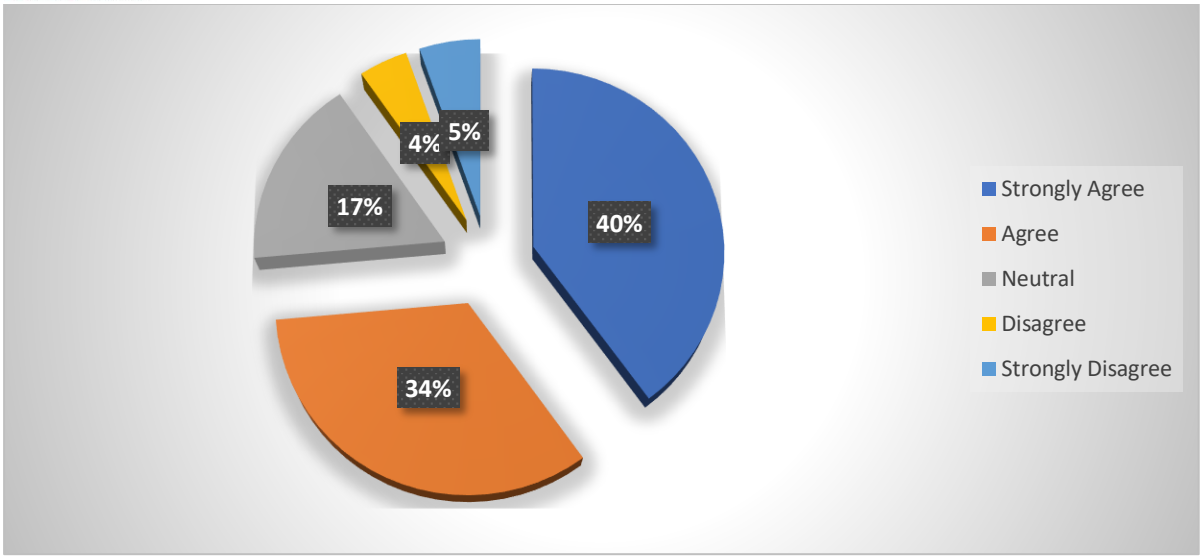
	BSC
1	1.59%
2	4.76%
3	12.70%
4	34.92%
5	46.03%

SoABE

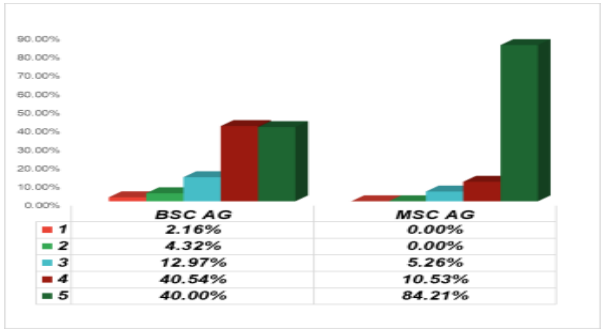
SoF

Analysis of feedback received shows around 40% of students are strongly agreed and 35% of students are agreed the domain courses offered to them as useful and interesting, Students can opt for courses of their interest from diverse courses offered in the programme scheme. Majority of students showed their agreement on significance of these domain courses in getting job placements and fulfilling industry requirements. Only 5% of students are disagreed and 4% students are strongly disagreed.

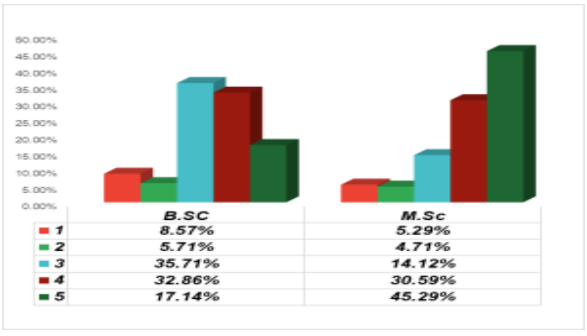
Graph 1.1.8
The Practical courses give you an effective hands-on experience.



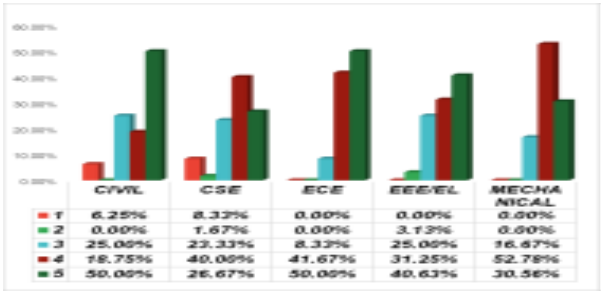
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



MSSSoA



SoAS



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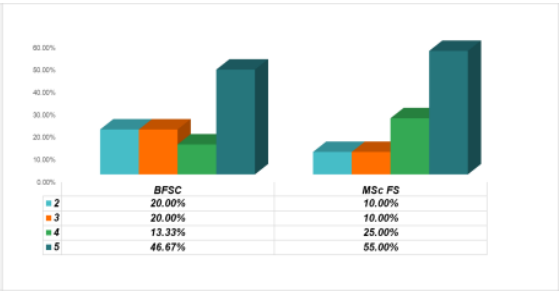

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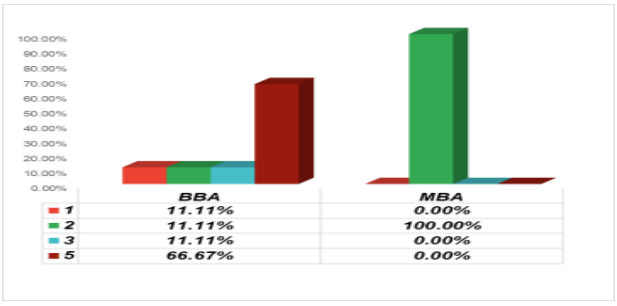
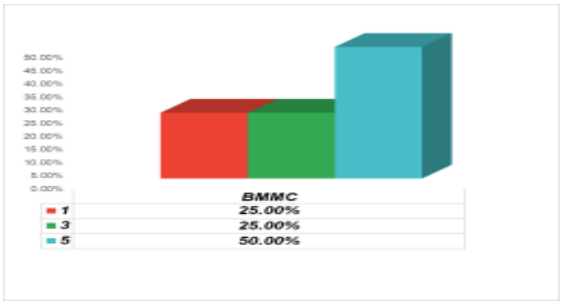
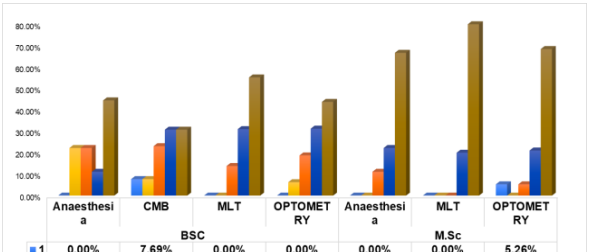
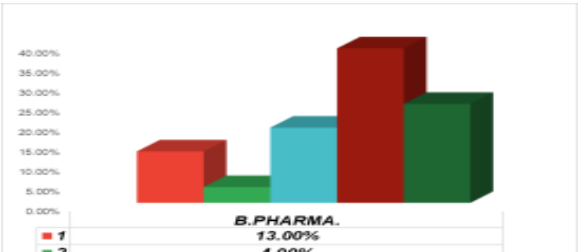


SoM

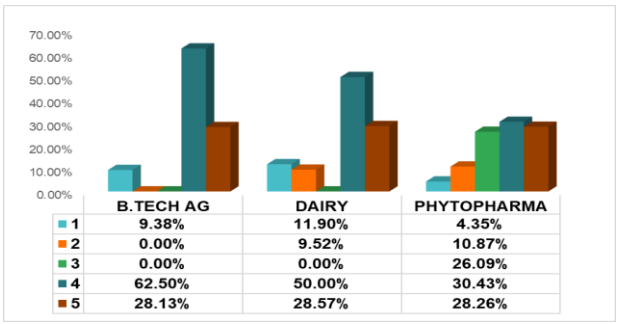


SoMC



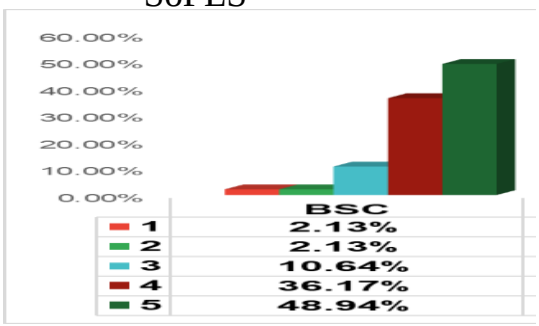


SoPAHS



	B.TECH AG	DAIRY	PHYTOPHARMA
1	9.38%	11.90%	4.35%
2	0.00%	9.52%	10.87%
3	0.00%	0.00%	26.09%
4	62.50%	50.00%	30.43%
5	28.13%	28.57%	28.26%

SoPLS



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

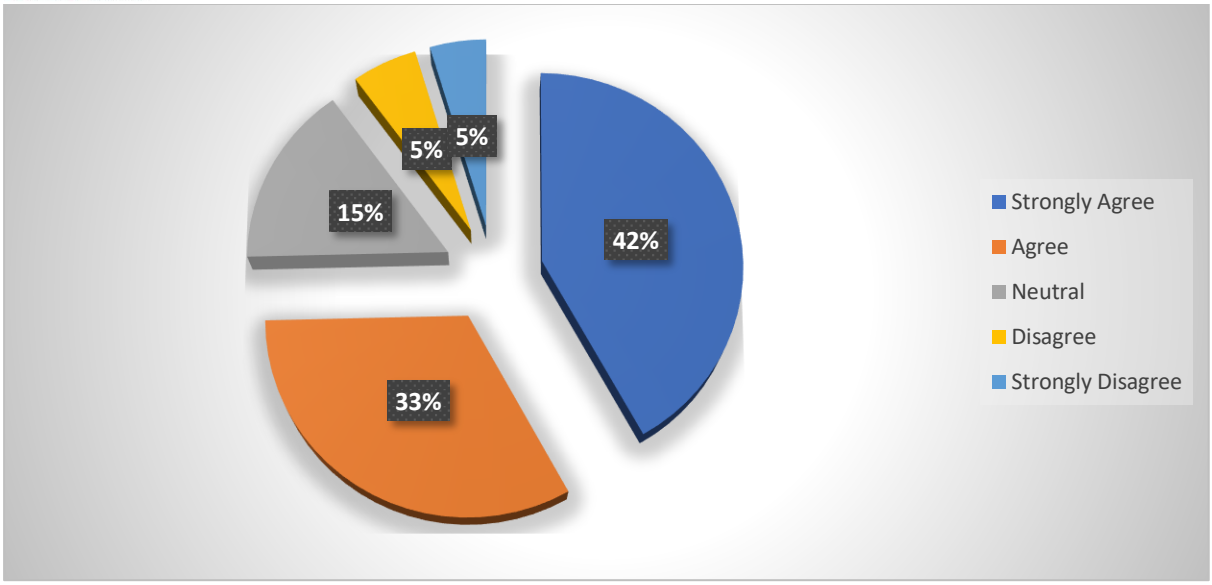
SoABE

SoF

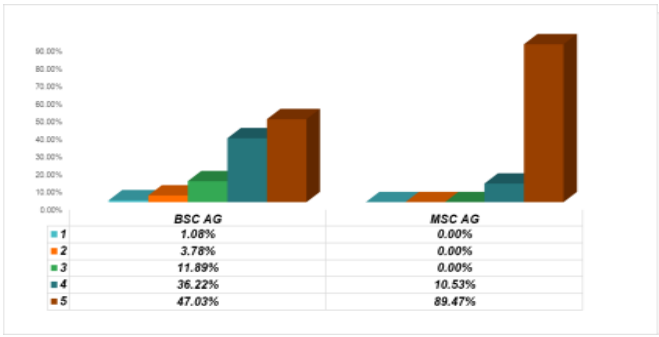
The curriculum gives hands on experience to the students through projects, live projects, workshops, use of industry relevant software, study tours, industrial visits, industry trainings / internships etc. The chart reveals that the students' feedback on the curriculum give hands on experience through projects, live projects, workshops, use of industry relevant software.40% of students are strongly agreed and 34% of students are agreed and 4% of students are disagree and 5% students are strongly disagreed with the curriculum. Students are always encouraged to pursue live projects.

Graph 1.1.9

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

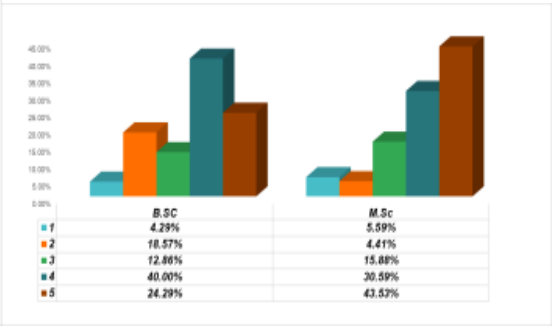


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



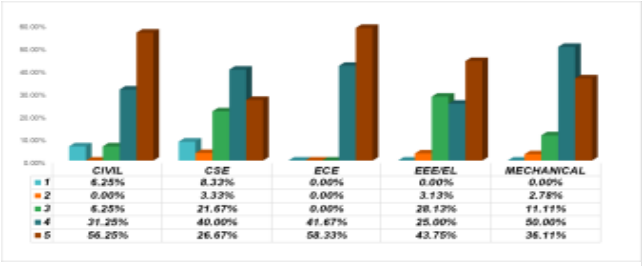
	BSC AG	MSC AG
1	1.08%	0.00%
2	3.78%	0.00%
3	11.89%	0.00%
4	36.22%	10.53%
5	47.03%	89.47%

MSSSoA



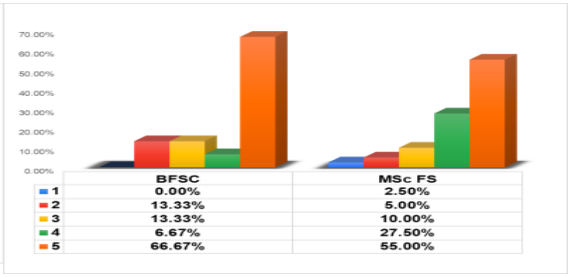
	B.SC	M.Sc
1	4.29%	5.59%
2	18.57%	4.41%
3	12.86%	15.88%
4	40.00%	30.59%
5	24.29%	43.53%

SoAS



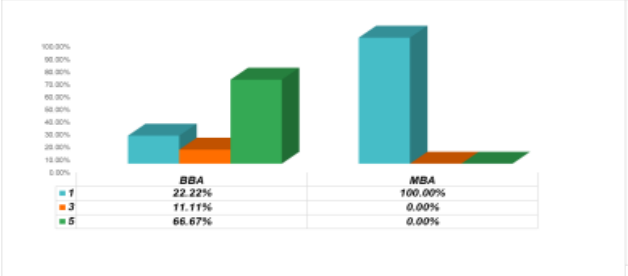
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	6.25%	8.33%	0.00%	0.00%	0.00%
2	0.00%	3.33%	0.00%	3.13%	2.78%
3	6.25%	21.67%	0.00%	28.13%	11.11%
4	31.25%	40.00%	41.67%	25.00%	50.00%
5	56.25%	26.67%	58.33%	43.75%	36.11%

SoET

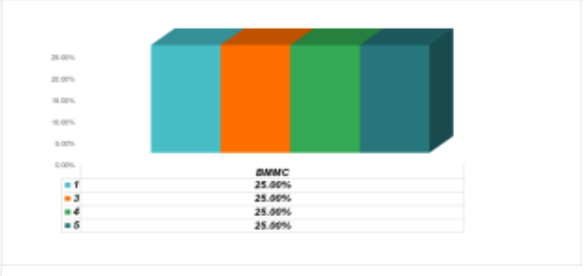


	BFSC	MSc FS
1	0.00%	2.50%
2	13.33%	5.00%
3	13.33%	10.00%
4	6.67%	27.50%
5	66.67%	55.00%

SoFS

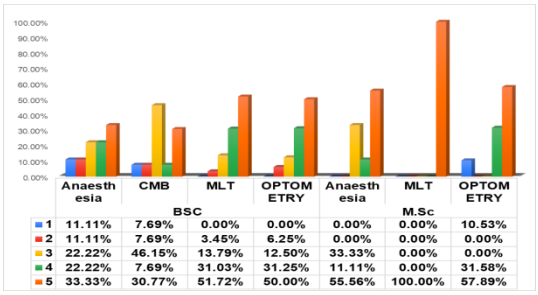


	BBA	MBA
1	22.22%	100.00%
3	11.11%	0.00%
5	66.67%	0.00%

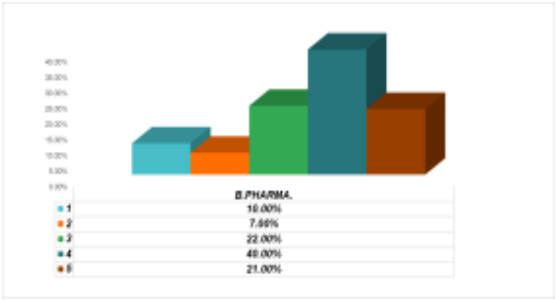


	BMMC
1	25.00%
3	25.00%
4	25.00%
5	25.00%

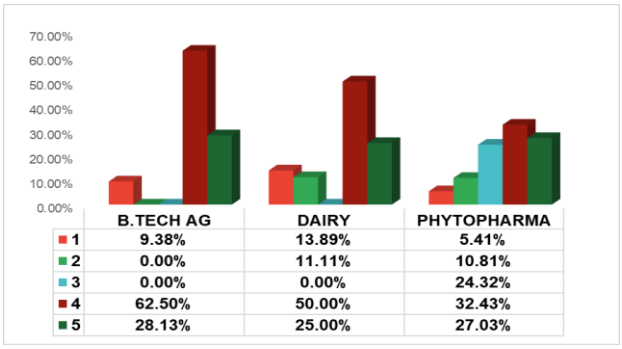
SoM



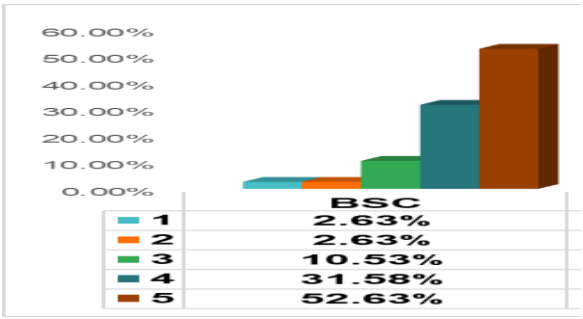
SoMC



SoPAHS



SoPLS



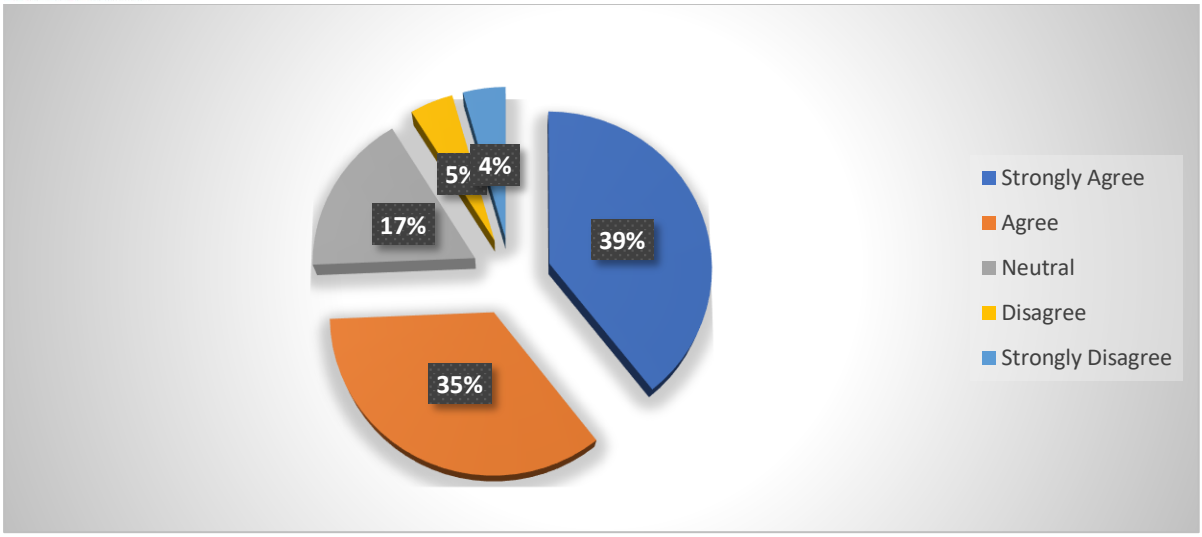
SoABE

SoF

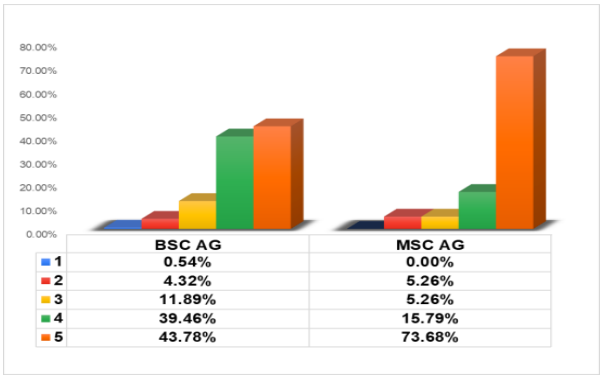
The students were surveyed on the effectiveness of lab experiments and academic tasks. Around 42% of students are strongly agreed and 33% of students are agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts. Whereas 5% of students are disagree and 5% students are strongly disagreed.

Graph 1.1.10

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

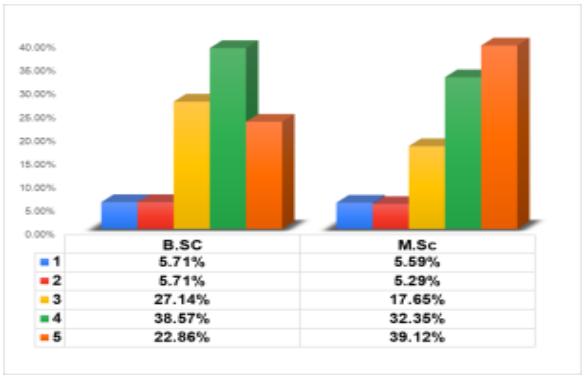


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



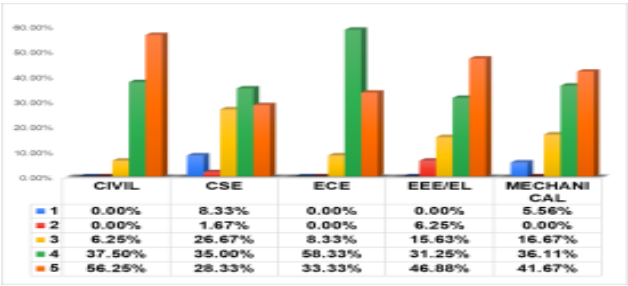
	BSC AG	MSC AG
1	0.54%	0.00%
2	4.32%	5.26%
3	11.89%	5.26%
4	39.46%	15.79%
5	43.78%	73.68%

MSSSoA



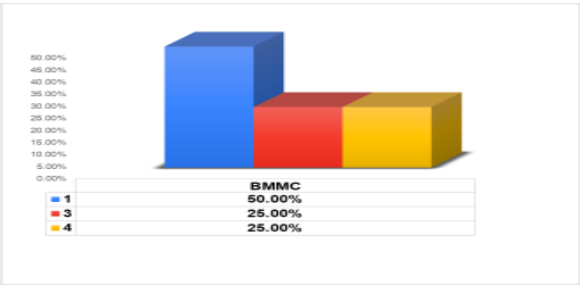
	B.SC	M.Sc
1	5.71%	5.59%
2	5.71%	5.29%
3	27.14%	17.65%
4	38.57%	32.35%
5	22.86%	39.12%

SoAS



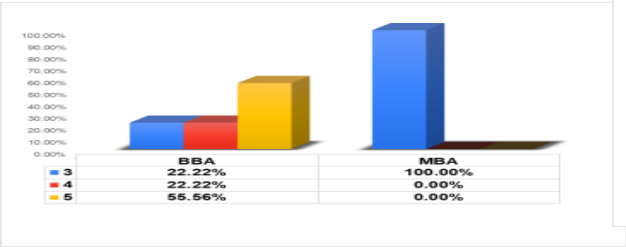
	CIVIL	CSE	ECE	EEE/EL	MECHANICAL
1	0.00%	8.33%	0.00%	0.00%	5.56%
2	0.00%	1.67%	0.00%	6.25%	0.00%
3	6.25%	26.67%	8.33%	15.63%	16.67%
4	37.50%	35.00%	58.33%	31.25%	36.11%
5	56.25%	28.33%	33.33%	46.88%	41.67%

SoET

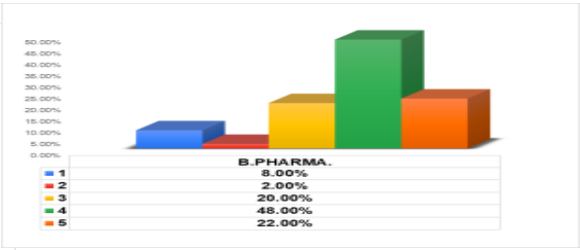


	BMMC
1	50.00%
3	25.00%
4	25.00%

SoMC

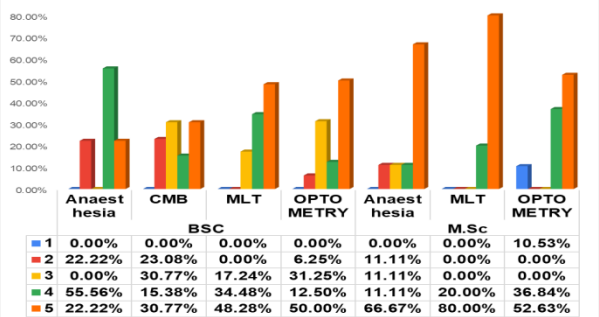


	BBA	MBA
3	22.22%	100.00%
4	22.22%	0.00%
5	55.56%	0.00%



	B.PHARMA.
1	8.00%
2	2.00%
3	20.00%
4	48.00%
5	22.00%

SoM



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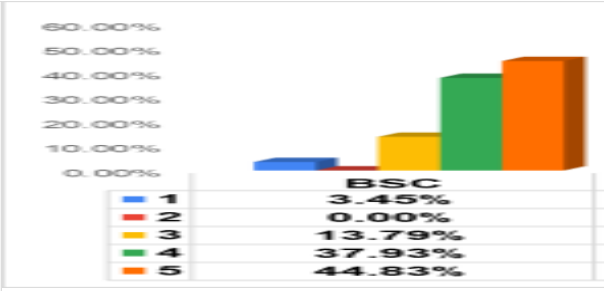
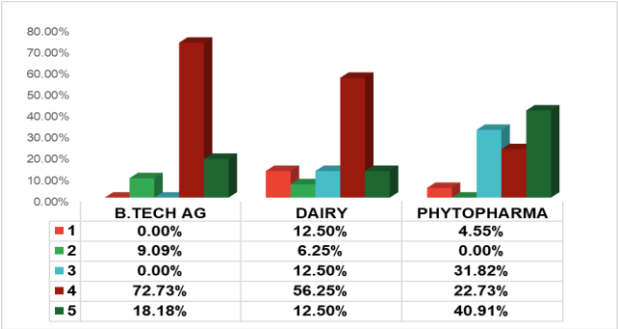


SoPAHS

SoF



SoABE

As per Choice Based credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 39% of students are strongly agreed and 35% of students are agreed and 5% of students are disagreed and 4% students are strongly disagreed

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

- More frequent Industrial visits for practical exposure
- The quality of books in library that matches with latest curriculum shall be made available
- There should be activities that should improve students confidence like students should explain one or more topic to the class in English
- Better student staff interactions
- Addition of Industrial Visits and educational tours to the curriculum
- More emphasis should be given to practical classes and emerging trends

TEACHER FEEDBACK ANALYSIS

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

Feedback of around **34** teachers of various courses was collected in the session 2021-2022

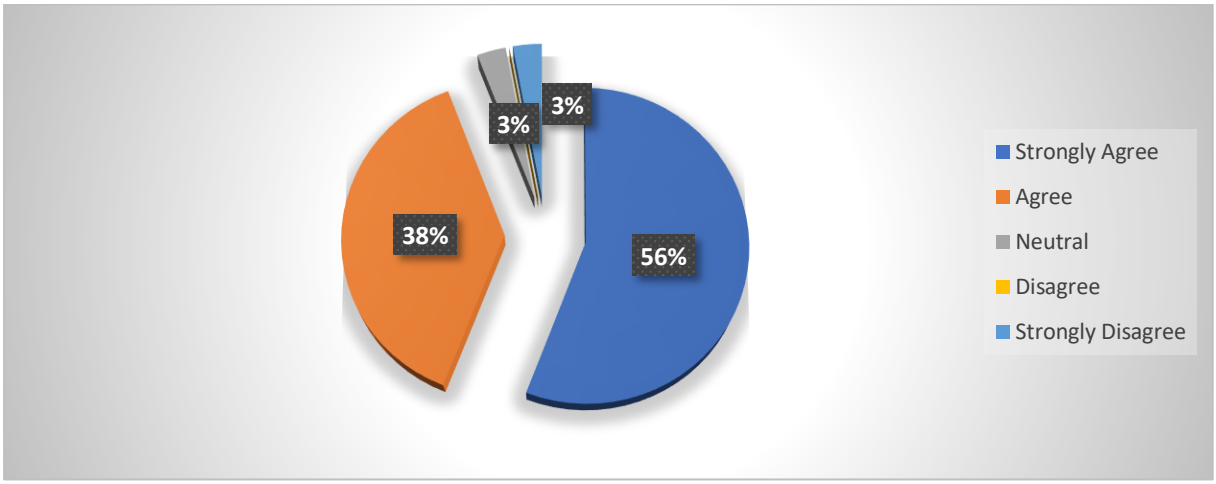
RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	19	13	1	0	1
Q.2	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.	16	15	2	0	1
Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	19	13	1	0	1

Q.4	The curriculum has right mix of Theory ,Practical and Project	20	11	2	0	1
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	20	9	3	1	1

Graph 1.2.1

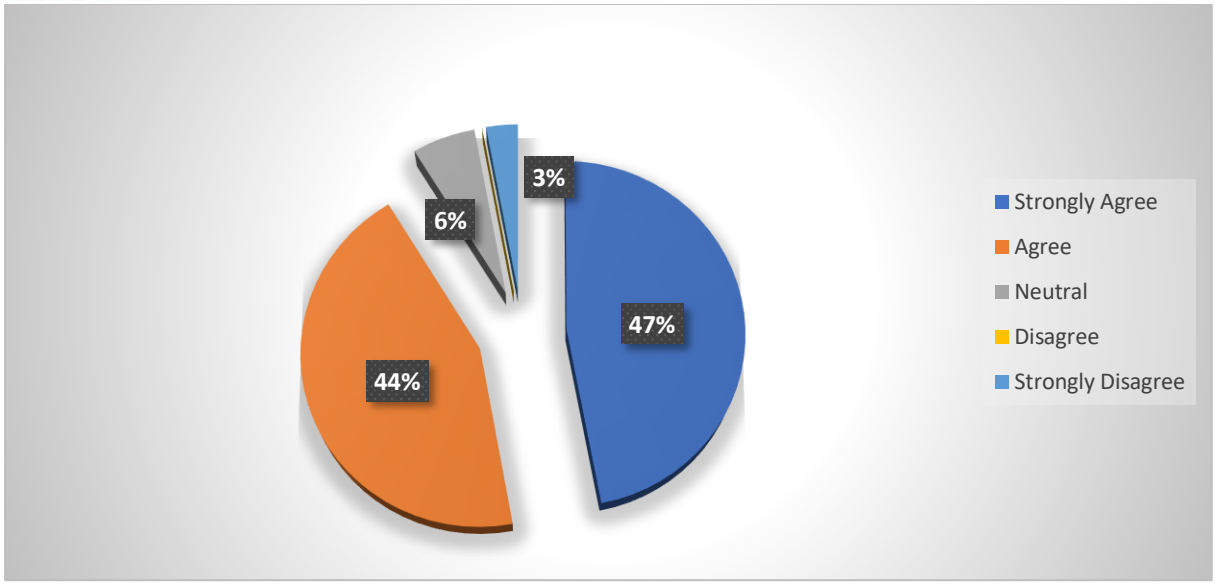
Syllabus is need based with respect to the recent advancements.



Keeping in consideration, the changes in trends and technologies of Industry and academics, syllabus is continuously updated by the Industry experts and academicians. External experts are invited for delivering expert lectures and have active interaction with students. Valuable suggestions which are provided by these experts are also incorporated periodically in the curriculum. Feedbacks from recruiters during the placement drives are also considered to make the students and curriculum prepared for Industry. The analysis depicts that 56% of teachers are strongly agreed and 38 % of teachers are agreed with recent curriculum advancements. Around 3% faculty members showed disagreement.

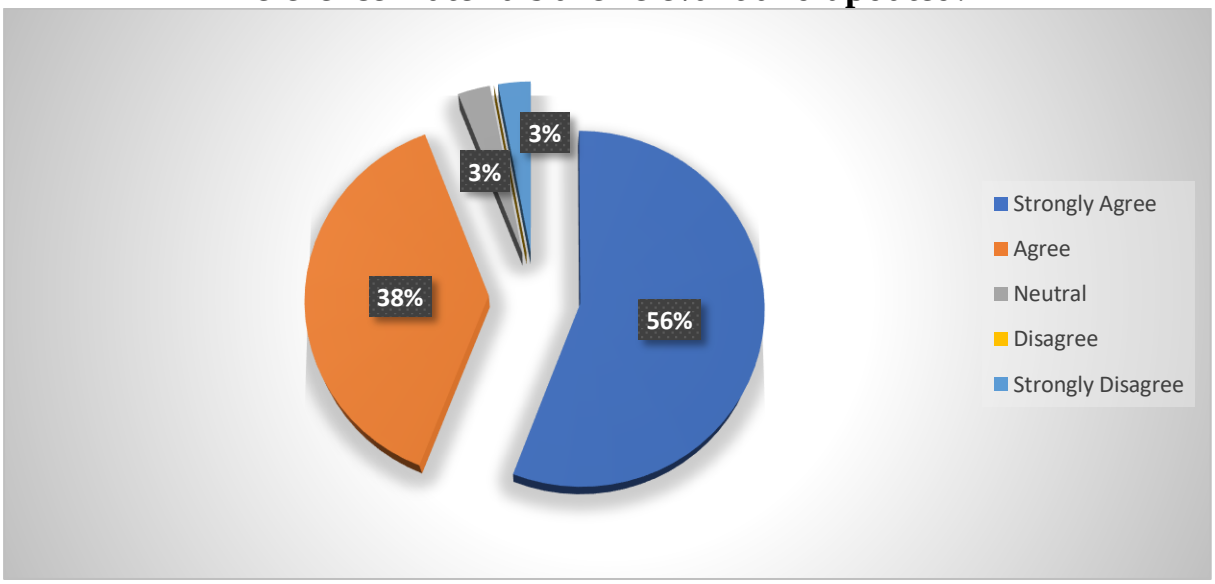
Graph 1.2.2

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



Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing more on depth of understanding and breadth of content coverage. The graph illustrates the percentage of respondents. Around 47% of teachers are strongly agreed and 44% of teachers are agreed with the breadth and depth of course content of the syllabus, 3% was strongly disagreed.

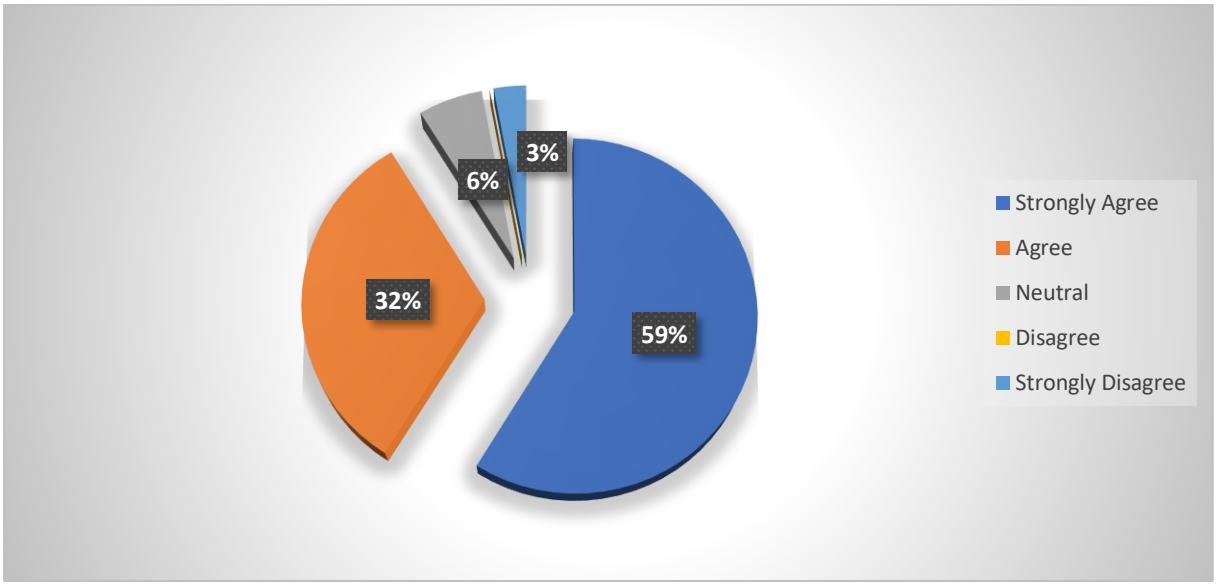
Graph 1.2.3
The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.



Textbooks, reference books and CUTM Courseware Contents are framework that helps students to organize and manage their learning. These are the most

important resource of information about their course contents. Textbooks and reference books help students understand the concepts thoroughly and make them familiar with the course. CUTM Courseware contents are being used by teachers in the class, which contains YouTube links, practice test links as well course materials. The graph displays the percentage of respondents. As per the survey, 56% of teachers are strongly agreed and 38% of teachers are agreed the availability of text books, reference books, and contents in Courseware for the students, 3% were completely disagreed.

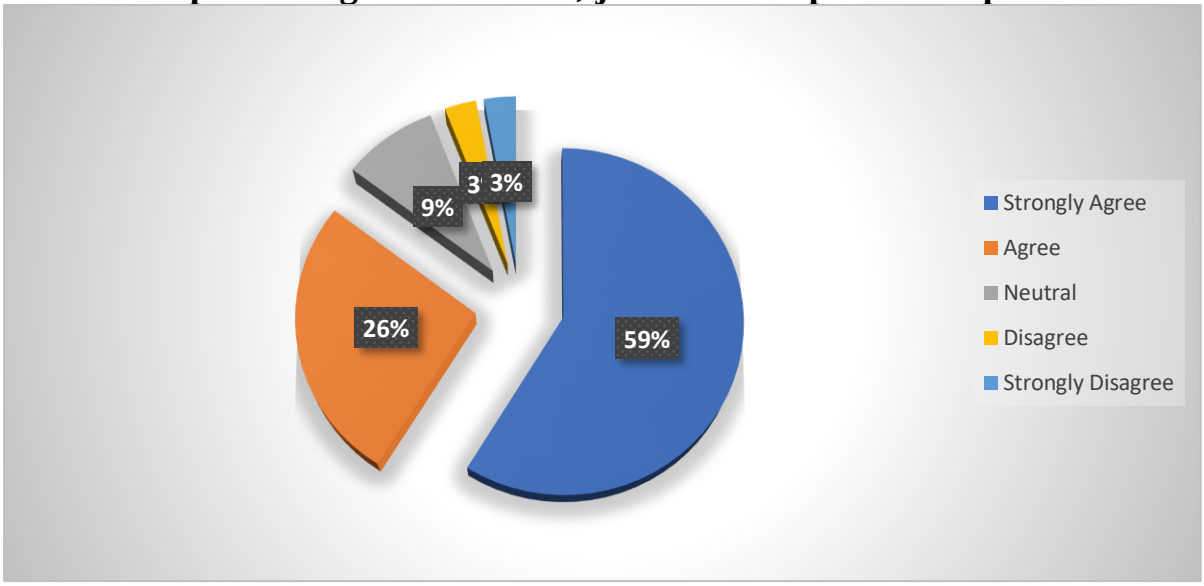
Graph 1.2.4
The curriculum has right mix of Theory, Practical and Project



The graph depicts the percentage of respondents. As per this analysis, it was found that 59% of faculties are strongly agreed and 32% of faculties are agreed and satisfied about the preparedness of academic tasks and practical experiments and projects as per the instruction plans. It was found and a small strength of 3% teachers strongly disagreed.

Graph 1.2.5

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



Learning levels from academic task are evaluated through various activities for example worksheets, class tests, assignments, presentations quizzes, sessions, practical, design problems, projects etc. which provides an ideal platform to develop knowledge and skills to pursue higher education, job and entrepreneurship. The above chart explains the percentage of respondents. A majority of 59% of teachers is strongly agreed and 26% of teachers are agreed with the level of learning from academic tasks, and 3% of teachers are strongly disagreed with the above-mentioned statement and 3% were disagreed.

Further, the following points were also expressed by the Teachers

- Syllabus should not be so lengthy
- Credits for some subjects may be increased
- Syllabus should be decided by the faculty concerned rather than directly taking from AICTE model scheme
- Few more latest topics/subjects can be added
- The syllabus need to be revised from professional competency viewpoint
- Application of every chapter of each subject must be implemented through small projects

- Less books in library related to Graphic designing so for better references we need to order books for students.

- All classes must run as per weekly programme, If a class is missed, it should be arranged in extra time. Attendance weightage may be increased. All extracurricular should be on holidays

- some research based training/Dissertation needs to be offered in the 4th semester of the programme, which will definitely help the students who are keen towards higher education

ALUMNI FEEDBACK ANALYSIS

Centurion University of Technology and Management Odisha

In the session2021-2022, our University collected and analyzed the feedback from around **98**alumni of various courses. Valuable suggestions made by the alumni are put forward before the Academic Council for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

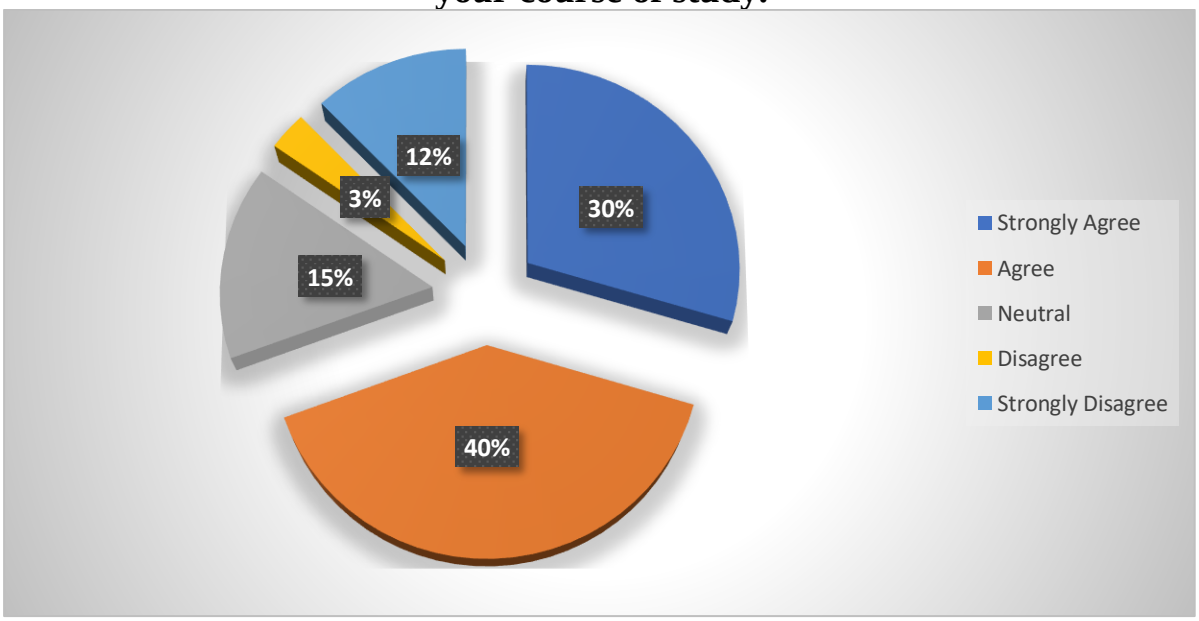
RESPONSE COUNT

Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	29	39	15	3	12
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	30	39	13	7	9
Q.3	Does the curriculum have reasonable practical and laboratory skills for	32	35	18	6	7

	analysis and design?					
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	30	39	14	8	7
Q.5	How do you rate the curriculum in written and oral communication abilities?	29	37	20	5	7
Q.6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?	35	28	17	8	10
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	32	36	14	8	8

Graph 1.3.1

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



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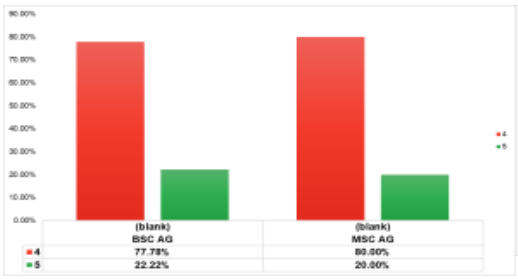
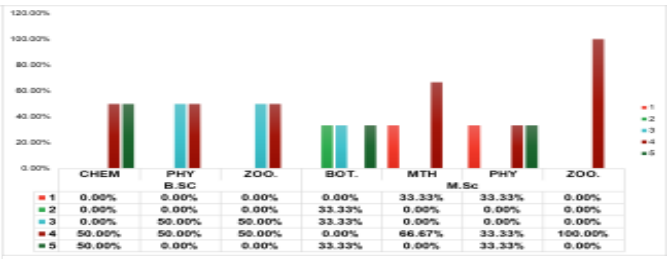
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree





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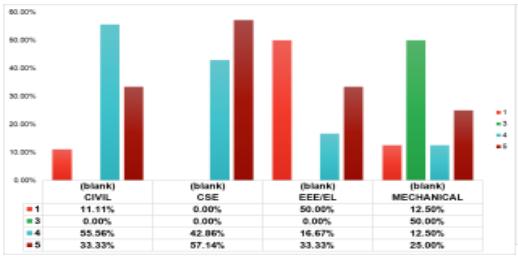

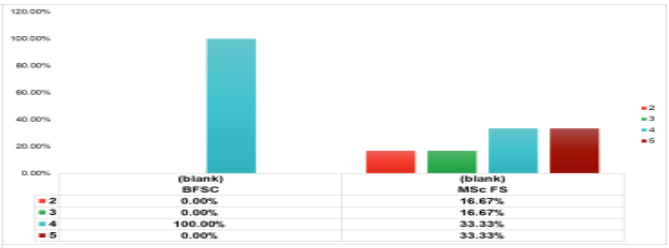

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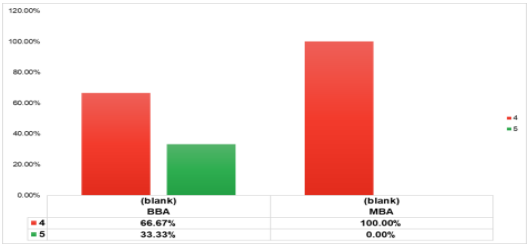

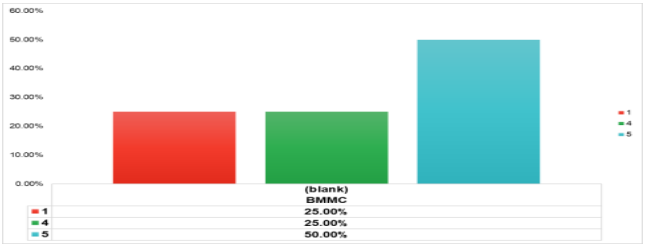

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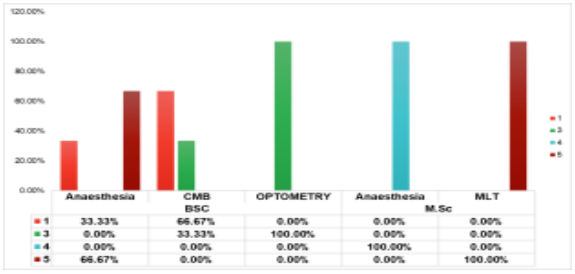

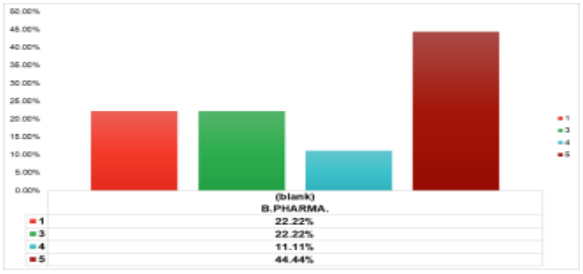

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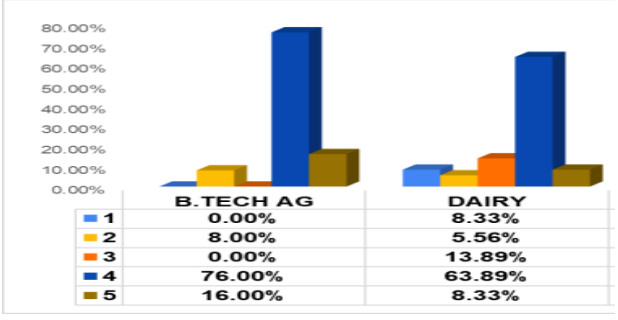
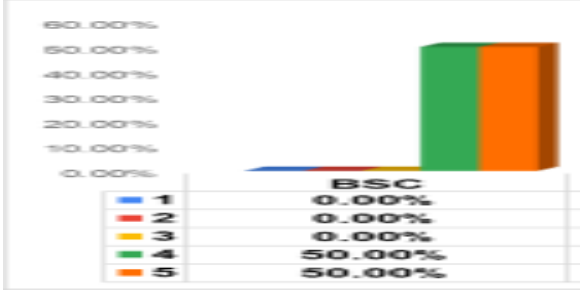
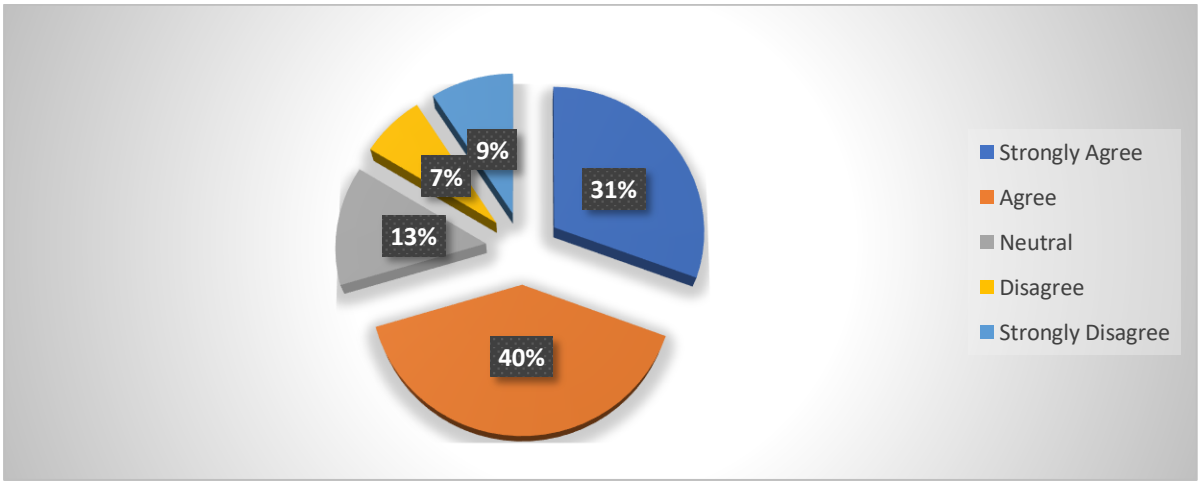




SoABE SoF

Keeping the ever changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers. 30% of alumni are strongly agreed and 40% of alumni are agreed with the courses being offered while 3% of alumni are disagreed and 12% alumni are strongly disagreed for the above stated criteria.

Graph 1.3.2
Does the curriculum have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



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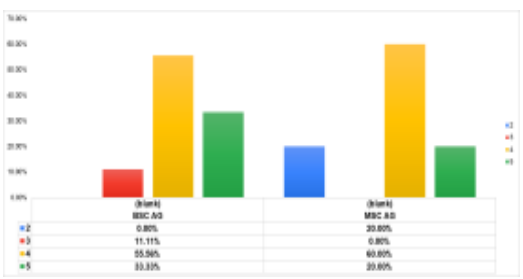

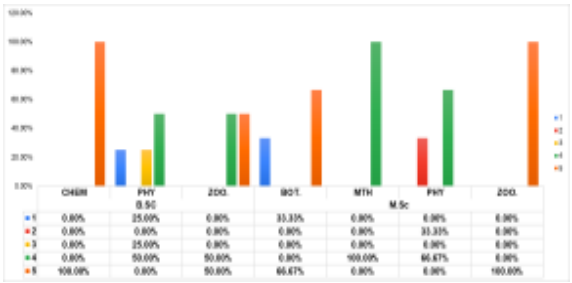

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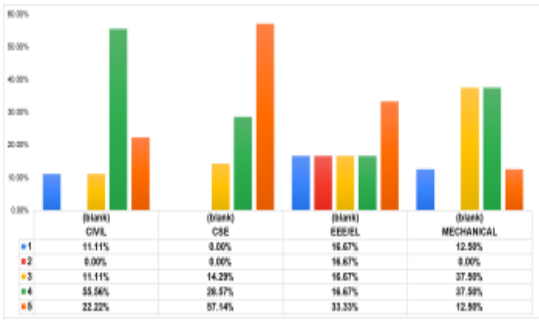

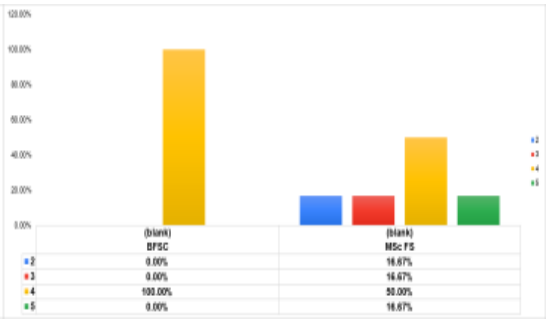

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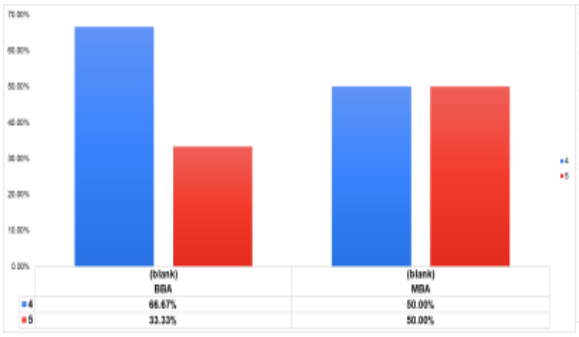

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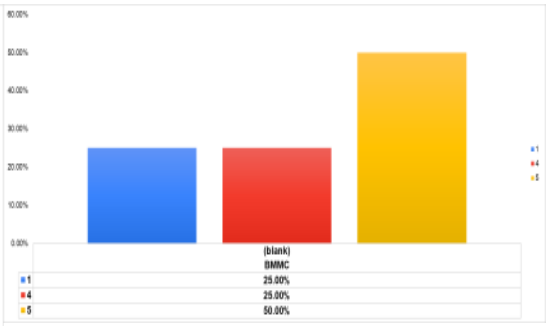

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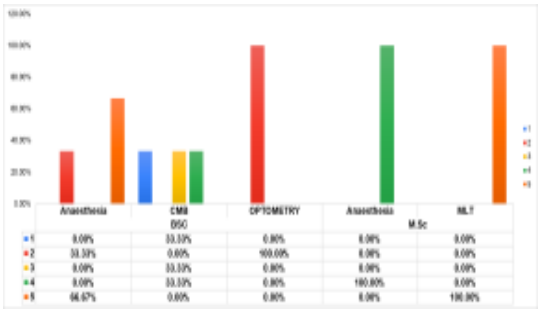

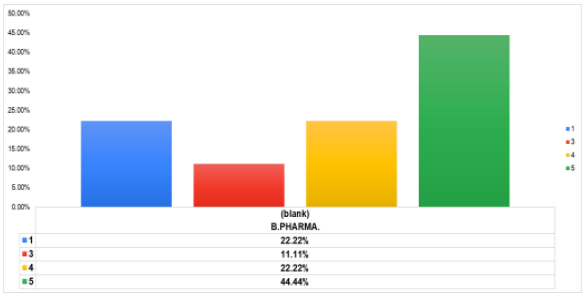

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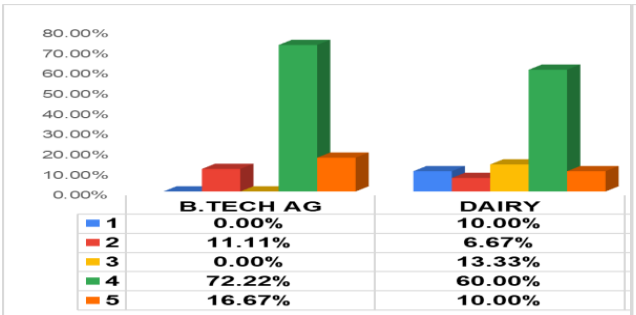
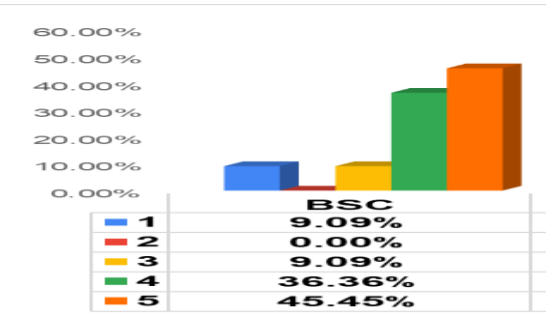




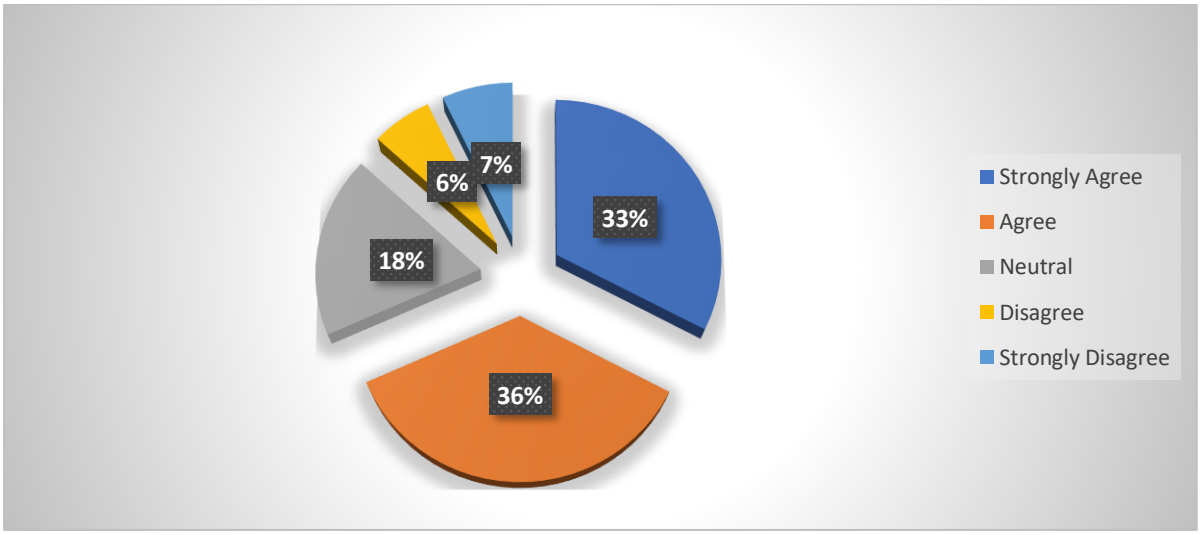
SoABE

SoF

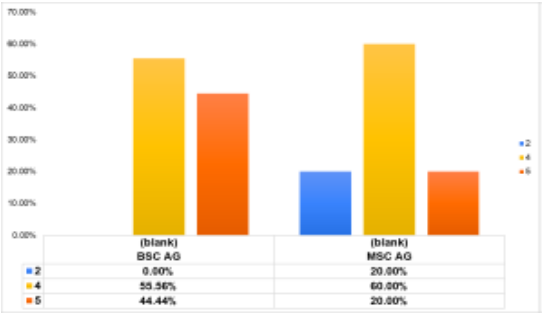
Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately, 31% of alumni are strongly agreed and 40% of alumni are agreed, while 7% of alumni are disagreed and 9%

alumni are strongly disagreed about the assessment pattern adopted by the University for individual course is useful in grasping the concepts application.

Graph 1.3.3
Does the curriculum have reasonable practical and laboratory skills for analysis and design?



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



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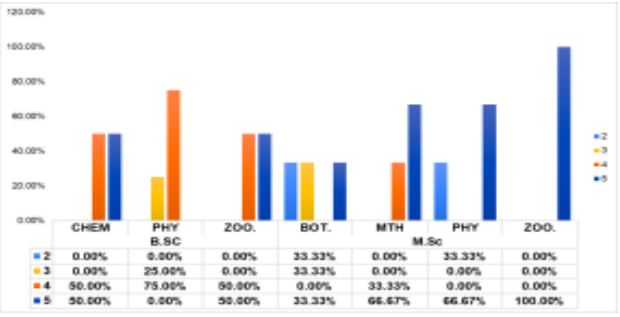

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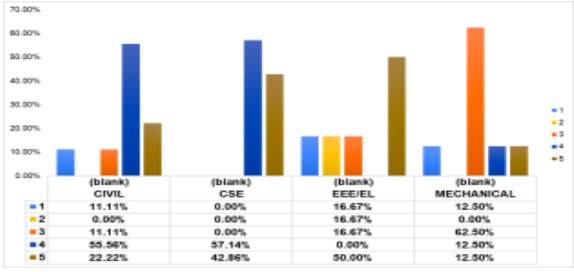

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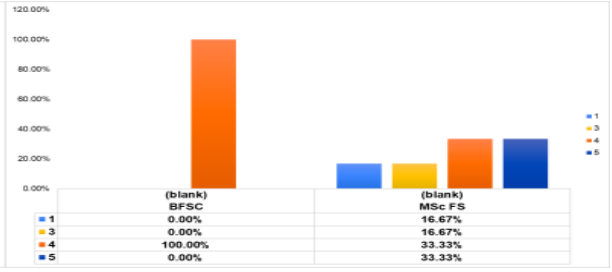

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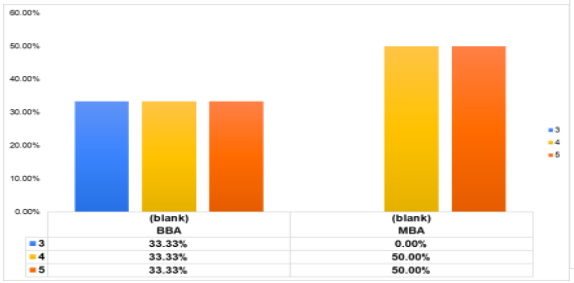

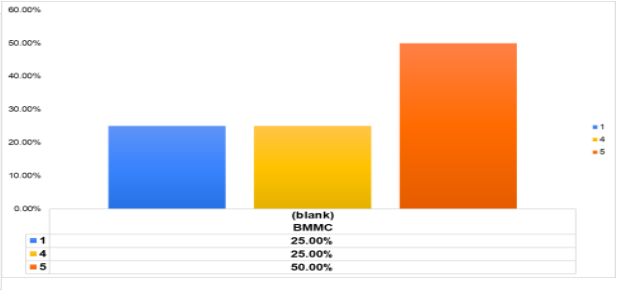

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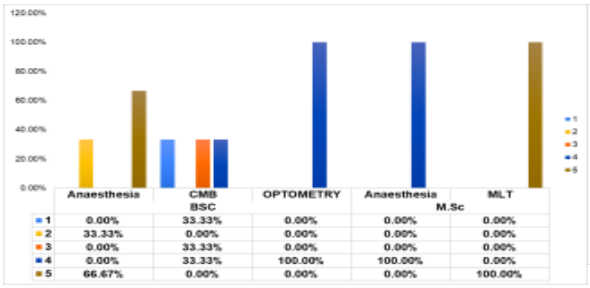

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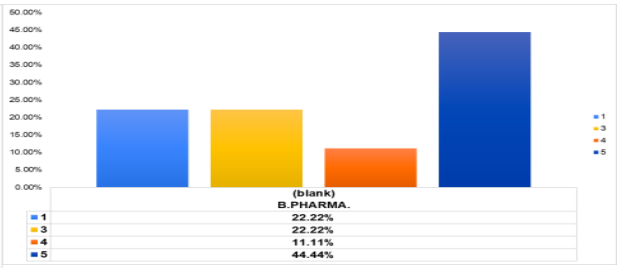

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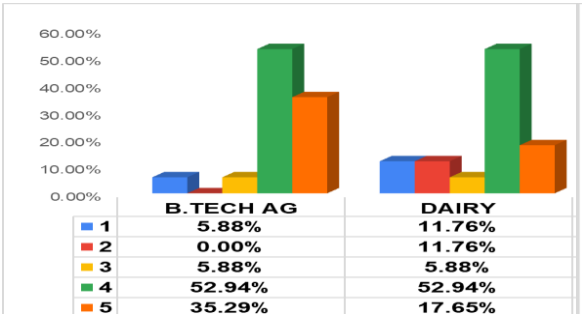

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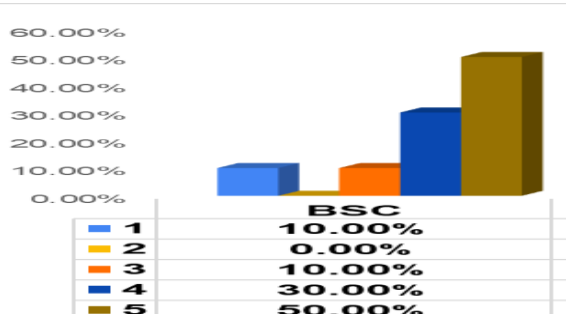

SoABE

SoF

In order to assure that students learn in an efficient way, theory and practical courses are be included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyse and design .The graph depicts the percentage of respondents. As per this analysis, it was found that 33% of alumni are strongly agreed and 36% of alumni are agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. 6% of alumni are disagreed and 7% alumni are strongly disagreed.

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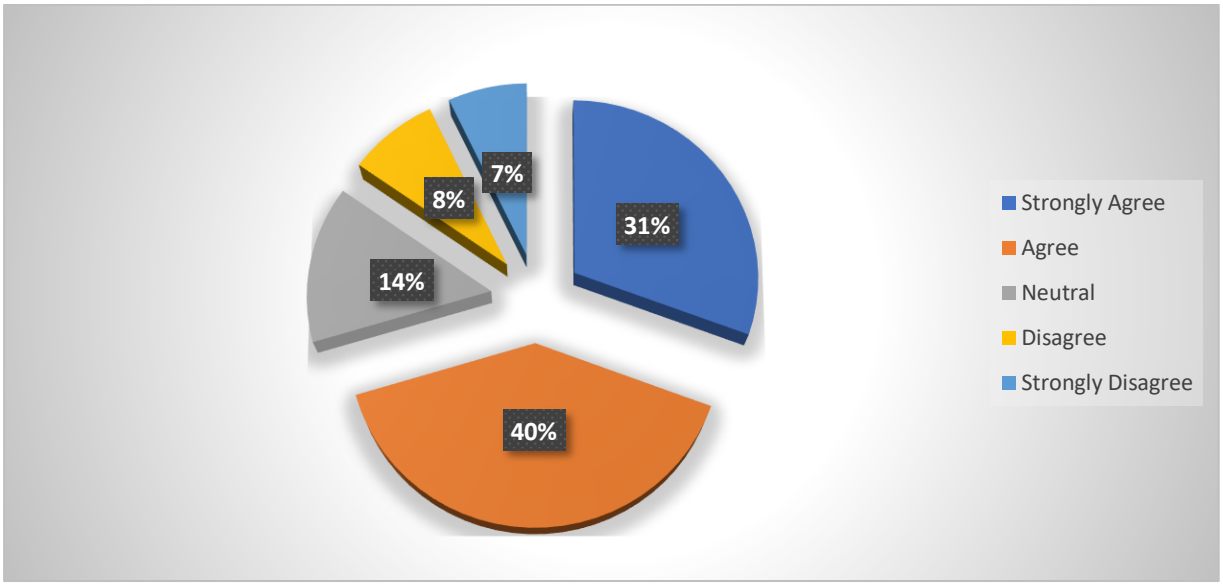
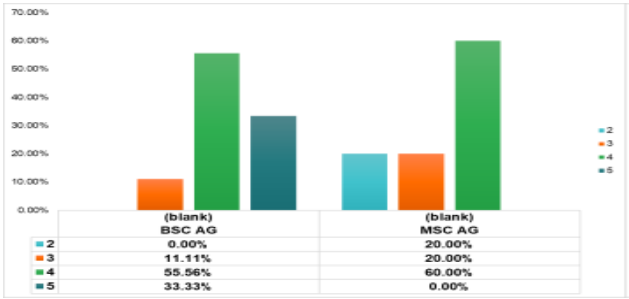
Graph 1.3.4

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



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



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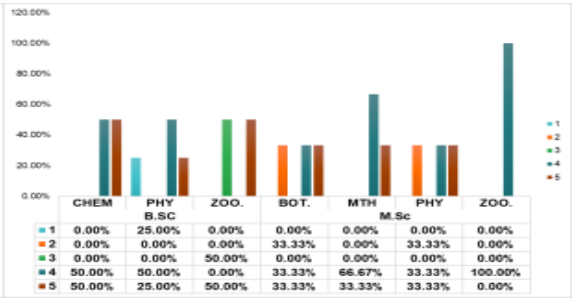

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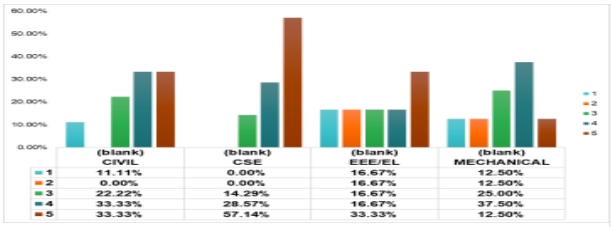

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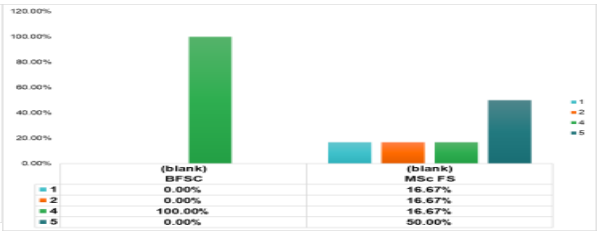
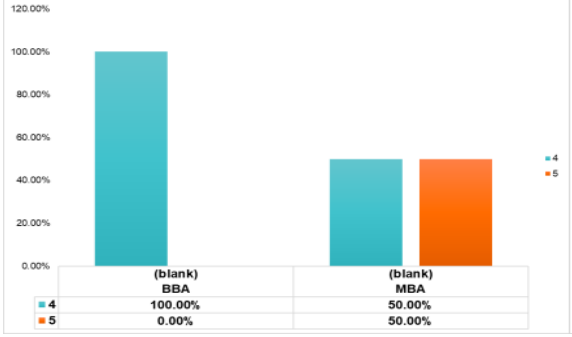
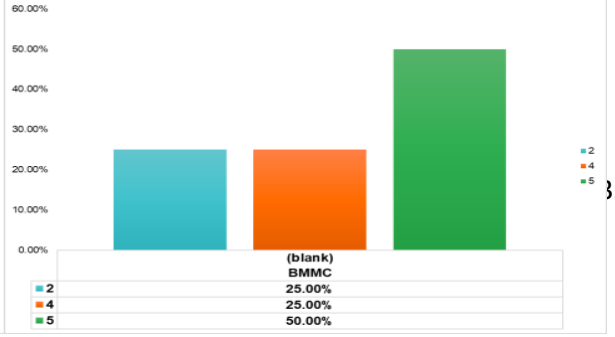


SoFS





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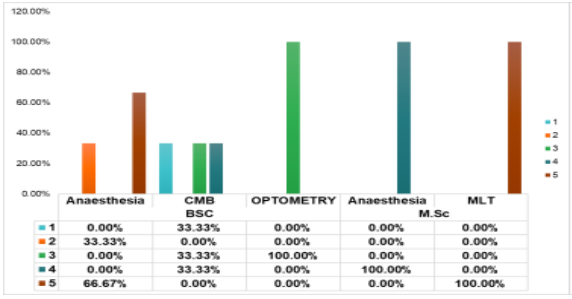

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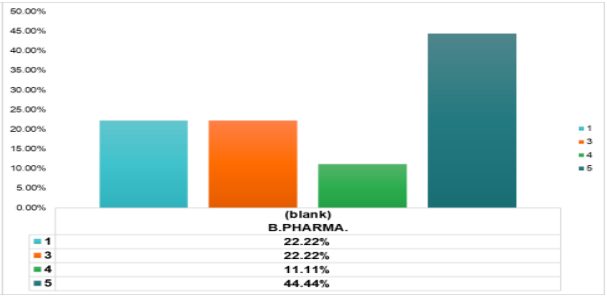

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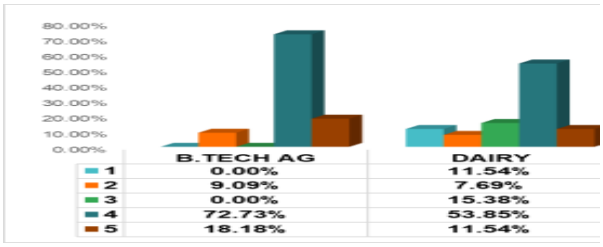
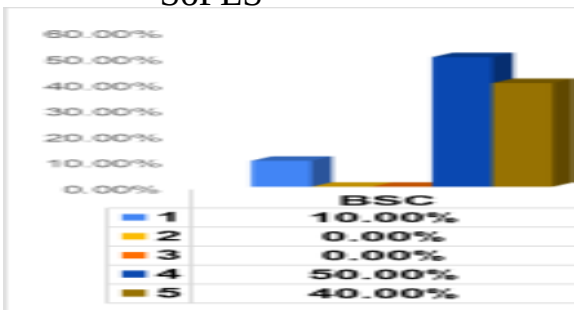


SoPLS



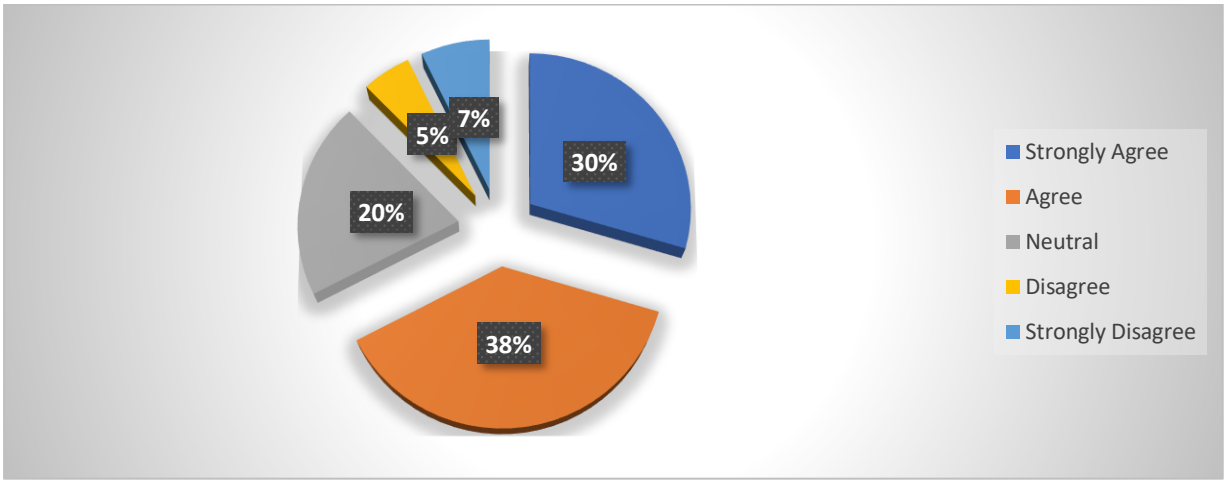
SoABE

SoF

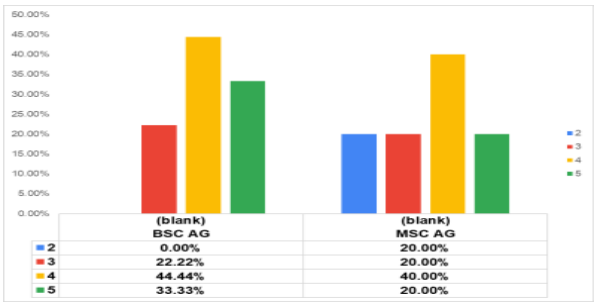
Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and ready for outside world. Around 31% of alumni are strongly agreed and 40% of alumni are agreed with the Professional ethics and behaviour inputs in the curriculum while around 8% of alumni are disagreed and 7% alumni are strongly disagreed.

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

Graph 1.3.5
How do you rate the curriculum in written and oral communication abilities?

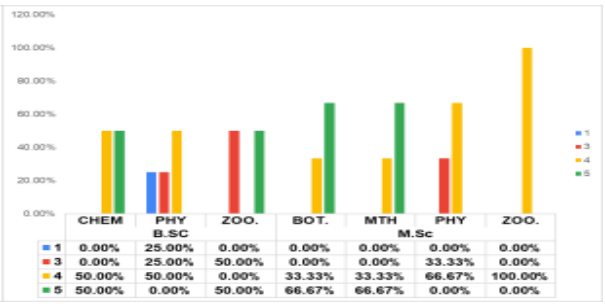


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



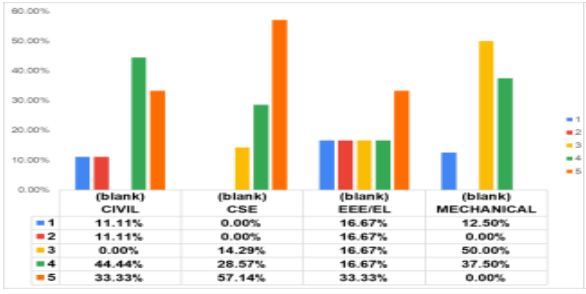
	(blank) BSC AG	(blank) MSC AG
2	0.00%	20.00%
3	22.22%	20.00%
4	44.44%	40.00%
5	33.33%	20.00%

MSSSoA



	CHEM	PHY	ZOO.	BOT.	MTH	PHY	ZOO.
	B.SC			M.Sc			
1	0.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%
3	0.00%	25.00%	50.00%	0.00%	0.00%	33.33%	0.00%
4	50.00%	50.00%	0.00%	33.33%	33.33%	66.67%	100.00%
5	50.00%	0.00%	50.00%	66.67%	66.67%	0.00%	0.00%

SoAS



	(blank) CIVIL	(blank) CSE	(blank) EEE/EL	(blank) MECHANICAL
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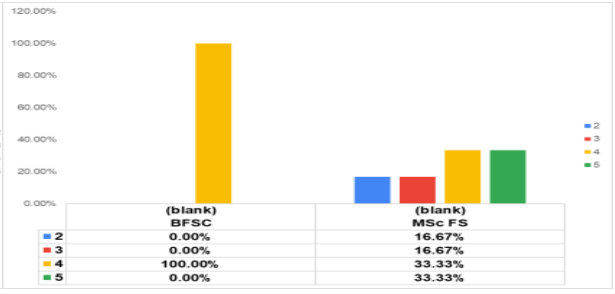
2	11.11%	0.00%	16.67%	0.00%
3	0.00%	14.29%	16.67%	50.00%
4	44.44%	28.57%	16.67%	37.50%
5	33.33%	57.14%	33.33%	0.00%

SoET



	(blank) BFSC	(blank) MSc FS
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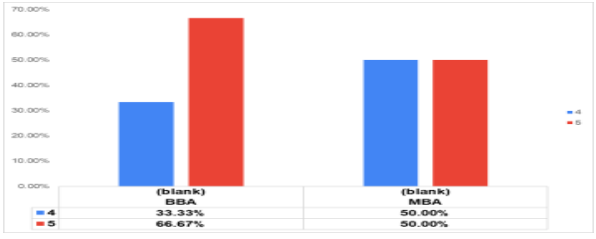
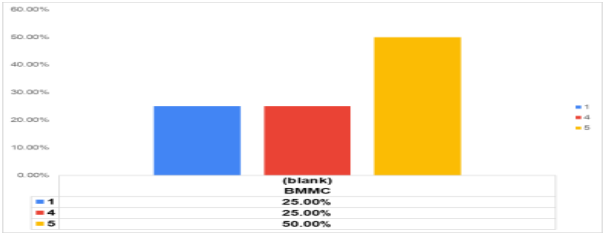
3	0.00%	16.67%
4	100.00%	33.33%
5	0.00%	33.33%

SoFS



	(blank) BBA	(blank) MBA
4	33.33%	50.00%
5	66.67%	50.00%



	(blank) BMMC
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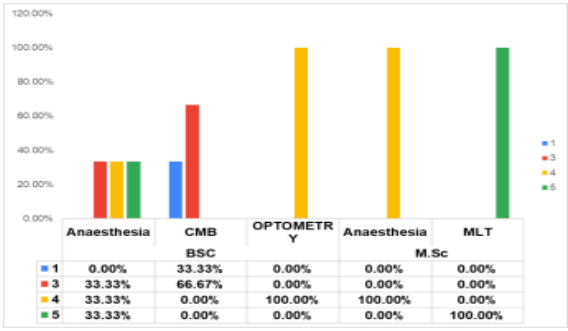
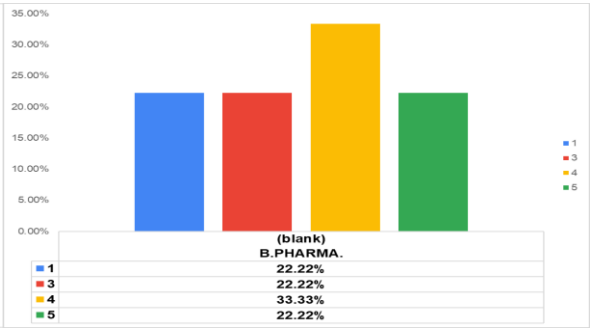
4	25.00%
5	50.00%

SoM

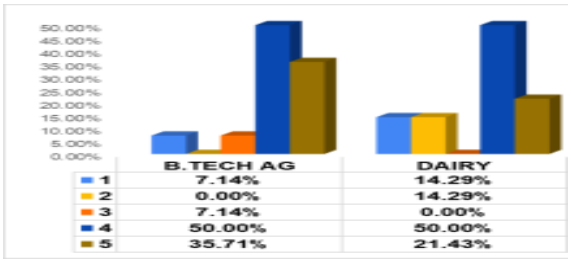
SoMC

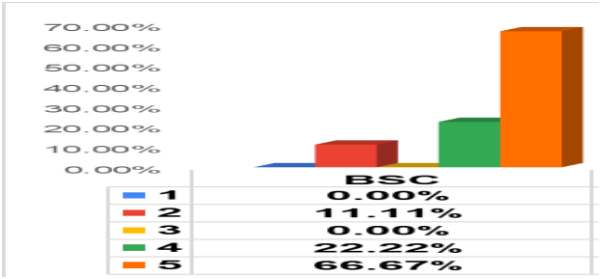




SoPAHS

SoPLS





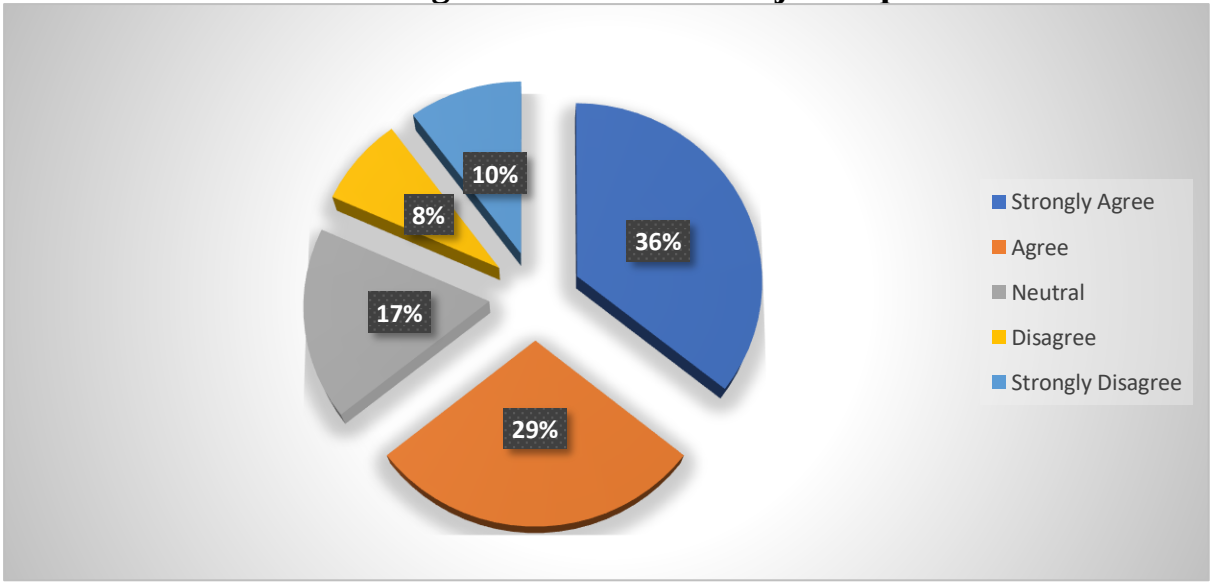
SoABE

SoF

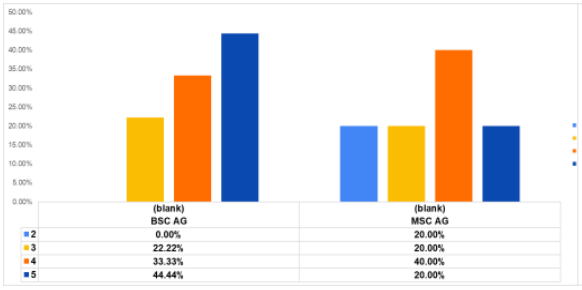
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication skills like gestures, body-language and voice tones effectively. 30% of alumni are strongly agreed and 38% of alumni are agreed with the level Professional Enhancement/Communication skills input in the curriculum, and 5% of alumni are disagreed and 7% alumni are strongly disagreed with the above mentioned statement.

Graph 1.3.6

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

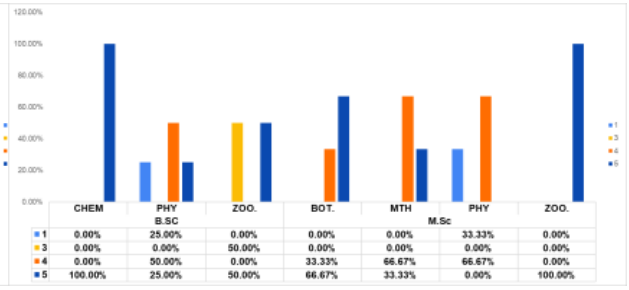


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



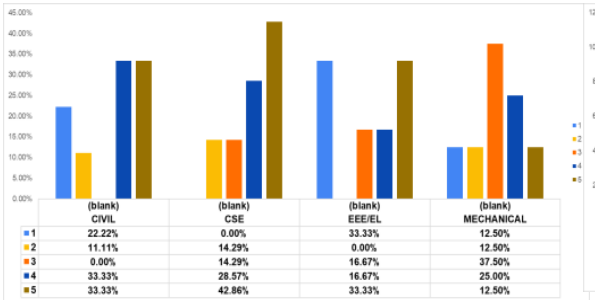
	(blank) BSC AG	(blank) MSC AG
2	0.00%	20.00%
3	22.22%	20.00%
4	33.33%	40.00%
5	44.44%	20.00%

MSSSoA

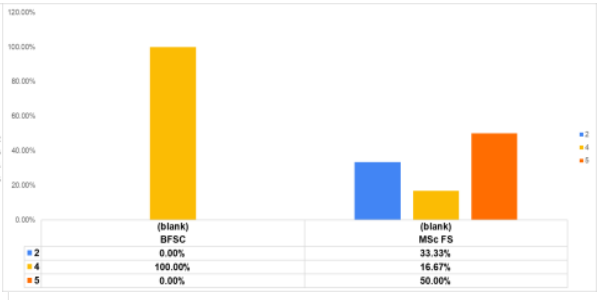


	CHEM	PHY	ZOO.	BOT.	MTH	PHY	ZOO.
	B.SC			M.Sc			
1	0.00%	25.00%	0.00%	0.00%	0.00%	33.33%	0.00%
3	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%
4	0.00%	50.00%	0.00%	33.33%	66.67%	66.67%	0.00%
5	100.00%	25.00%	50.00%	66.67%	33.33%	0.00%	100.00%

SoAS

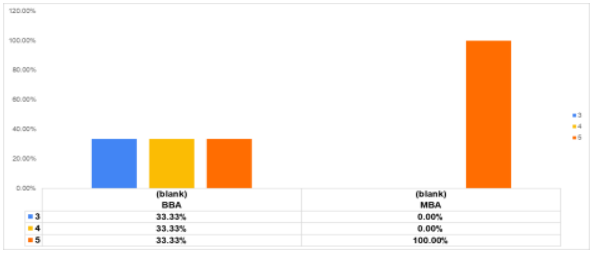


	(blank) CIVIL	(blank) CSE	(blank) EEE/EL	(blank) MECHANICAL
1	22.22%	0.00%	33.33%	12.50%
2	11.11%	14.29%	0.00%	12.50%
3	0.00%	14.29%	16.67%	37.50%
4	33.33%	28.57%	16.67%	25.00%
5	33.33%	42.86%	33.33%	12.50%



	(blank) BFSC	(blank) MSc FS
2	0.00%	33.33%
4	100.00%	16.67%
5	0.00%	50.00%

SoET



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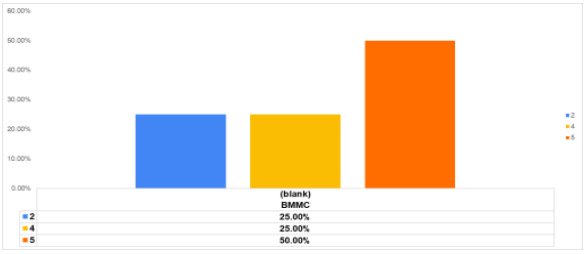
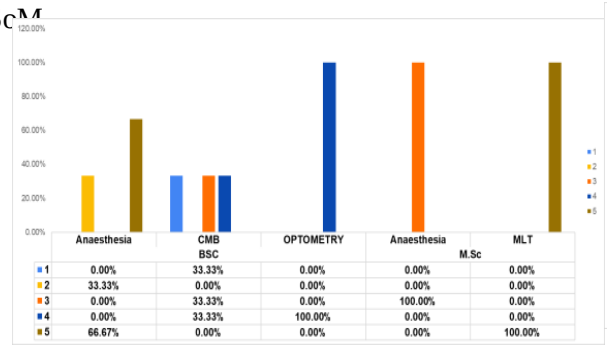
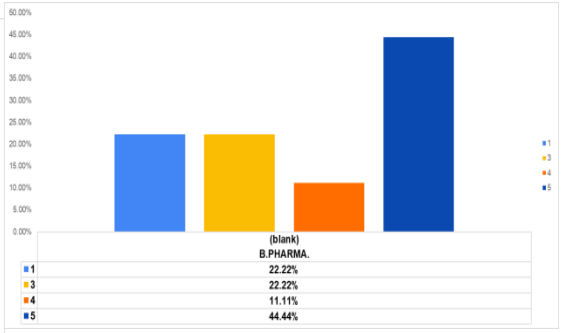


ScM





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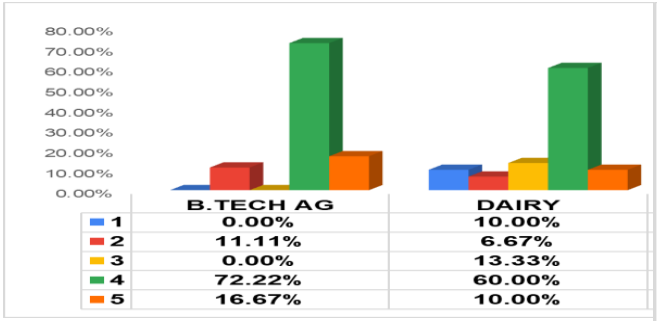

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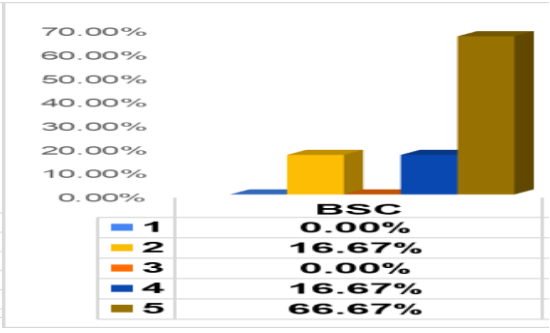


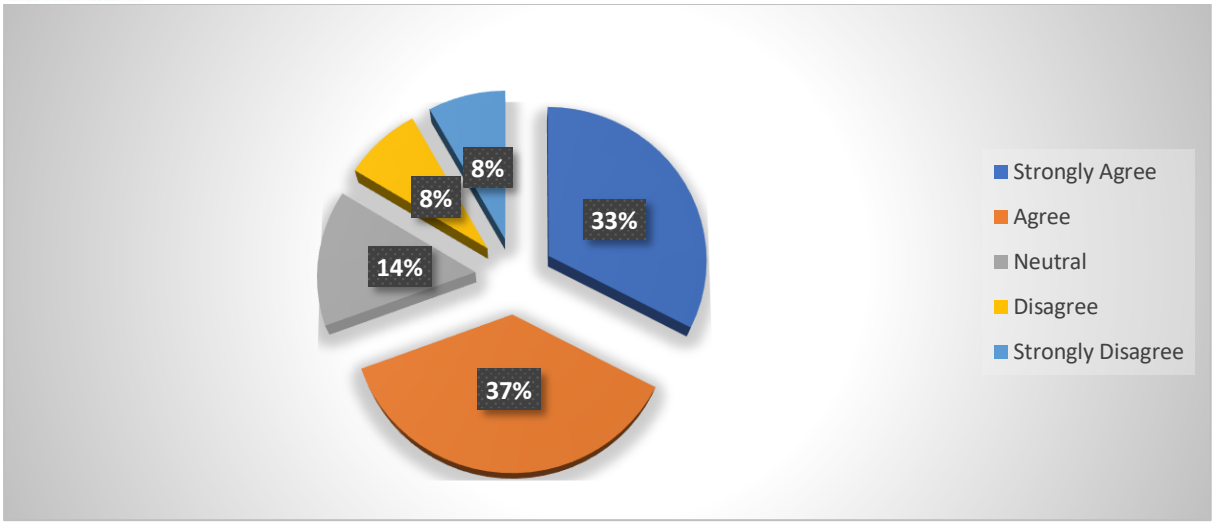
SoABE

SoF

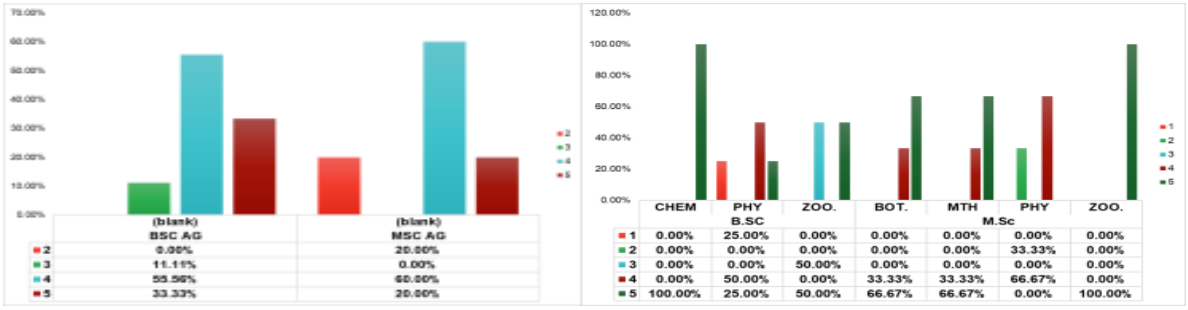
Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities. The graph depicts the percentage of respondents. As per this analysis, it was found that 36% of alumni are strongly agreed and 29% of alumni are agreed in this context. And strength of 8% of alumni are disagree and 10% alumni are strongly disagreed.

Graph 1.3.7

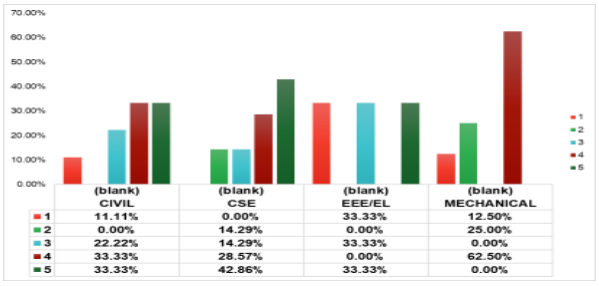
Overall satisfaction on the current program in meeting its educational objectives.



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



MSSSoA



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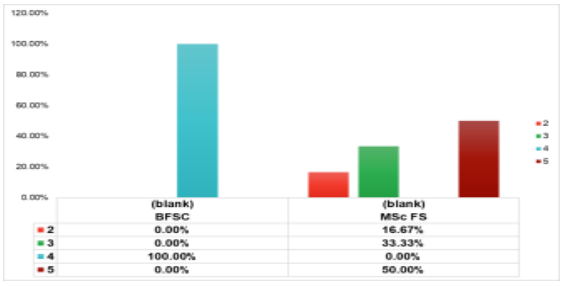

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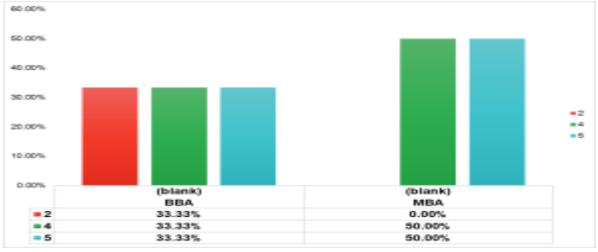

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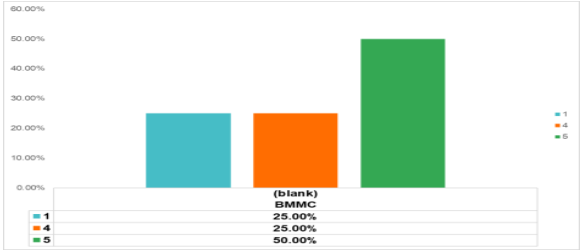
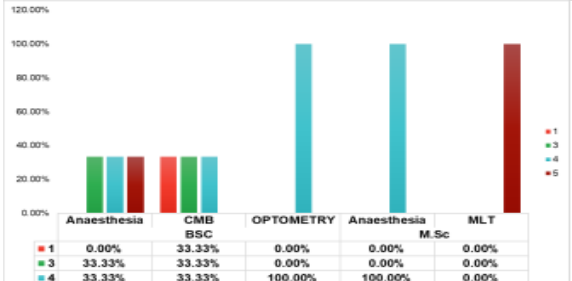


SoM



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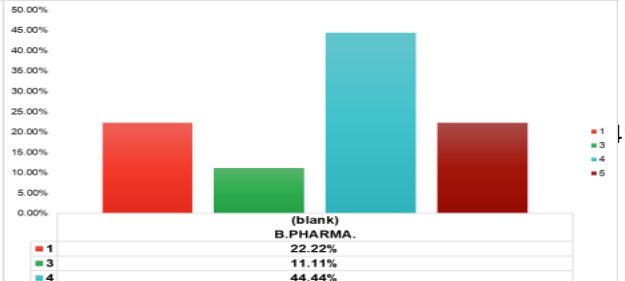
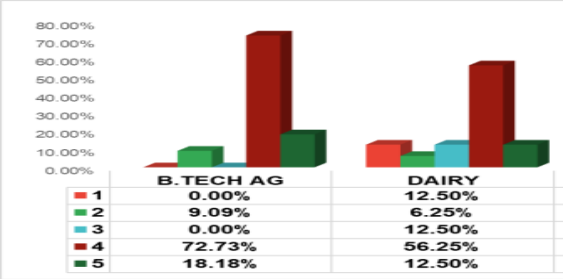
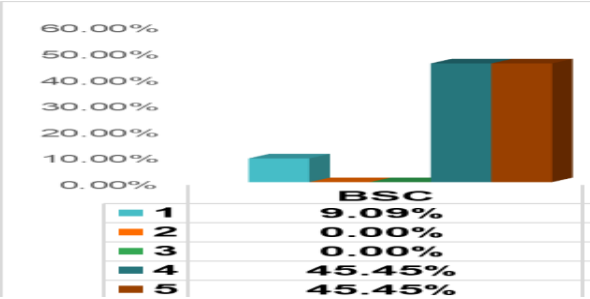


SoPAHS

SoPLS



SoABE



SoF

Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that 33% of alumni are strongly agreed and 37% of alumni are agreed with recent curriculum with respect to educational objectives. 8% of alumni are disagreed and 8% alumni are strongly disagreed.

Further, the following points were also expressed by the Alumni

- 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

- Participative approach is required for student regarding their intellectual skills
- Please focus on more practical skills and placement of students
- try to have interactive sessions with working professionals
- Please make the 1st year useful

- Better sanitation and drinking water facilities.
- Communication skills, discipline, Staff affiliation with students needs improvement

EMPLOYERS FEEDBACK ANALYSIS

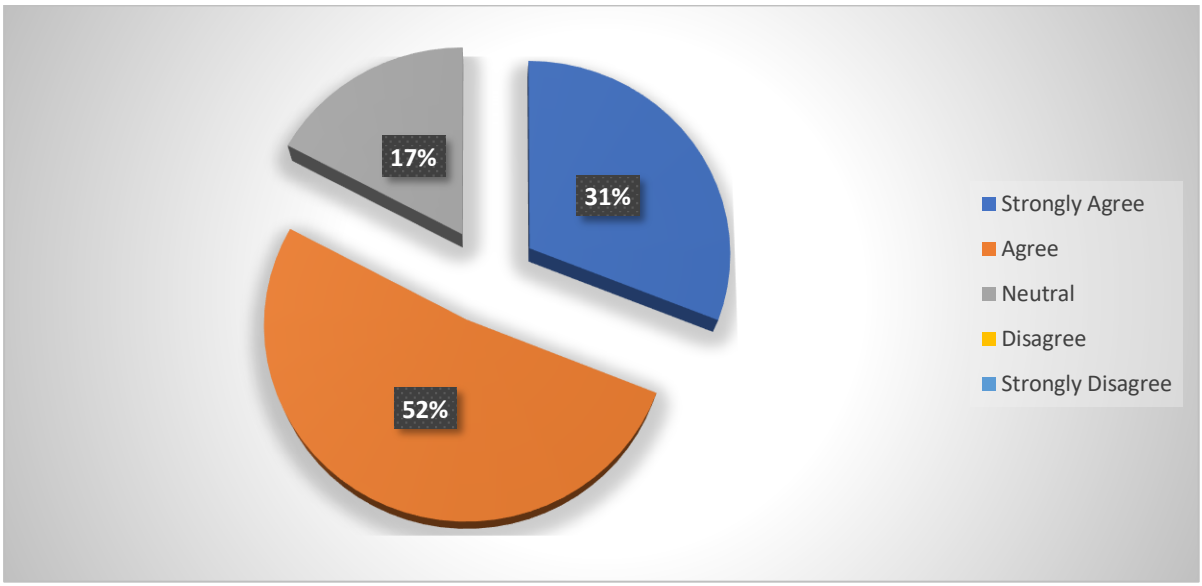
For session **2021-2022**, feedback was collected from **29**employers on various programme and syllabus offered by the University through online/offline mode. Proper and periodic analysis of feedbacks provided by various stakeholders helps a lot in constantly improving teaching-learning process. Regular feedback from industry experts, employers during placement drives, workshops, guest lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	9	15	5	0	0
Q.2	Do our students have reasonable knowledge and hands on skills for	7	16	5	0	1

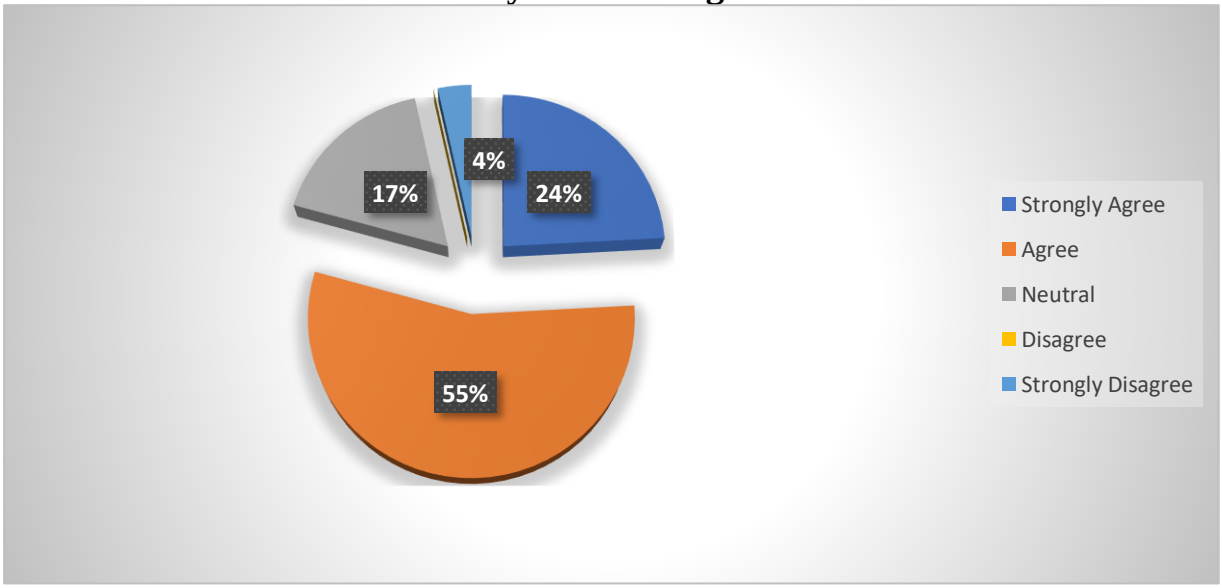
	analysis and design?					
Q.3	How do you rate our students with respect to professional ethics and behavior?	10	14	3	1	0
Q.4	How do you rate our students in written and oral communication abilities?	6	18	4	1	0
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	11	15	2	0	1
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	9	15	4	1	0

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



As per the feedback analysis, a large number of employers are contended with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 31% of employees is strongly agreed and 52% of employees are agreed with the ability of our students to find solutions of the real life problems 17% were neutral for the above question.

Graph 1.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design?

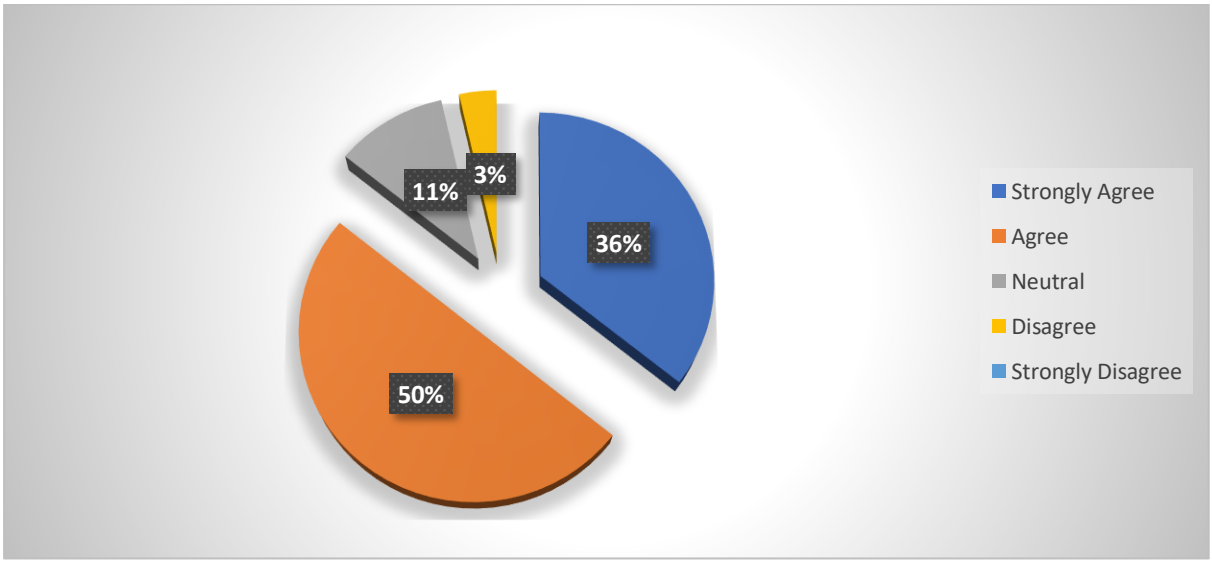


Curriculum is designed to have theoretical and practical amalgamation of the course. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester. Around 24% of employees are strongly agreed and 55% of employees are agreed with the Practical and theoretical knowledge of our students required for analysis and

design whereas 4% employees are strongly disagreed and 17% neutral with the same.

Graph 1.4.3

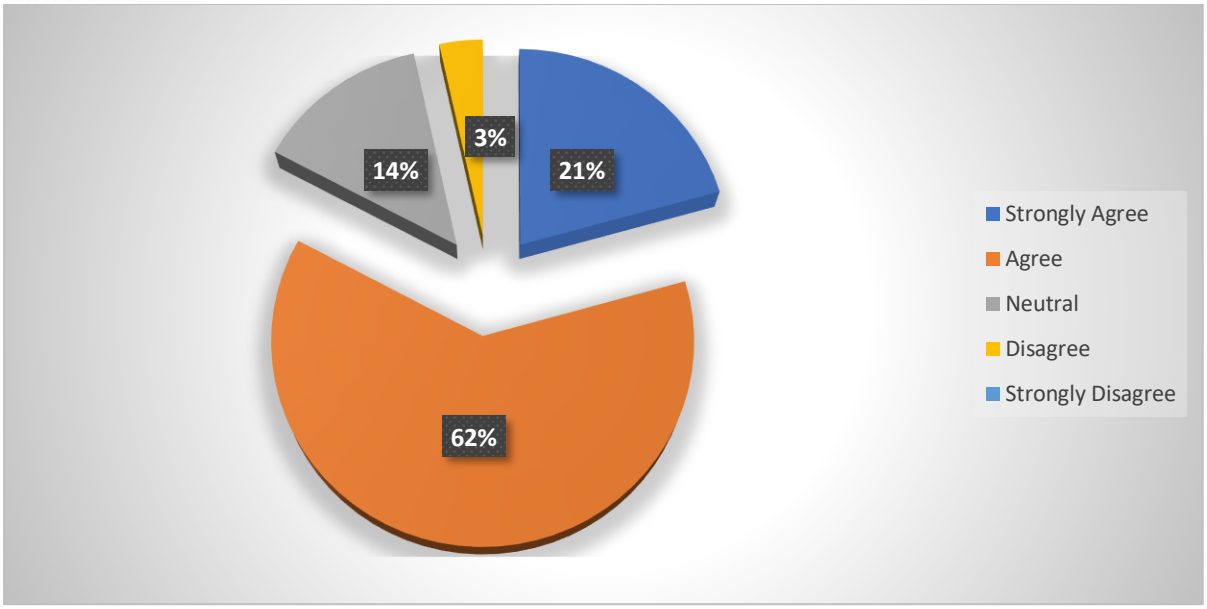
How do you rate our students with respect to professional ethics and behavior?



Course Curriculum is designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and Industry ready. Besides the subject knowledge, students are taught moral values and ethics to become a responsible citizen. This can be easily seen through the chart as 36% of employees are strongly agreed and 50% of employees are agreed on this ground of Professional ethics and behaviour of our students. 3% of employees are disagreed and 11% employees are neutral in this regard.

Graph 1.4.4

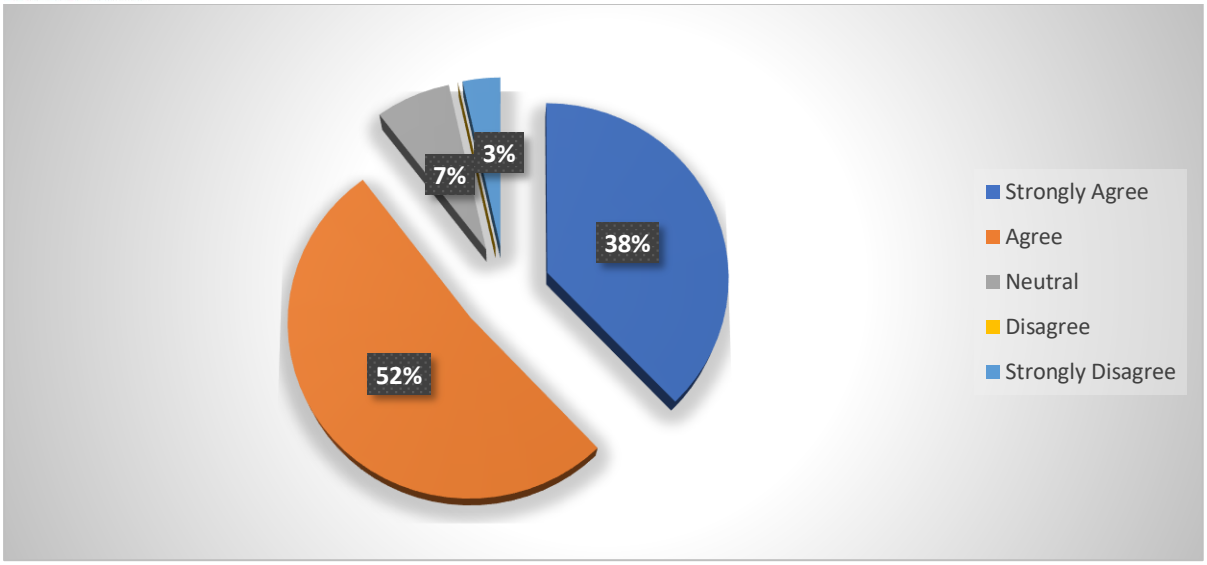
How do you rate our students in written and oral communication abilities?



Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. A very few 3% of employees are disagreed with professional enhancement/Communication skills capabilities of our students however 21% of employees are strongly agreed and 62% of employees are agreed.

Graph 1.4.5

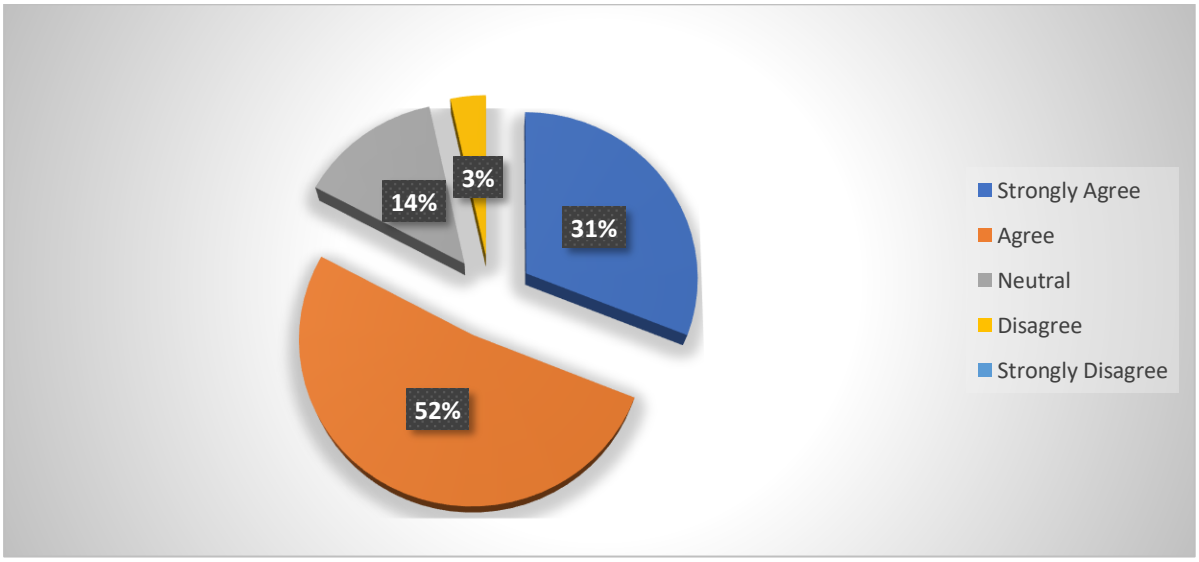
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



Faculty, mentors and trainers guide and motivate students so that they can believe in themselves and encourage them to take part in every cultural, technical, academic event, as doing so adds to the students' personality. As the chart shows that our students are very willing to learn the job requirements, 38% of employees are strongly agreed and 52% of employees are agreed whereas almost 3% feel dissatisfied and strongly disagreed in this regard.

Graph 1.4.6

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



Majority of the employers has given strong agreement about the professional capabilities of our students. Curriculum is flexible enough to adapt the latest

technology trends which help the student to be updated with latest software and hardware technologies. As the chart depicts that 31% of employees are strongly agreed and 52% of employees are agreed with the Professional capabilities of our students with respect to students of other institutions. Only 3% employers disagreed.

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

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2021-2022

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

SCHOOL OF ENGINEERING AND TECHNOLOGY

MECHANICAL ENGINEERING

Comments

Manufacturing Process-process planning and Heat Treatment (2-1-0) (CUTM1079) is very heavy and easily split into courses of 3 credit each

Action Taken

Course was revised with little modification in content (BoS-2021)

COMPUTER SCIENCE AND ENGINEERING

Comments

MATLAB and MS-Excel should be part of syllabus

Action Taken

Included **value added** courses (zero credit) like MATLAB and MS-Excel to the curriculum (BoS-2021)

ELECTRONICS AND COMMUNICATION ENGINEERING

Comments

Add Optics and Sensors Networks Course

Action Taken

Optics and Sensors Networks has been added in the existing syllabus in Communication Systems Domain (BoS-2021)

SCHOOL OF APPLIED SCIENCE(SoAS)

BOTANY

Comments

Practical(s) can be improved with more fun and impactful learning relevant examplesof changing times by using IoT tools.

Action Taken

The suggestion was discussed in BoS and necessary change has been done.(BoS-2021)

MATHEMATICS

Comments

It was suggested that questions in the examinations should focus on creative and analytical thinking rather than asking for repetitive answers which encourage rote-learning

Action Taken

It was felt that the new Internal Evaluation system which includes projects and seminar presentations will go a long way to serve the purpose of creative and analytical application of concepts taught in classes (BoS-2021)

ZOOLOGY

Comments

Taxonomical Aspect, Environment, Life Cycle Analysis, Disaster Management, Hill Area Ecology should be included in the syllabus

Action Taken

The suggestions were discussed in the pre Board of Studies and in Board of Studies. It was decided to include.

Taxonomical aspects, some topics on ecology, environment, life cycle analysis, disaster management, and biodiversity and nature conservation. Hill area ecology and ecology for Chilika Lake and biosphere reserve in Odisha in existing syllabus of Zoology.(BoS-2021)

SCHOOL OF AGRICULTURAL AND BIOENGINEERING

PHYTOPHARMACY

Comments

One additional module should be included in "Regulations & Certifications of Herbal Drugs" course.

Action Taken

The course Regulations & Certifications of Herbal Drugs was reviewed in Board of Studies and decided to include one module in the course.(BoS-2021)

DAIRY TECHNOLOGY

Comments

Dairy Business Management courses should be part of the syllabus.

Action Taken

It was decided in the Board of Studies to include

Dairy Business Management courses 1. Entrepreneurship Development and Industrial

Consultancy2 Financial Management and Cost Accounting as **value added** courses(non-credit)(BoS-2021)

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AGRICULTURAL ENGINEERING

Comments

Introduce "Post-Harvest Engineering of Cereals, Pulses and Oil Seeds" of 3 credit in the present syllabus.

Action Taken

In the board of Studies it was discussed and decided to introduce a core course on a title "Post-Harvest Engineering of Cereals, Pulses and Oil Seeds" (BoS-2021)

M. S. SWAMINATHAN SCHOOL OF AGRICULTURE

Comments

Some Domain course should be part of the syllabus to help students gain practical knowledge

Action Taken

It was decided to introduce some new domain courses for B.Sc Agriculture students , they are Organic Farming, Dairy processing and development, Intensive aquaculture, Seed production using manual and molecular method, Genetic engineering genomics, Smart Agriculture, Protected agriculture, Food processing, Commodity and food storage, Fish processing, Fish processing technology and several Skill courses. (BoS-2021)

Conclusion

Thus the feedback given by the stakeholders were analysed and suitable action was taken, so as to satisfy the expectations of students, alumni, academicians and Employers& Industry. This further helped us to improvise our curriculum as per the expectations of the stakeholders.

Board of Studies Conducted on 9th July 2021

Date of compilation 20th July 2021

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