

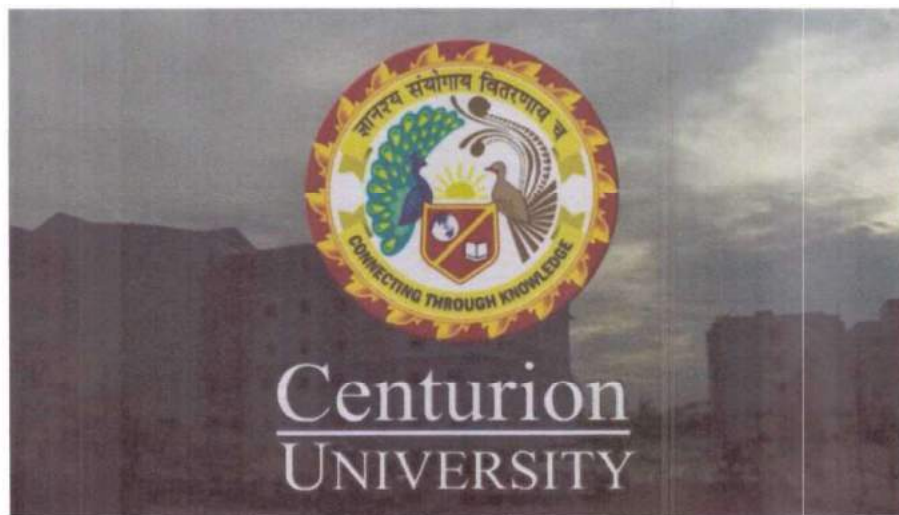


**Centurion
UNIVERSITY**

*Shaping Lives
Empowering Communities*

**CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT
ODISHA**

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT





Feedback on Curriculum Analysis Report (Academic Session 2017-2022)

The University prepares its syllabus keeping in view the Programmes outcomes, Programme Specific outcomes and the course outcomes with local, regional and global relevance. The university takes into account the feedback from all its stakeholders namely; student, alumni, academia, employers. The feedback from its stakeholders is taken annually through a questionnaire.

Internal Quality Assurance Cell (IQAC) at the university creates a feedback questionnaire that is collected manually and online (Google forms) from all stakeholders (students, alumni, teachers, and employers) through mails. The feedback collected is analysed and the same is shared with the various departments and schools. The same becomes the input for the syllabus revision.

Using questionnaires, opinions from students were obtained in class over the academic years 2017–2018 and 2018–2019. The placement cell asks graduates for feedback via surveys at clearance time. Departments and schools ask academicians for feedback in person and via mail throughout the year. Employers' remarks at the time of the placement campaign served as a source of further Training and Placement Cell data. The IQAC Cell can assist schools in obtaining opinions from academic and professional specialists before the Board of Studies.

Throughout the years 2019–2020, 2020–21, and 2021–2022, online surveys were carried out. Using Google forms

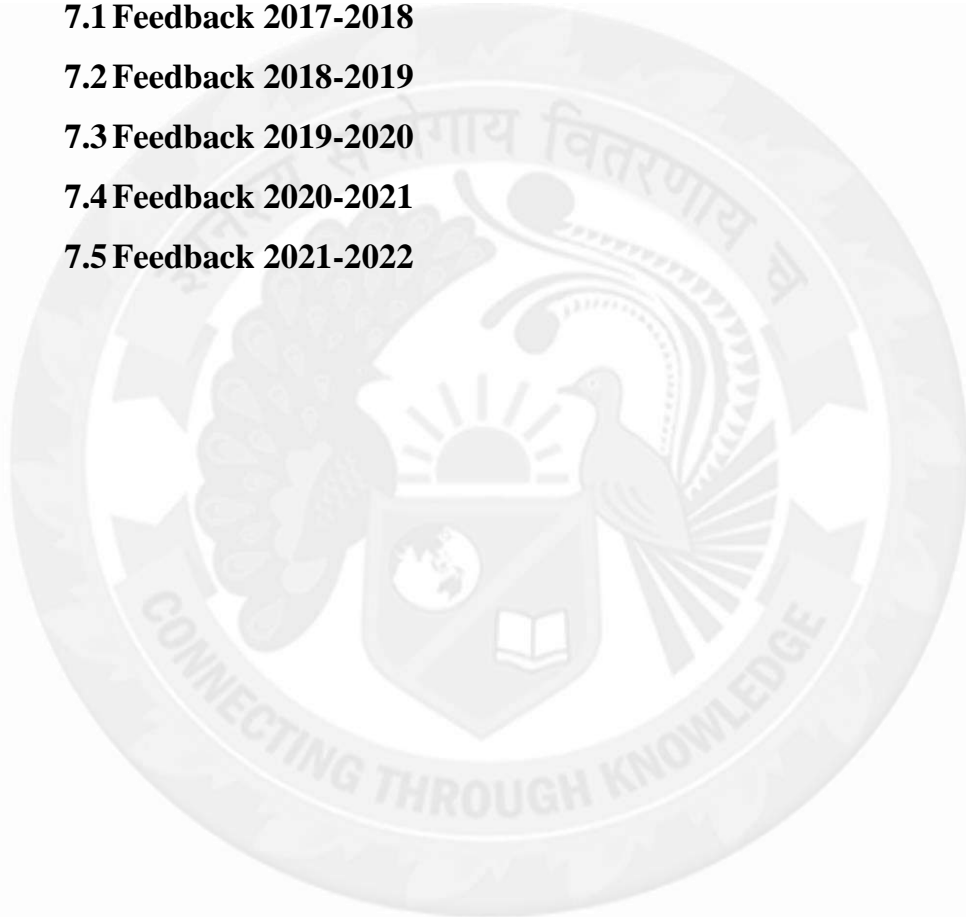

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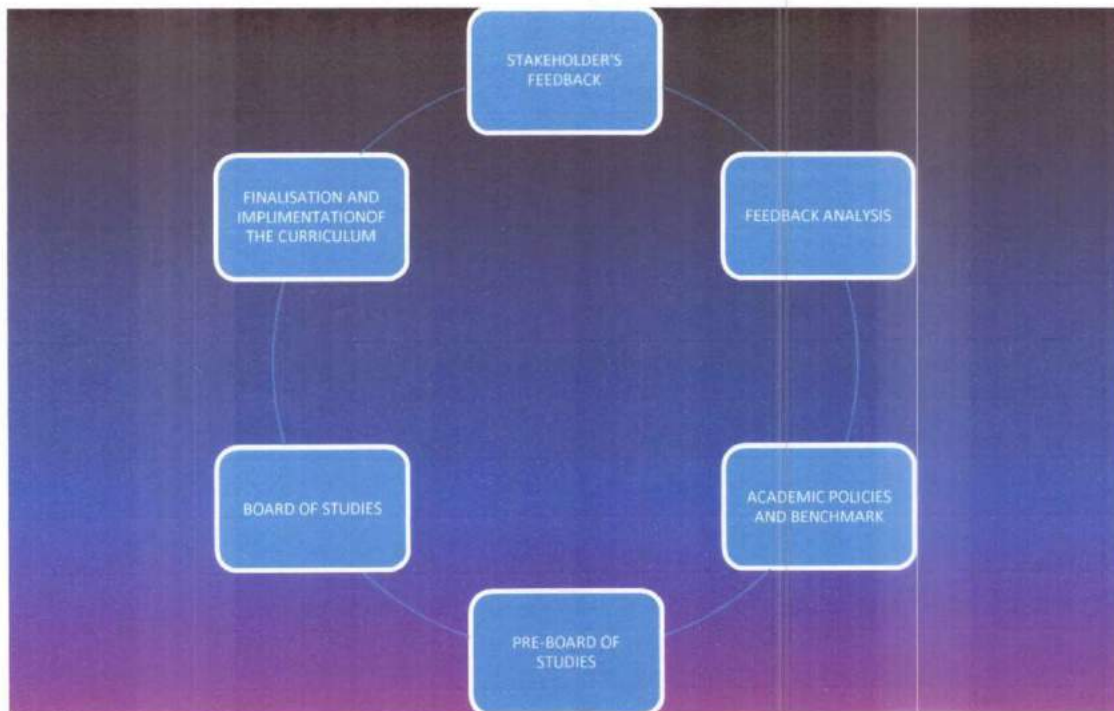
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FEEDBACK PROCEDURE OF THE UNIVERSITY

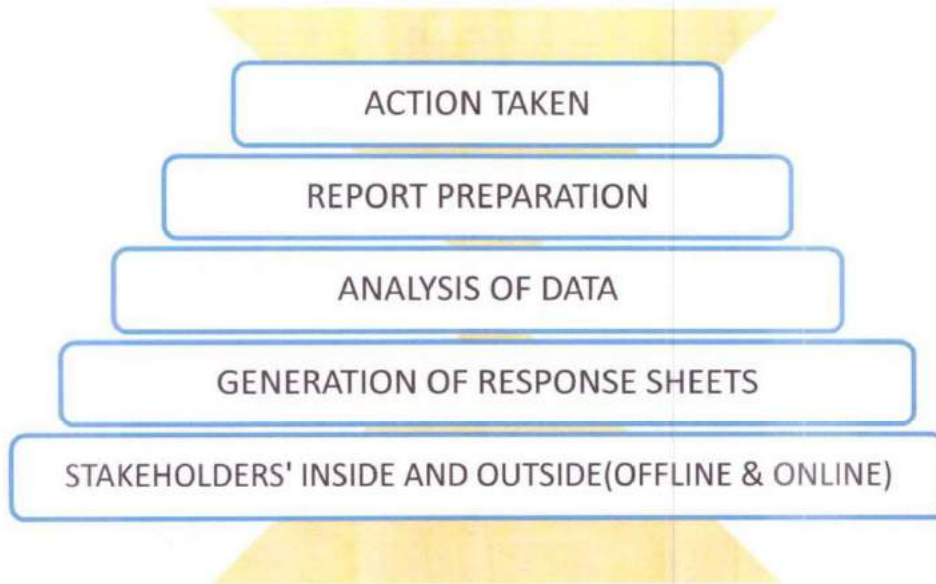
Curriculum is one of the most important components of the teaching-learning process; hence it must be assessed on a regular basis. Stakeholder input is extremely valuable in Curriculum Design and Development because it provides valuable information for improving many aspects of teaching, learning, assessing,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



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

Curriculum advancement and audit involves a thorough and complete review of the current curriculum, which must go through several stages with the active

participation and dedication of students, teachers, alumni, and academic professionals from other universities.



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

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ACADEMIC YEAR 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.

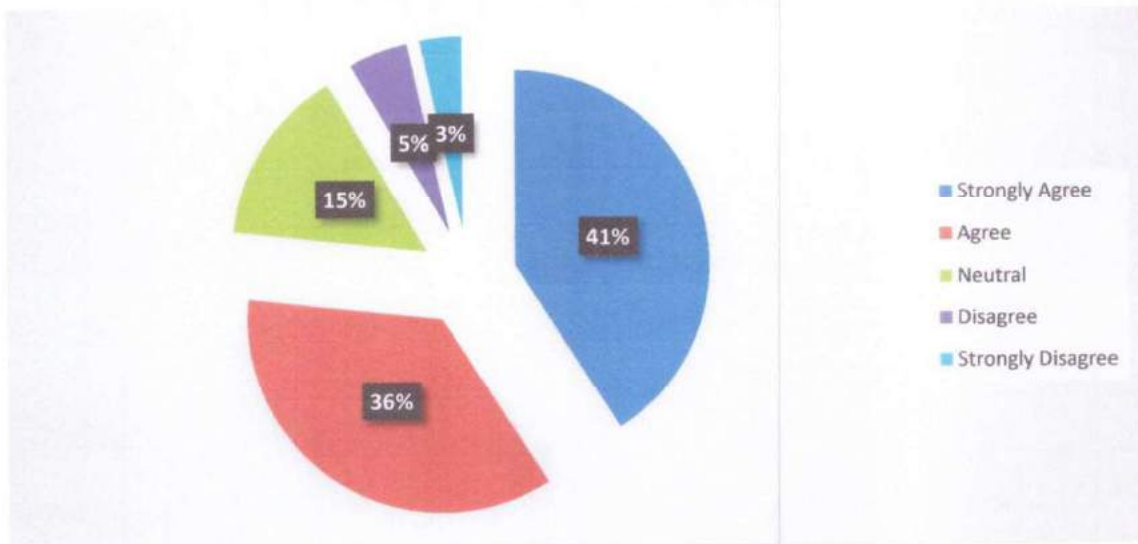
Feedback of around **1052** students of various courses was collected in the session 2021-2022.

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

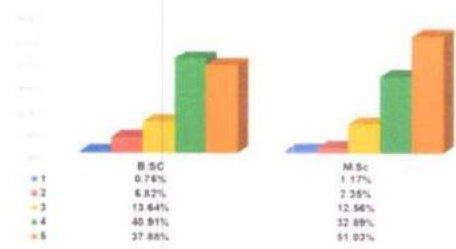
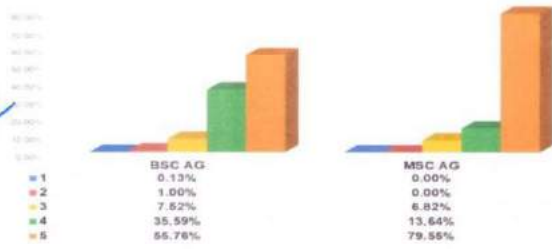
Graph 1.1.1
The courses that you have studied match with the expected course learning outcomes.



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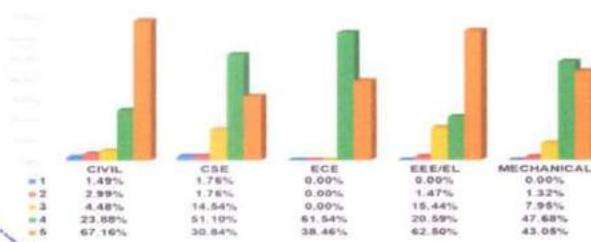
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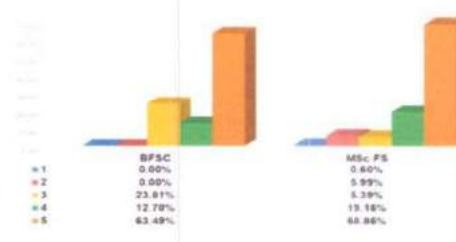


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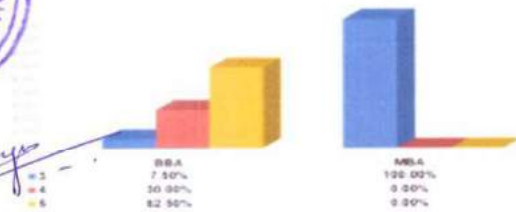
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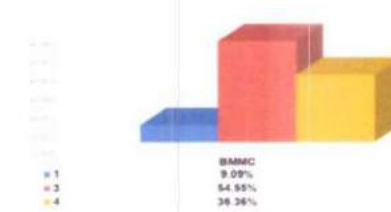
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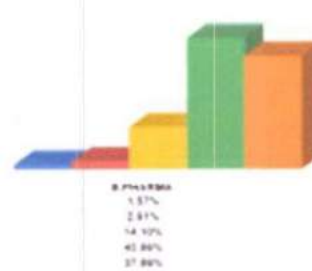
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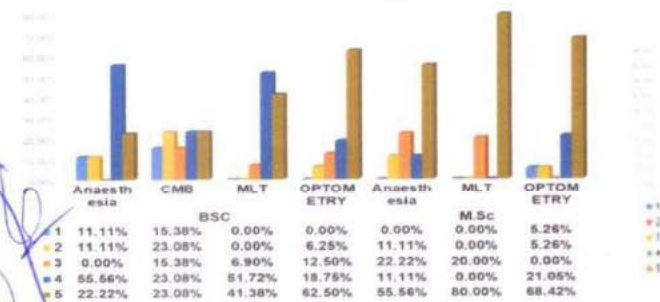
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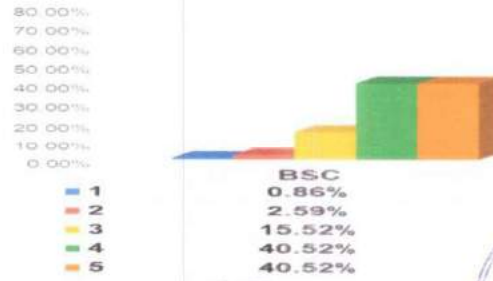
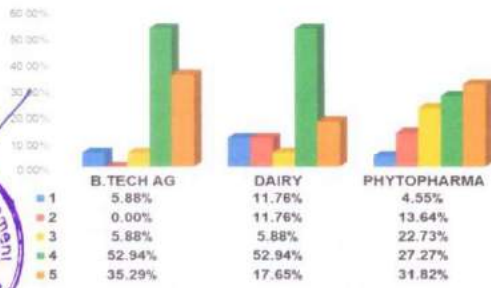
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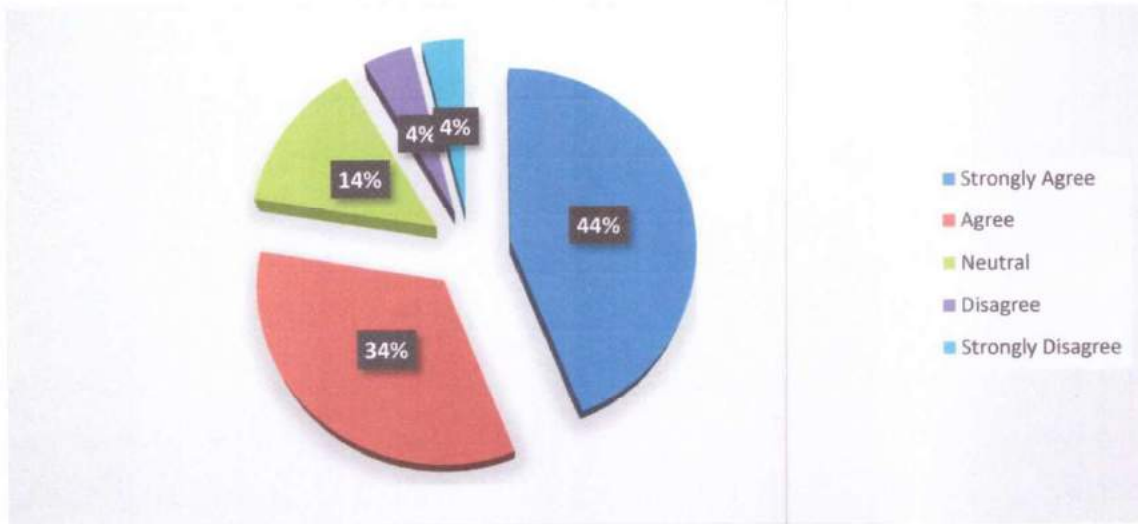
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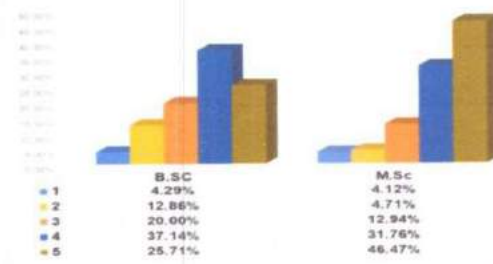
While 3% of students disagree and 5% of students strongly disagree, about 41% of students highly agree and 36% agree that the courses are matching the intended objectives. The goal of the university is to align course objectives with learning outcomes so that graduates may apply their skills in the workplace.

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



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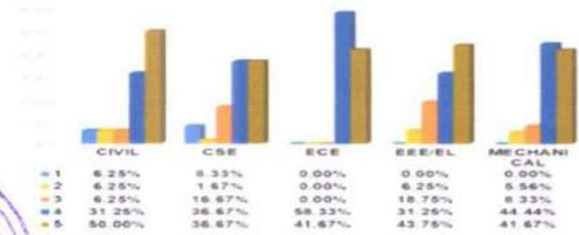
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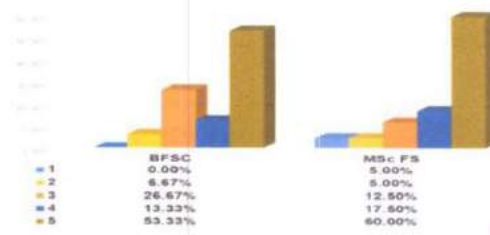
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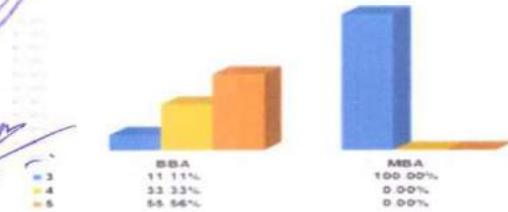


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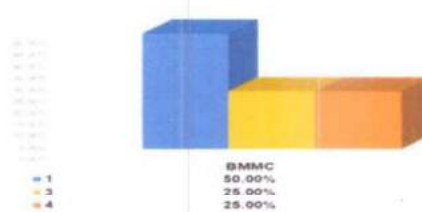
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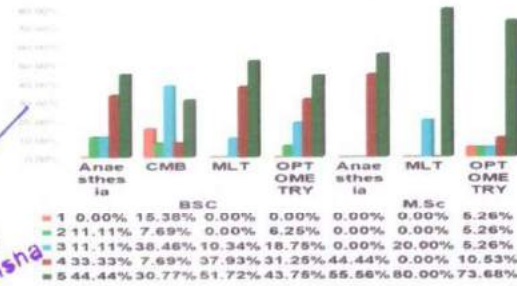
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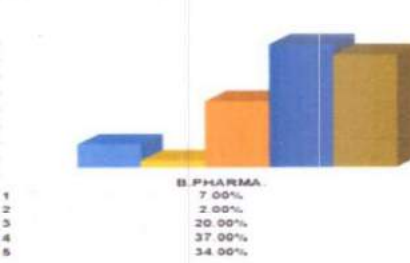
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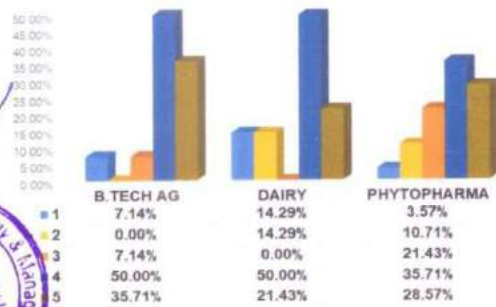
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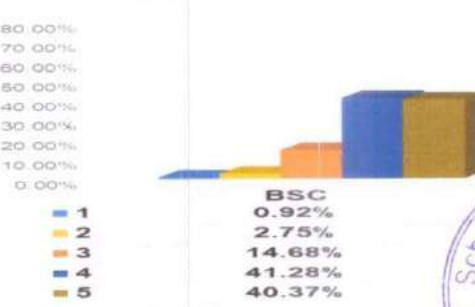
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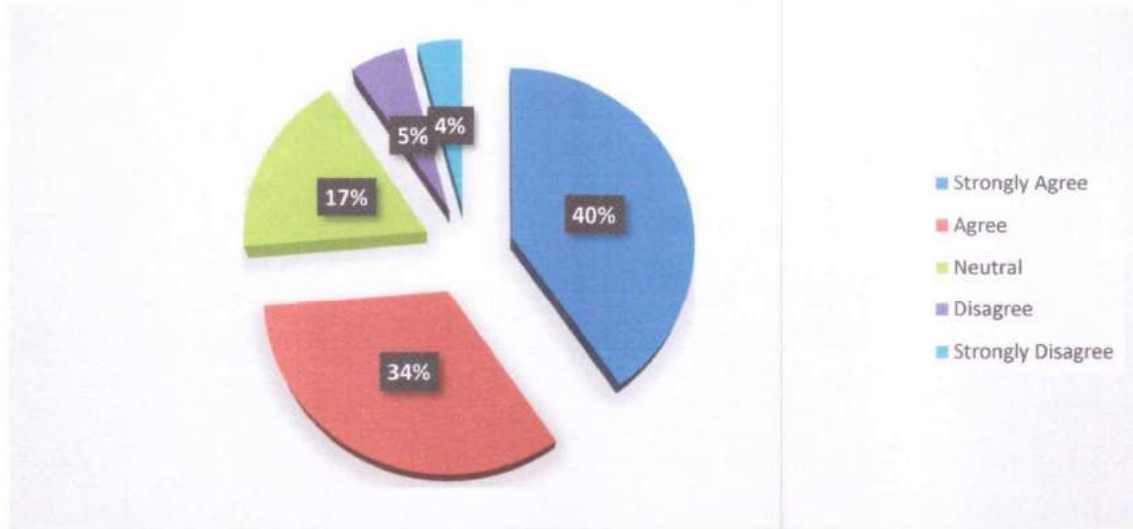
The graph shows that about 44% of students strongly agree and 34% agree that the curriculum includes a good balance of theory, practical, and project-based learning. While 4% of students strongly object and voice their displeasure, 4% of students agree. The university's main priorities have been on practical

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knowledge and exposure to many mini projects as well as large projects of the students.

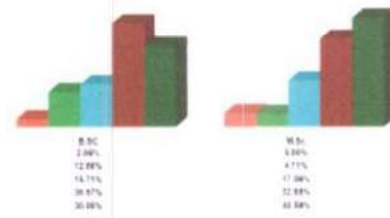
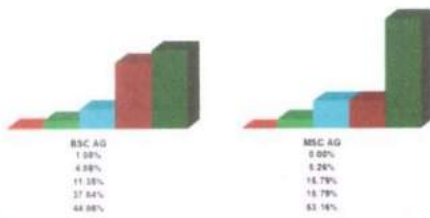
Graph 1.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others



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

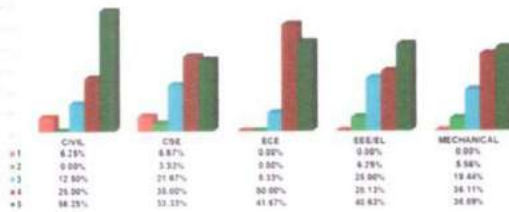


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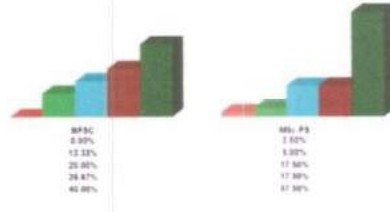


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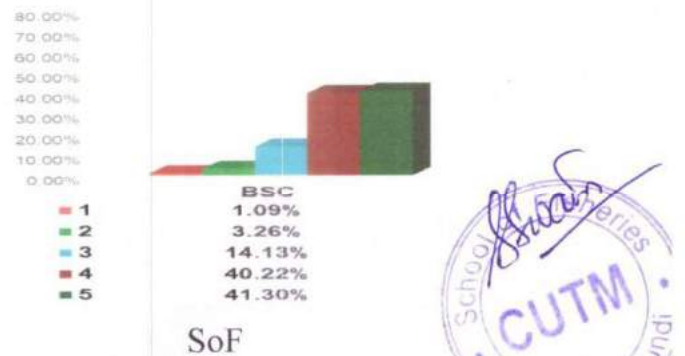
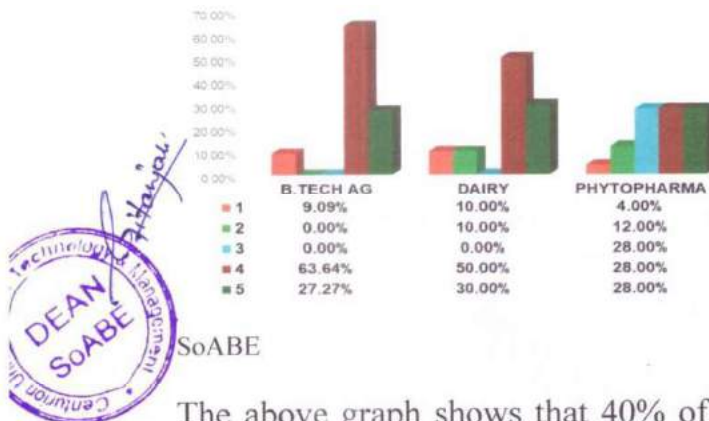
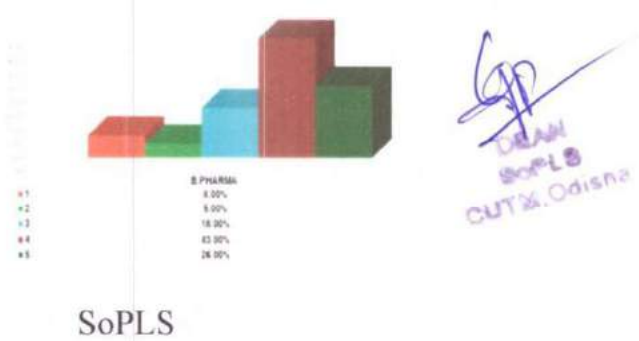
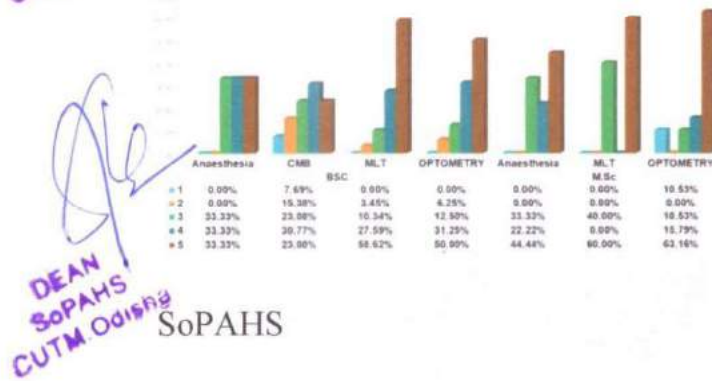
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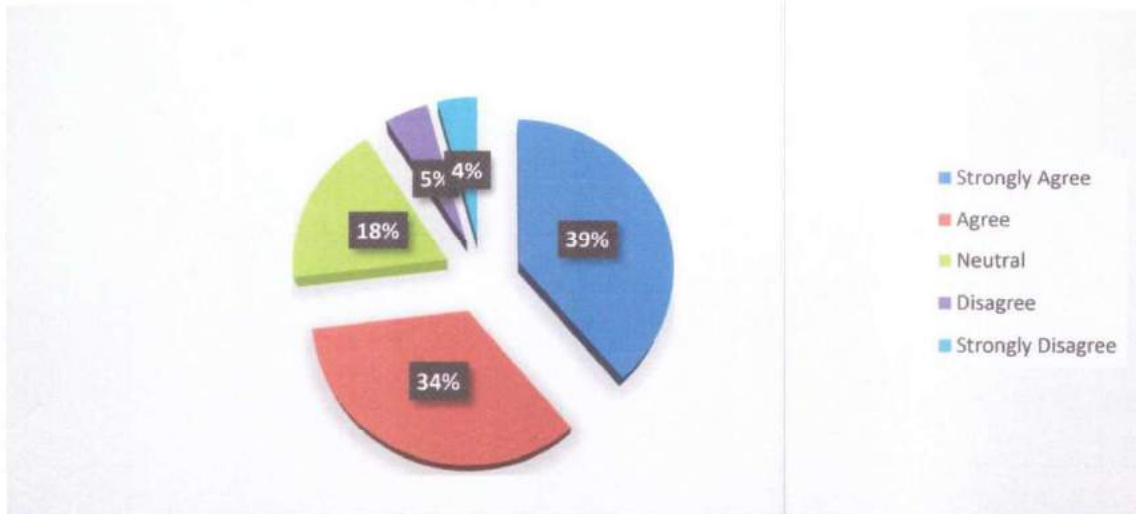
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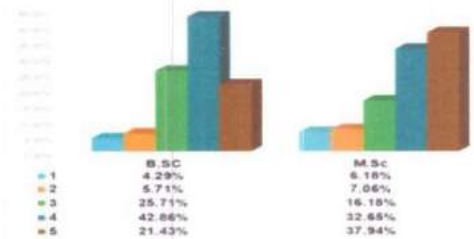
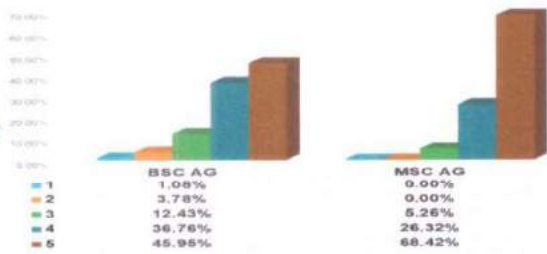
The above graph shows that 40% of students are strongly agreed and 34% of students are agreed with the access to learning materials where as 5% of students are disagree and 4% students are strongly disagreed. Faculty members are putting strong effort in preparing the contents and updating the same in 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.

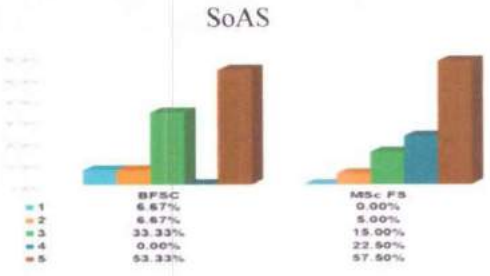
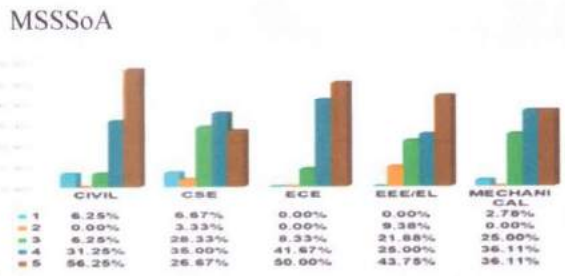


5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree

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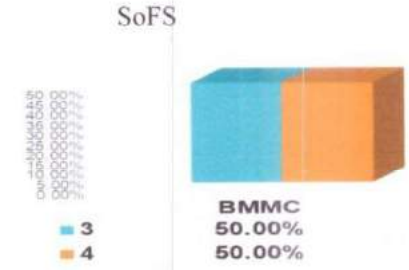
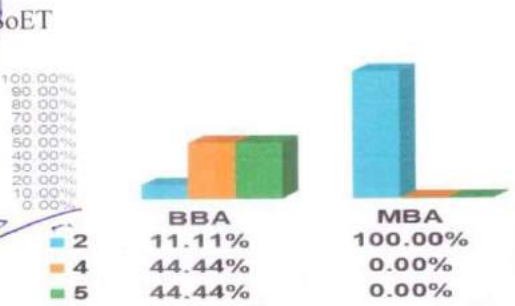


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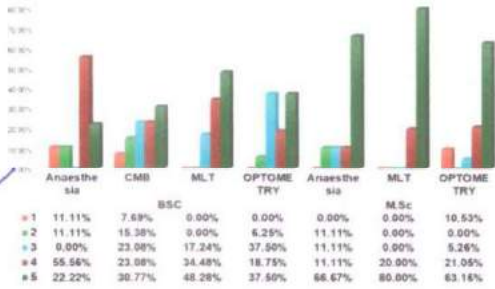
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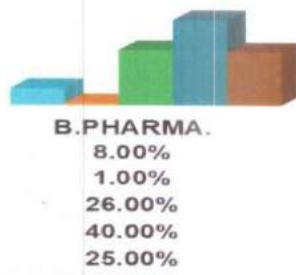
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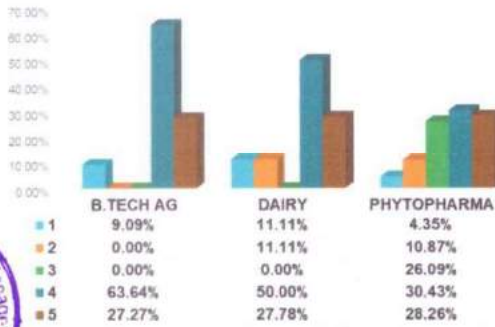
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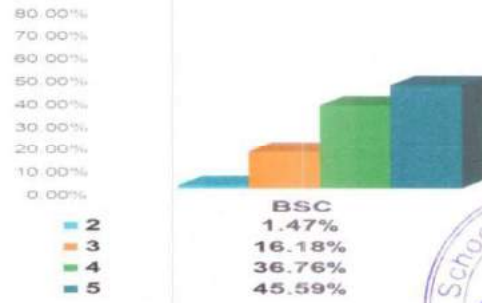
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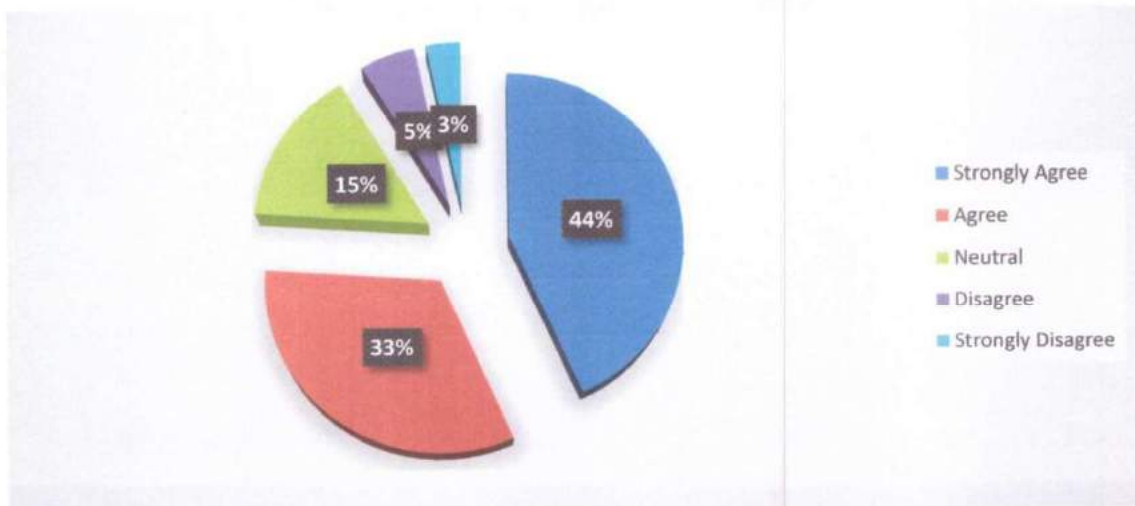


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The graph indicates that 39% of students strongly agree and 34% of students agree that the curriculum and teaching methods create interest, whereas 5% of students disagree and 4% of students disagree severely. Teachers employ a variety of online resources, 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.

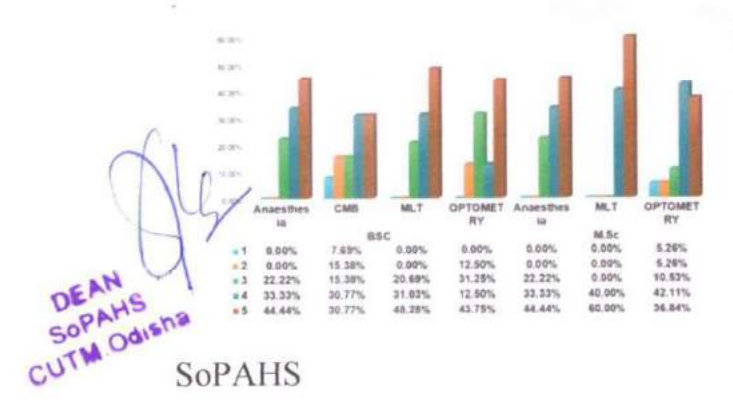
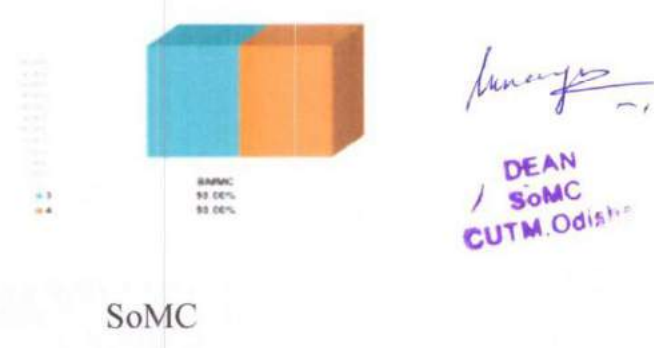
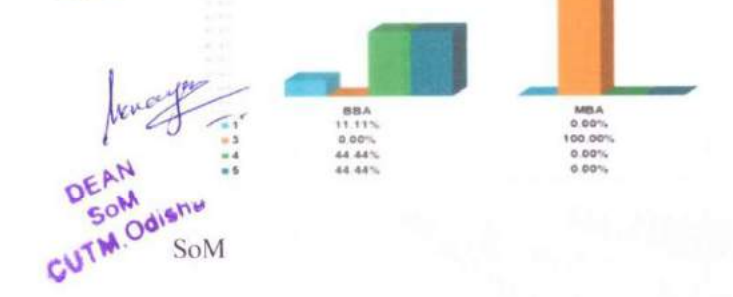
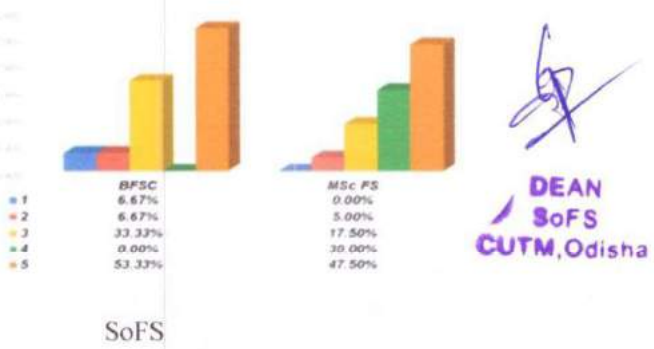
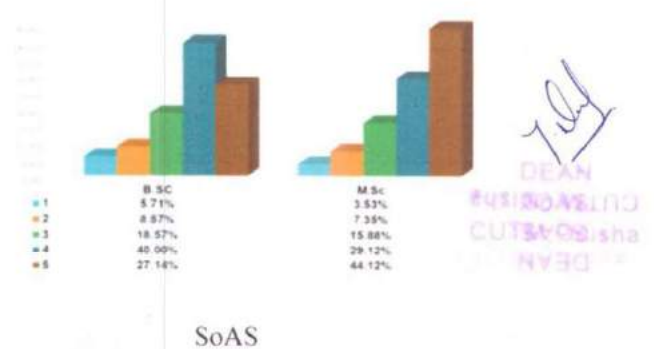
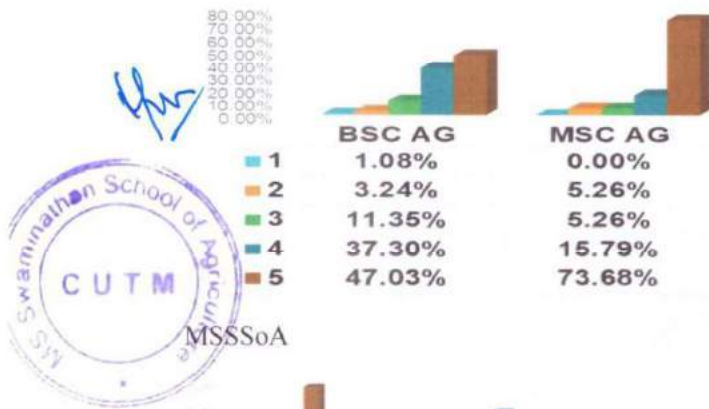
Graph 1.1.5
The content of courses is able to increase your knowledge and skills to pursue higher education.



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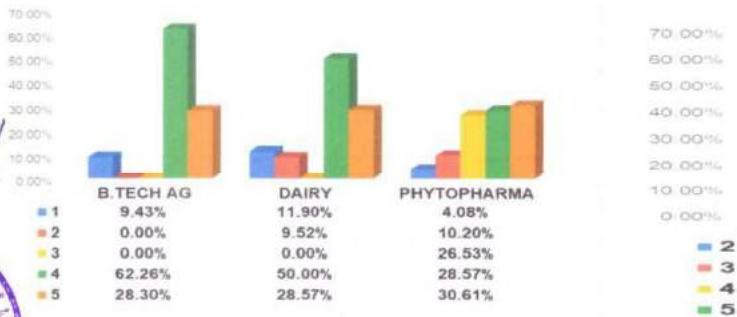
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5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

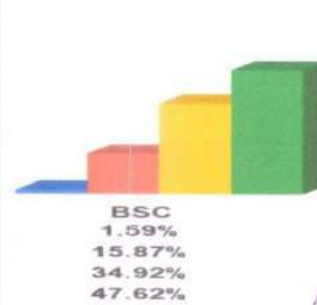


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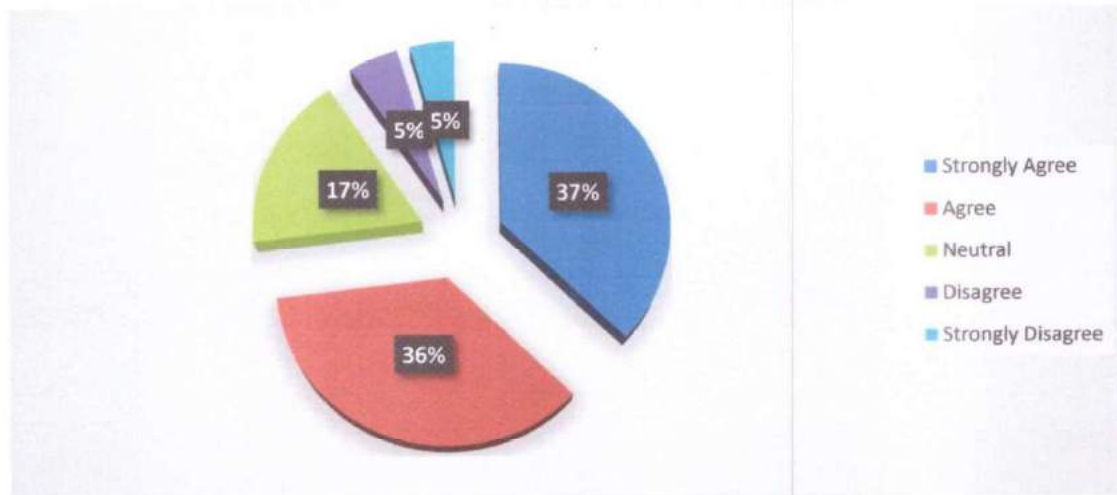


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School of Fisheries
Paralakhemundi

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.

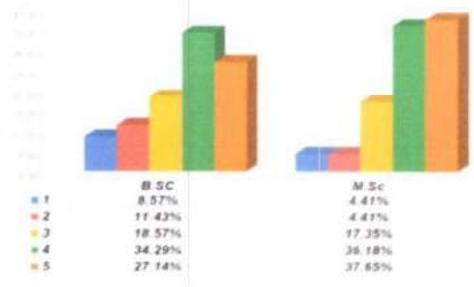
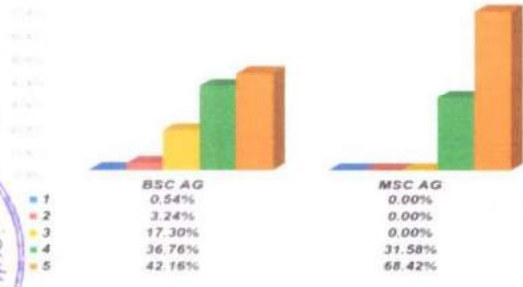
Graph 1.1.6
Curriculum equipped you with necessary technical skills required by the industry



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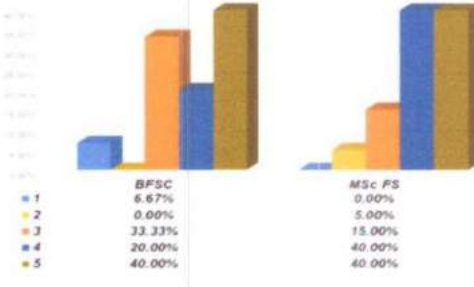
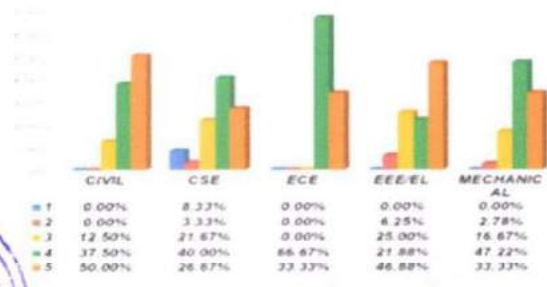
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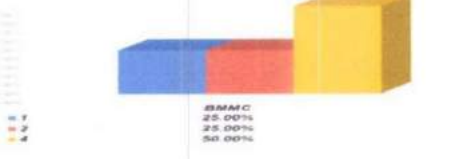
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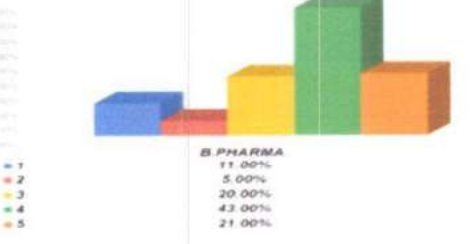
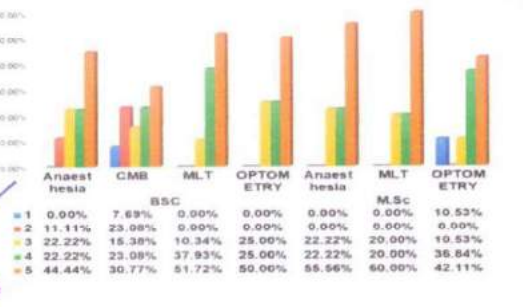
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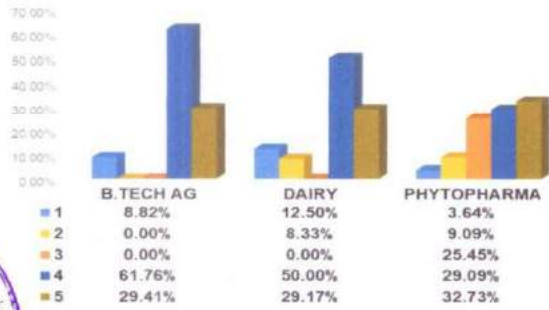
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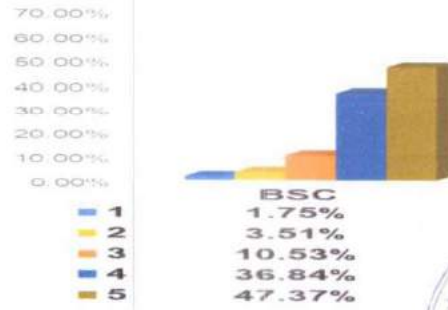
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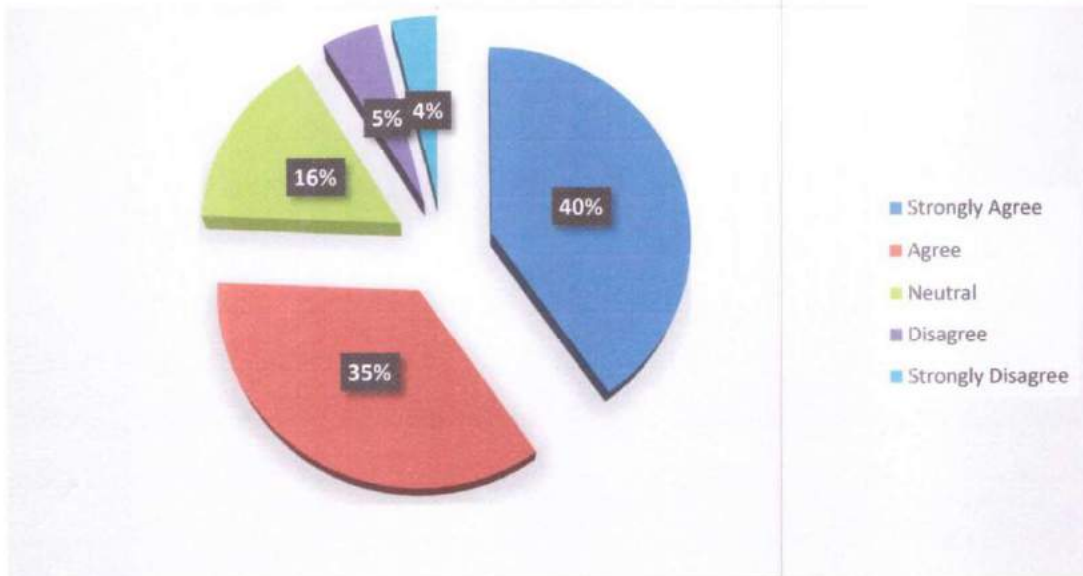


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The graph shows that around 37% of students are strongly agreed and 36% of students are agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Around 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.

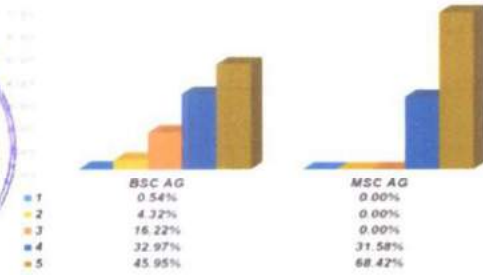
Graph 1.1.7
The domain courses offered are in consonance with the technological advancements.





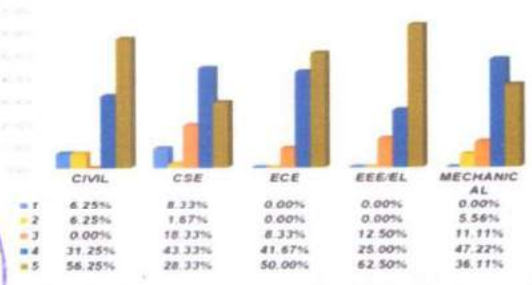
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 Empowering Communities

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

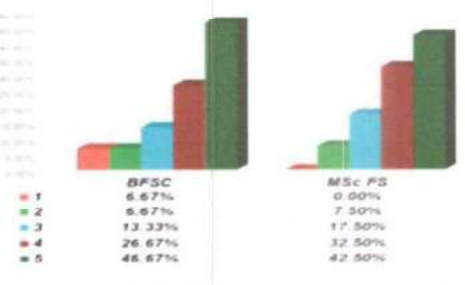


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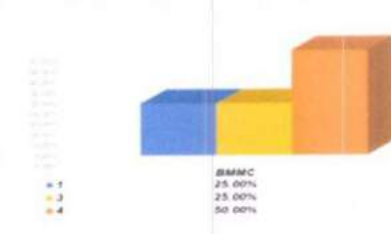
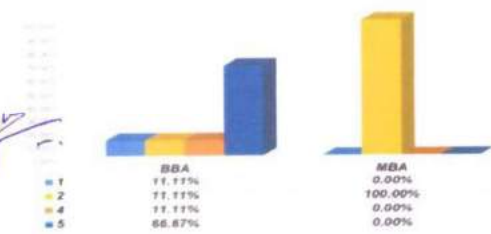


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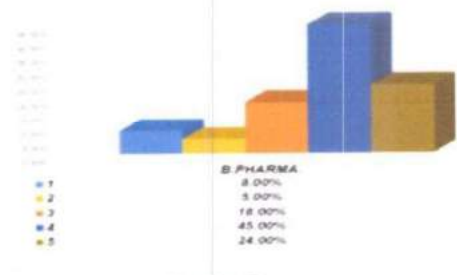
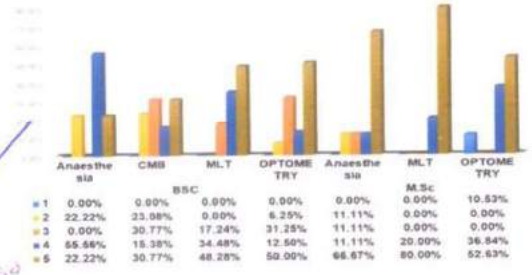
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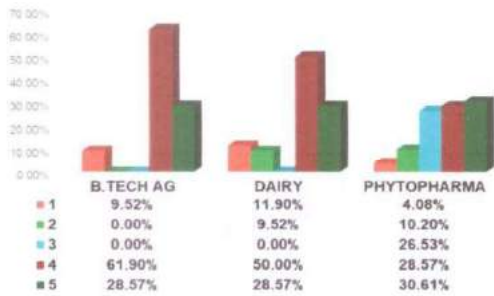


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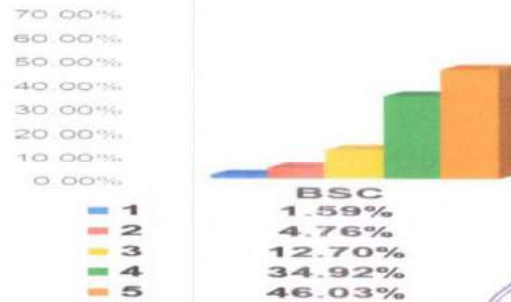
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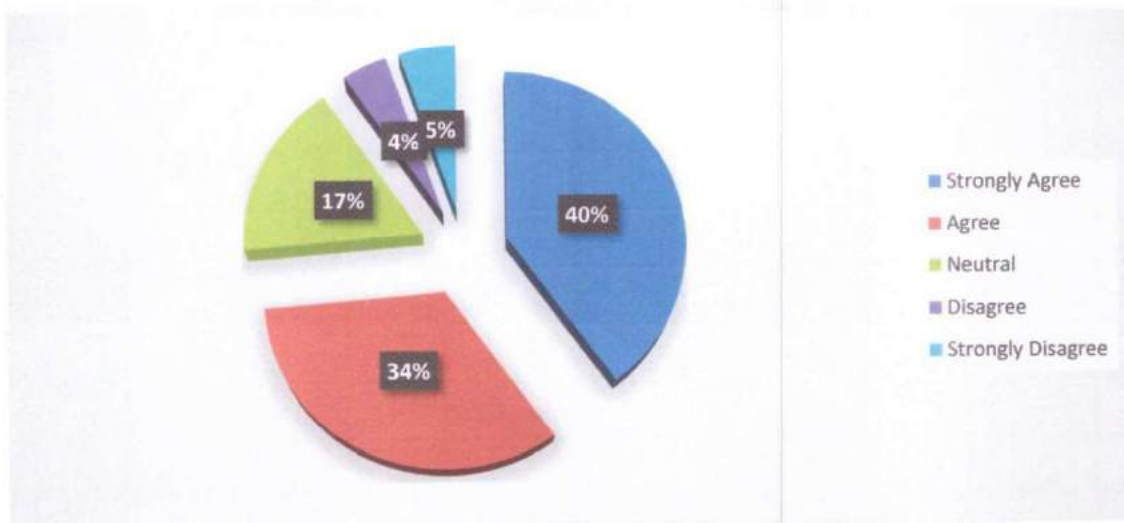


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Analysis of feedback received shows around 40% of students are strongly agreed and 35% of students are agreed the domain courses offered to them as useful and interesting, Students can opt for courses of their interest from diverse courses offered 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

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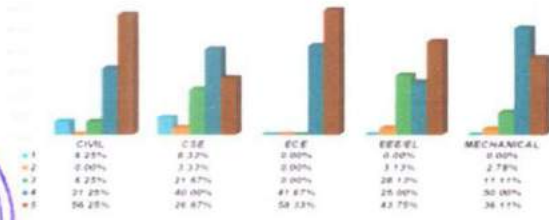
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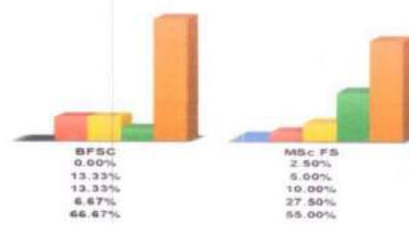
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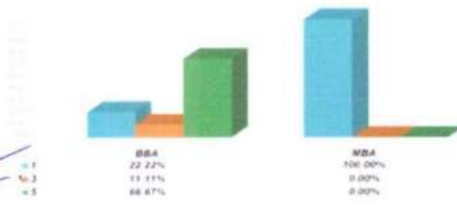


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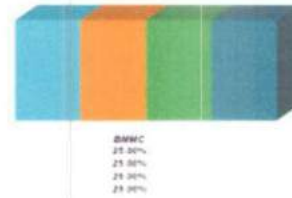


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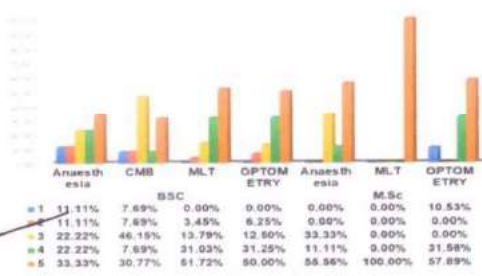
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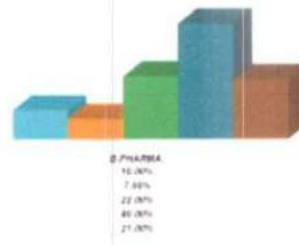
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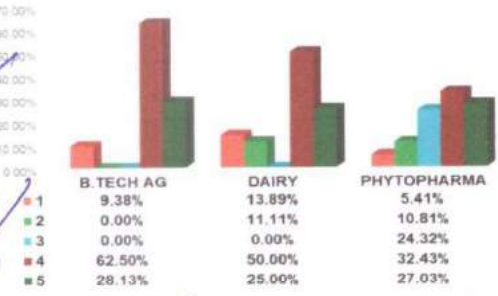
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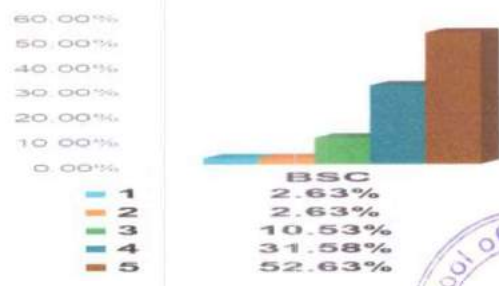
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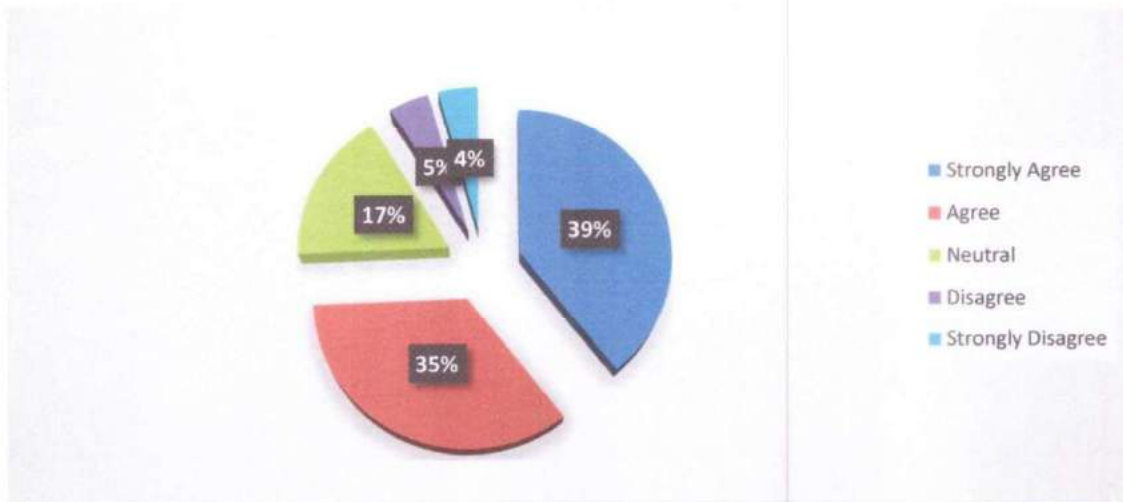


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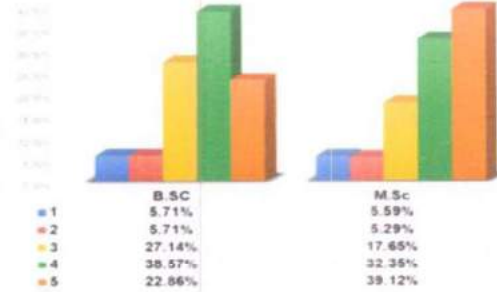
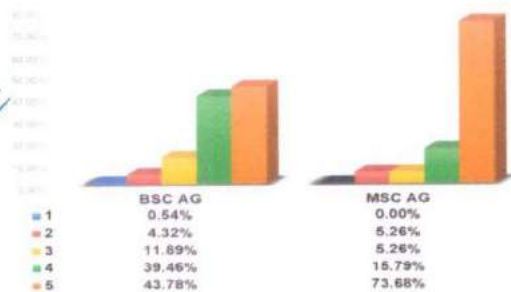
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The students were surveyed on the effectiveness of lab experiments and academic tasks. Around 42% of students are strongly agreed and 33% of students are agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts.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



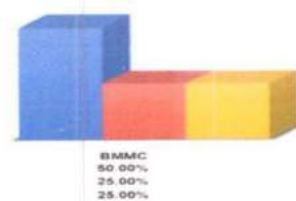
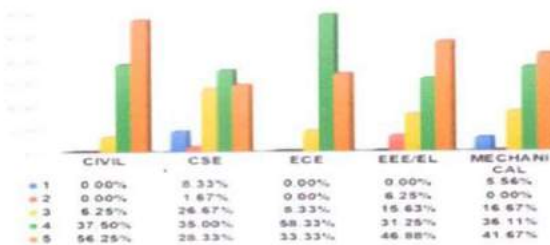
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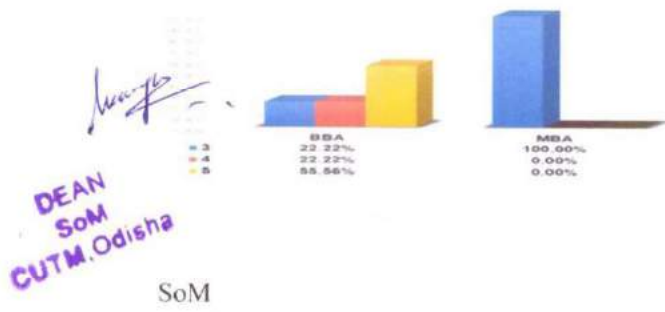
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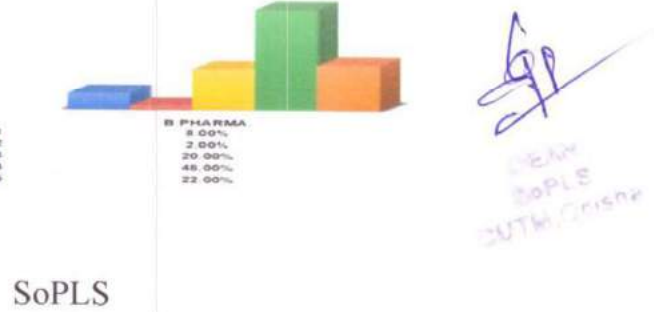


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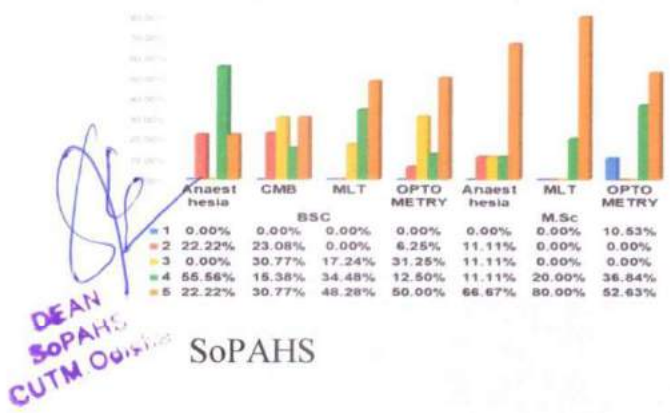
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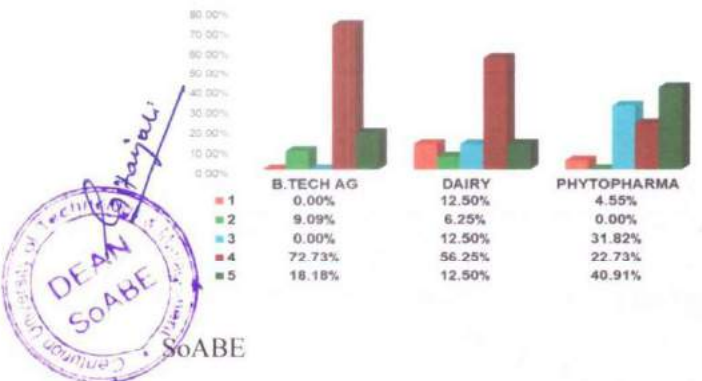
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As per Choice Based credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 39% of students are strongly agreed and 35% of students are agreed and 5% of students are disagreed and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

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- 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

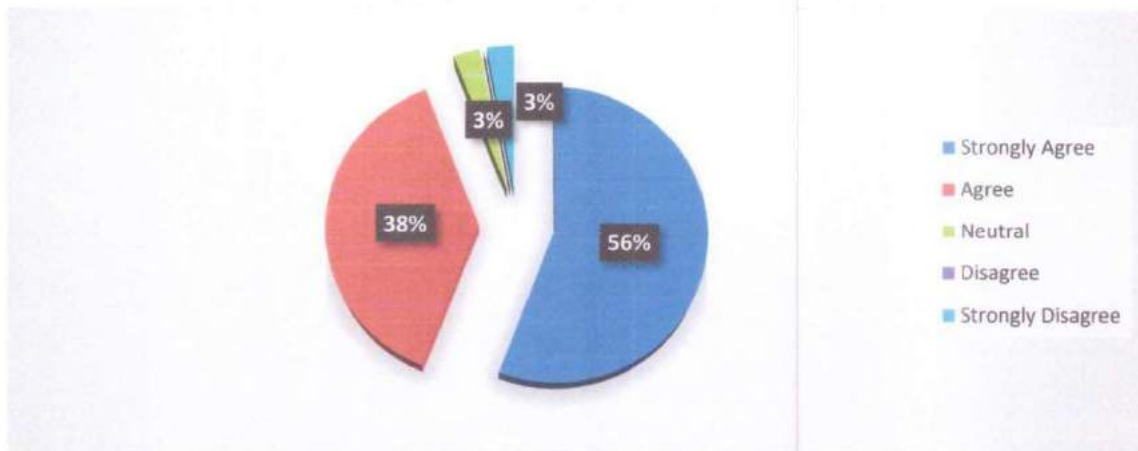

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Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	19	13	1	0	1
Q.4	The curriculum has right mix of Theory ,Practical and Project	20	11	2	0	1
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	20	9	3	1	1

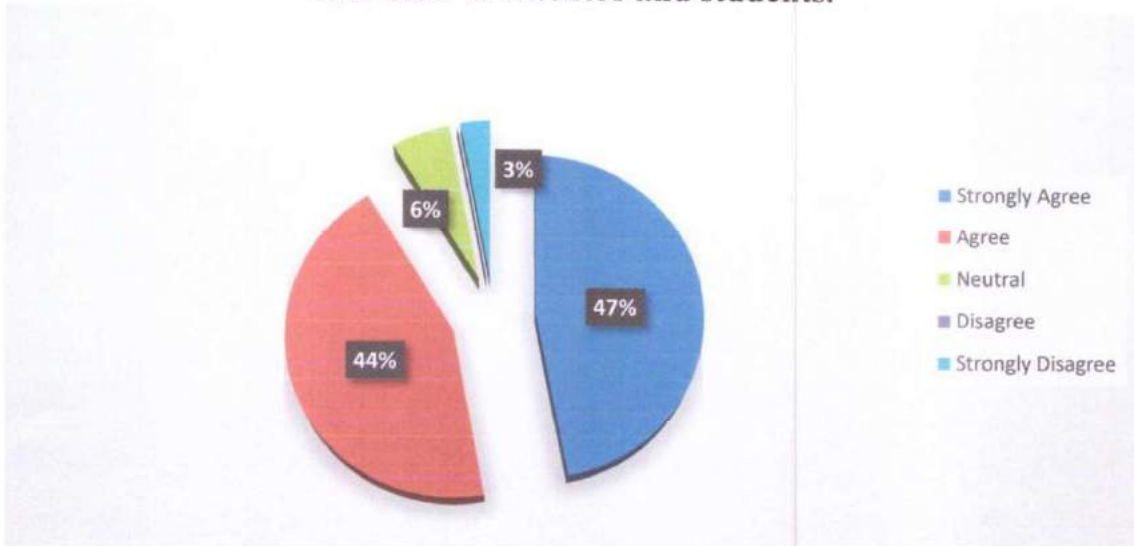
Graph 1.2.1

Syllabus is need based with respect to the recent advancements.



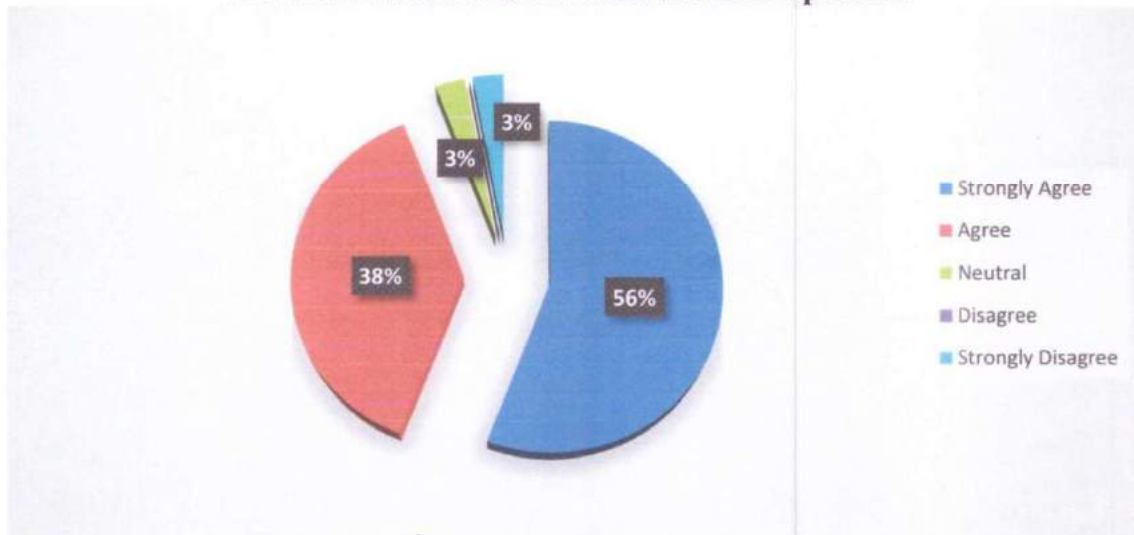
Keeping in consideration, the changes in trends and technologies of Industry and academics, syllabus is continuously updated by the Industry experts and academicians. External experts are invited for delivering expert lectures and have active interaction with students. Valuable suggestions which are 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.



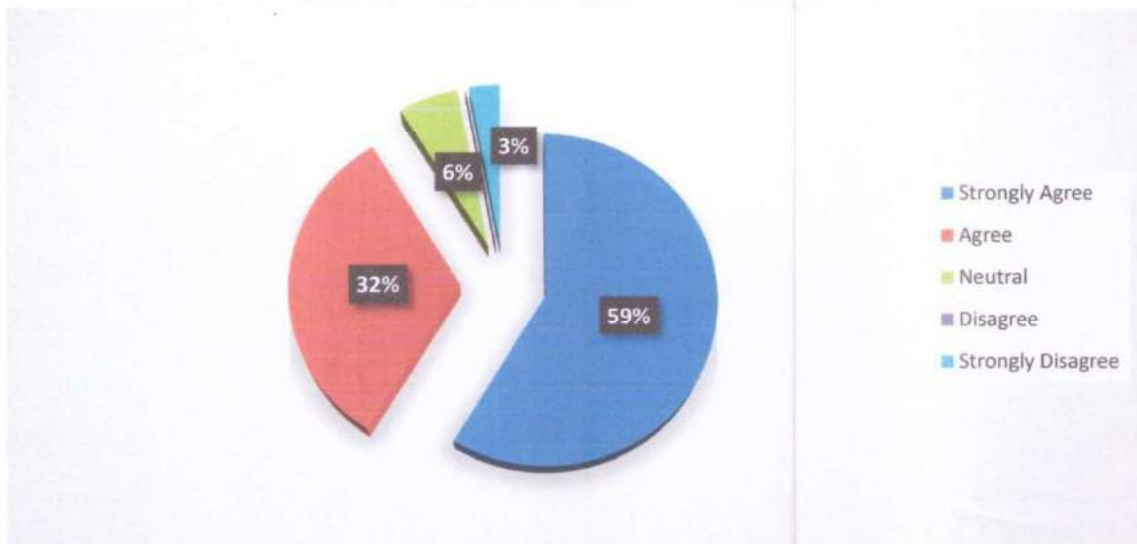
Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing more on depth of understanding and breadth of content coverage. The graph illustrates the percentage of respondents. Around 47% of teachers are strongly agreed and 44% of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



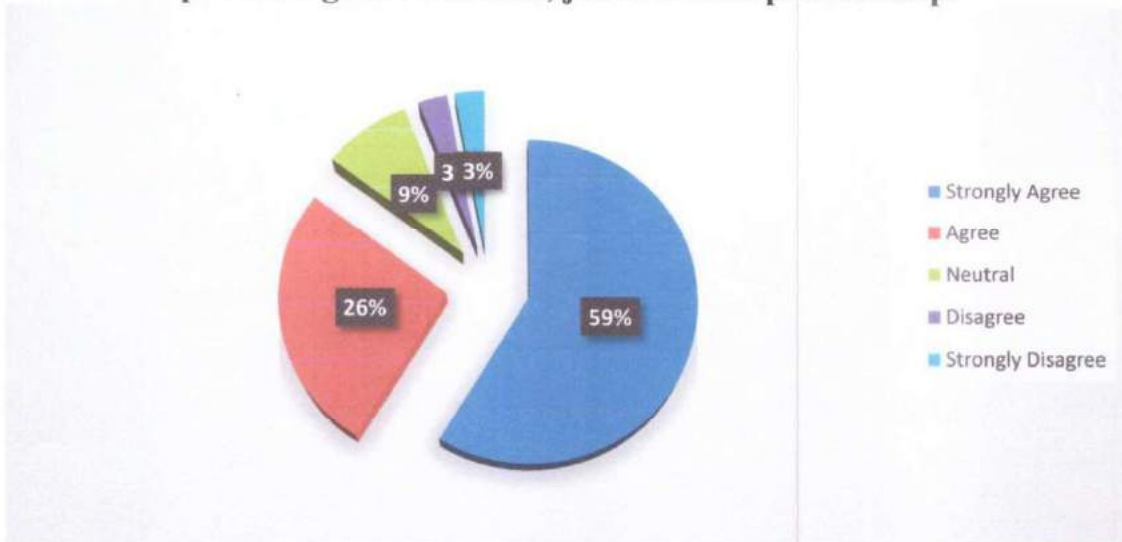
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Graph 1.2.5

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 session 2021-2022, 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:

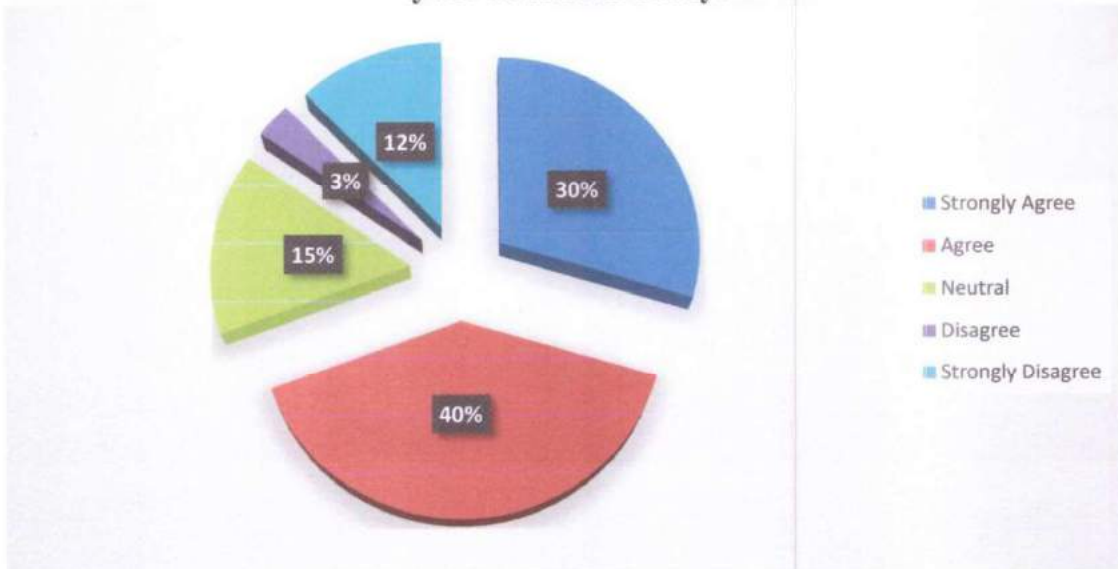
RESPONSE COUNT

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 analysis and design?	32	35	18	6	7

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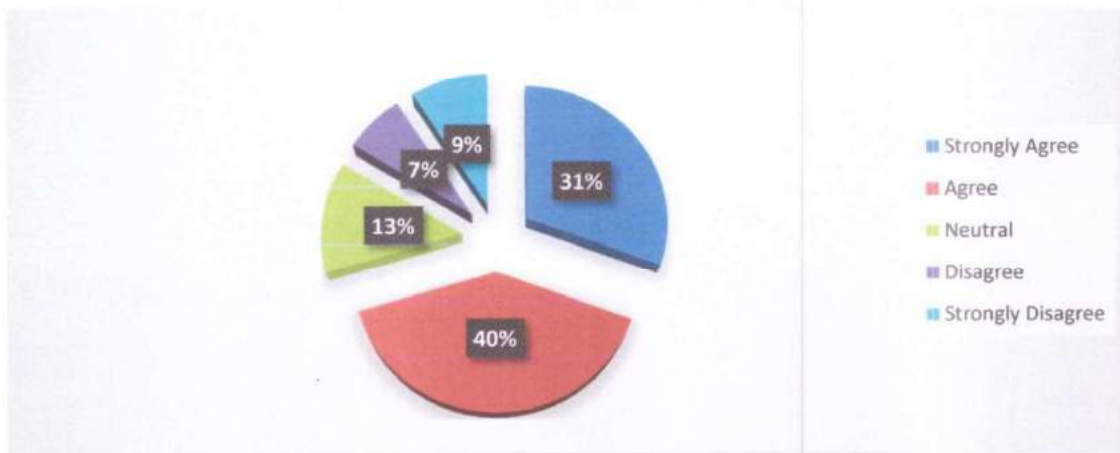
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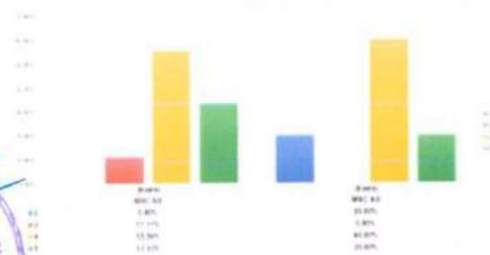
Keeping the ever changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers. 30% of alumni are strongly agreed and 40% of alumni are agreed with the courses being offered while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

Graph 1.3.2

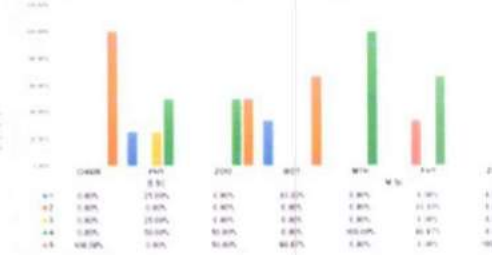
Does the curriculum have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



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

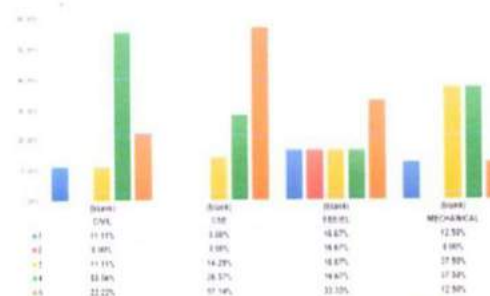


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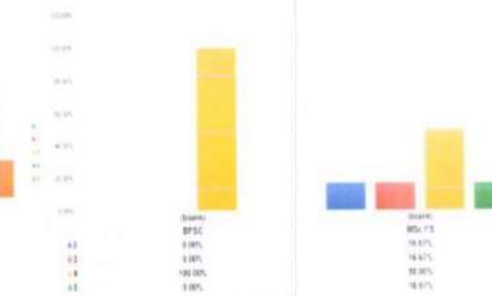


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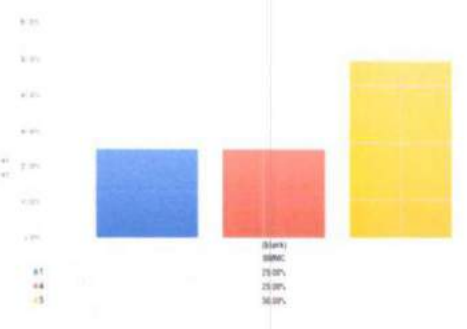
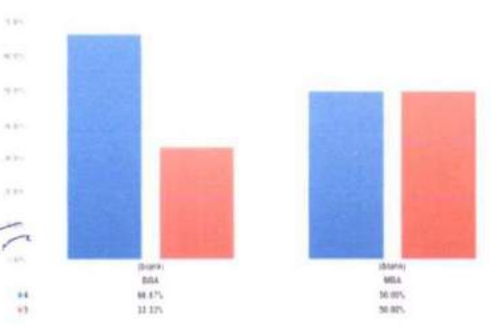
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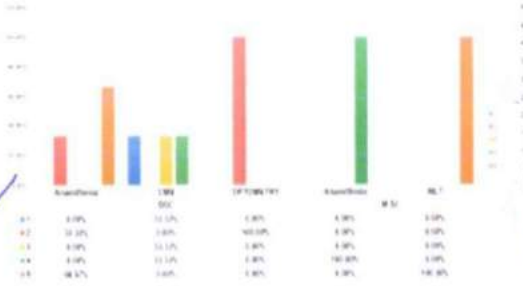
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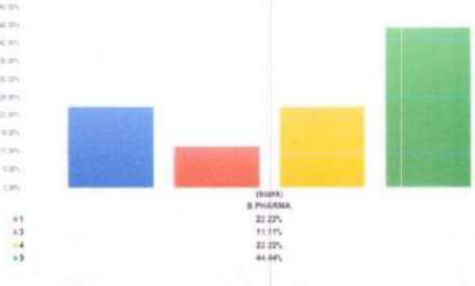
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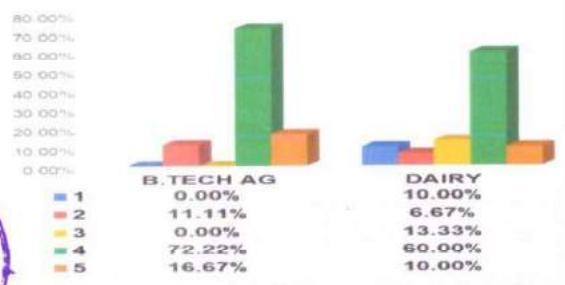
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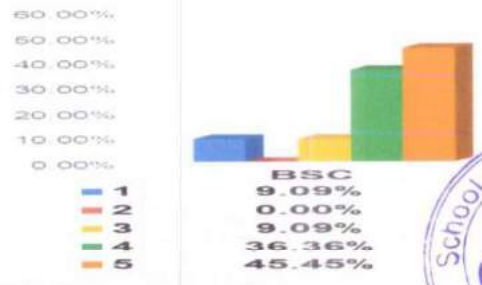
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Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content 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.

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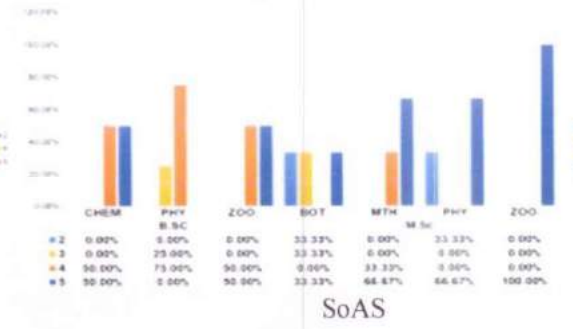
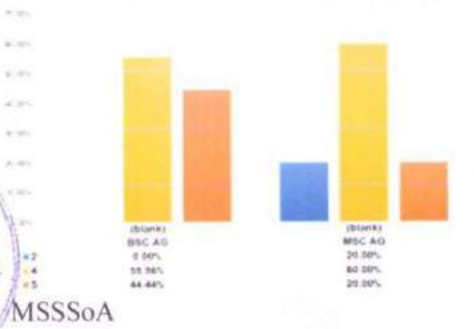
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Graph 1.3.3
Does the curriculum have reasonable practical and laboratory skills for analysis and design?



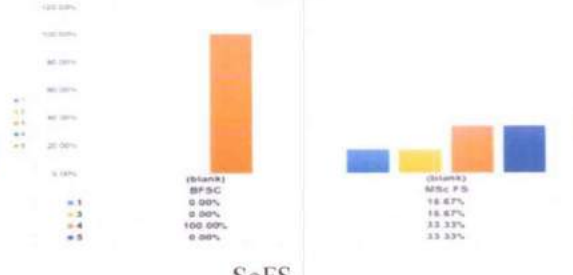
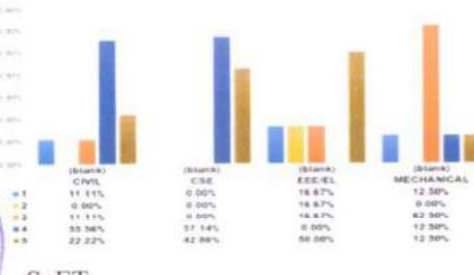
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree

School Curriculum
CUTM



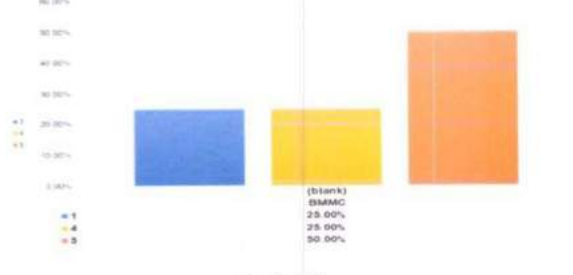
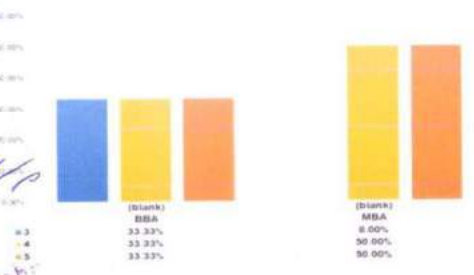
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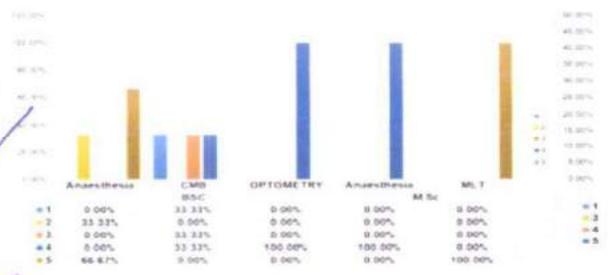
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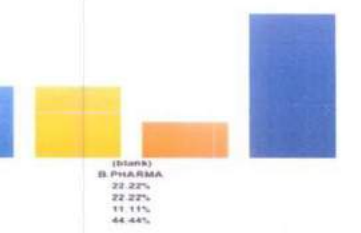


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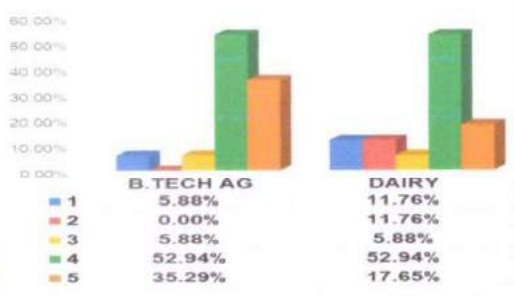
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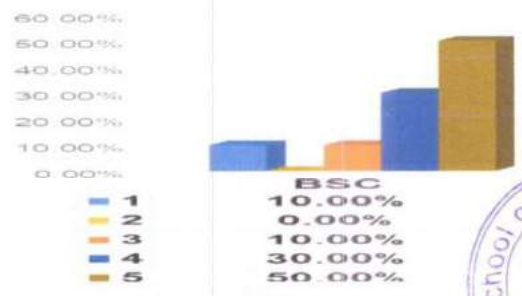
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School of Fisheries CUTM Paralakhemundi

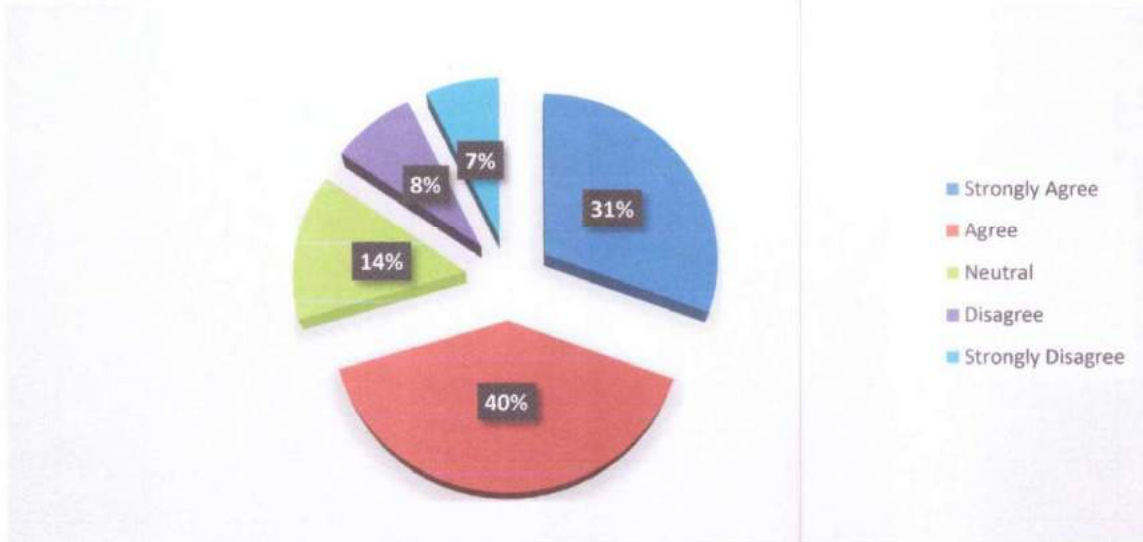
In order to assure that students learn in an efficient way, theory and practical courses are be included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyse and 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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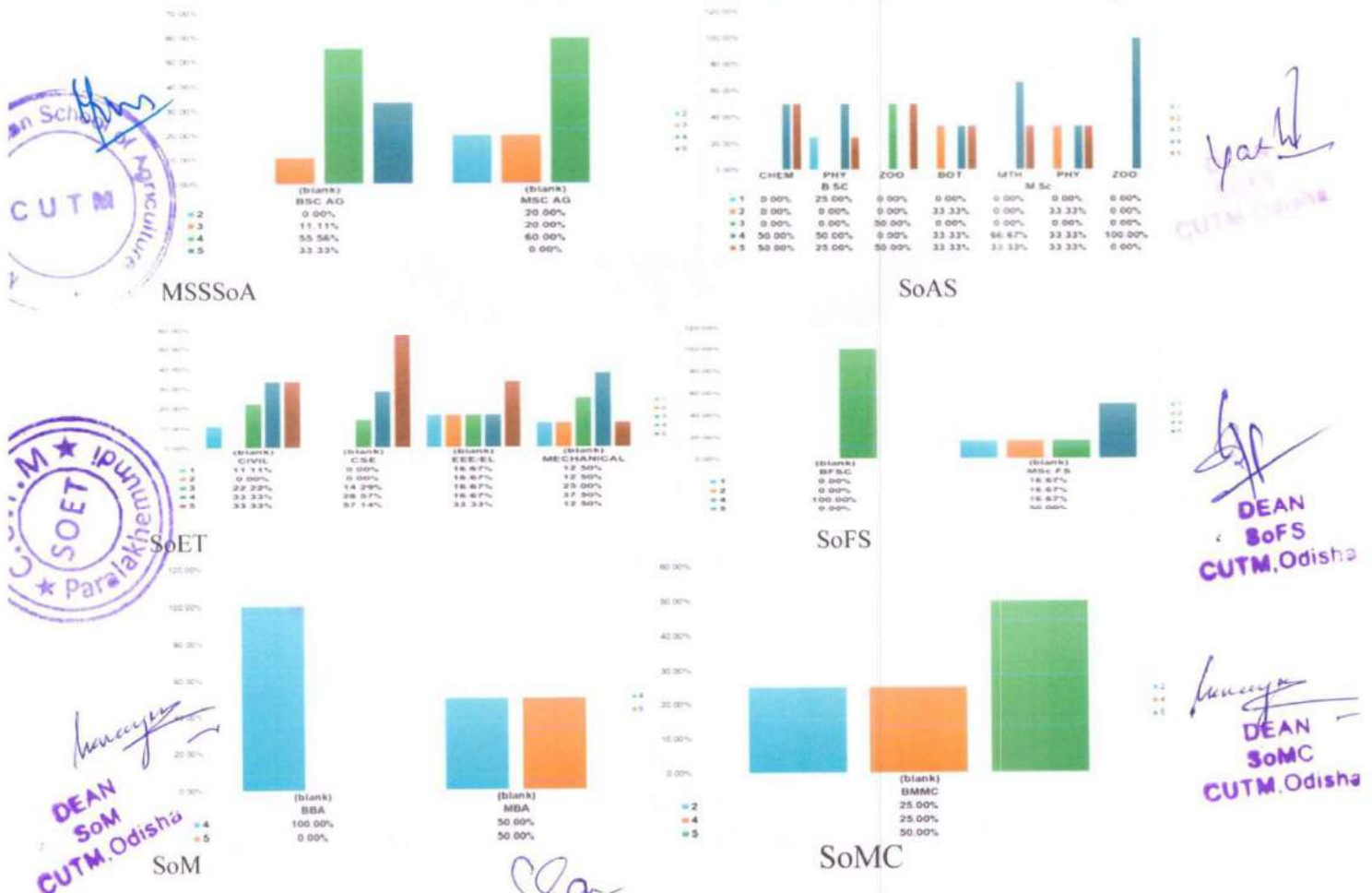
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Centurion University of Technology & Management
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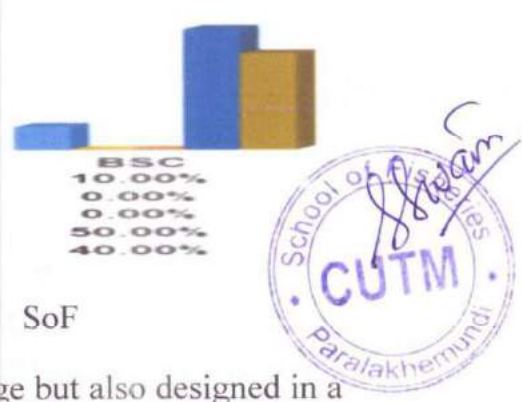
Graph 1.3.4

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



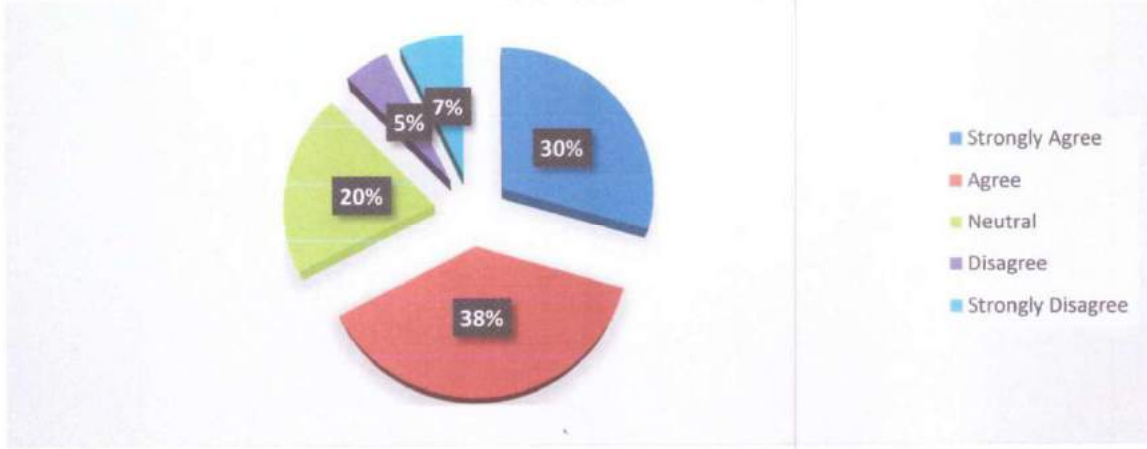
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree





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.

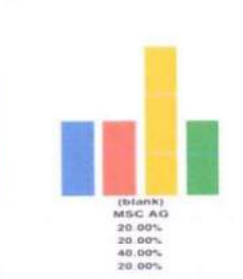
Graph 1.3.5
How do you rate the curriculum in written and oral communication abilities?



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

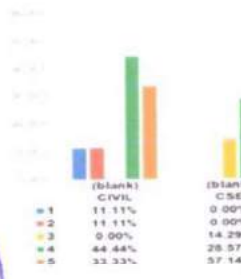


MSSSoA

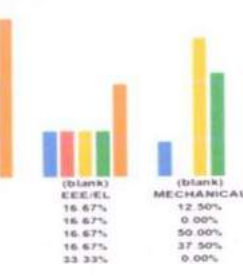


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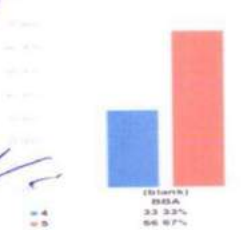


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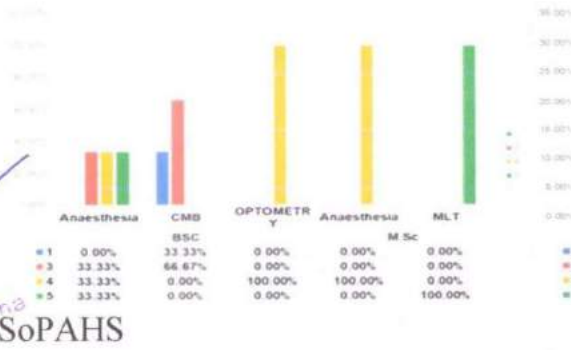
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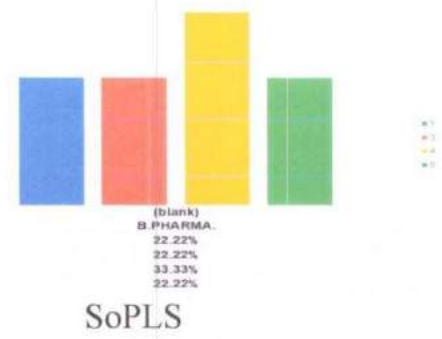
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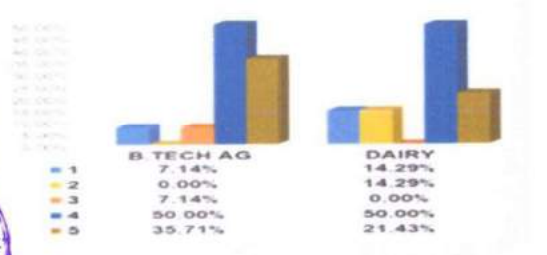
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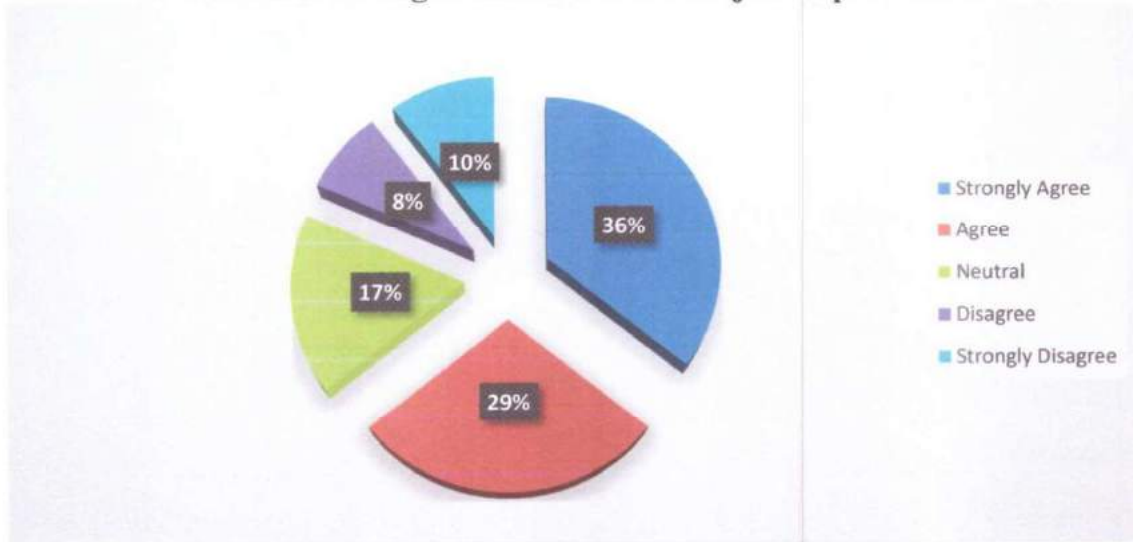
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication skills like gestures, body-language and voice tones effectively. 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.

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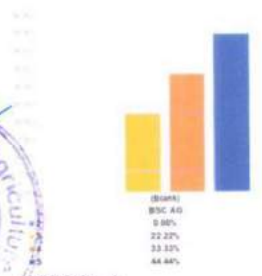
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Graph 1.3.6

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

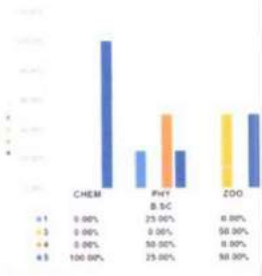


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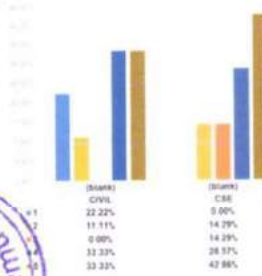
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5	44.84%
4	33.33%
3	22.22%
2	0.00%
1	0.00%




SoAS

5	100.00%
4	0.00%
3	0.00%
2	0.00%
1	0.00%




SoET

5	42.86%
4	28.57%
3	14.29%
2	14.29%
1	0.00%




SoFS

5	100.00%
4	0.00%
3	0.00%
2	0.00%
1	0.00%



SoM

5	33.33%
4	33.33%
3	33.33%
2	0.00%
1	0.00%



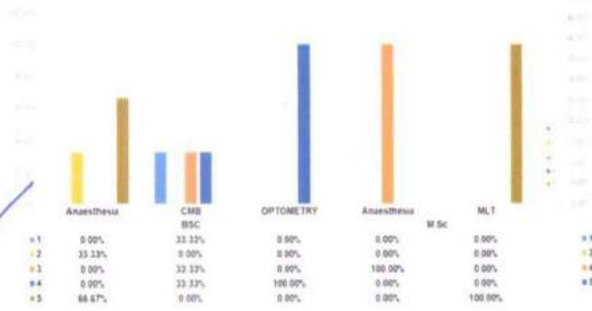
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5	30.00%
4	25.00%
3	25.00%
2	20.00%
1	0.00%

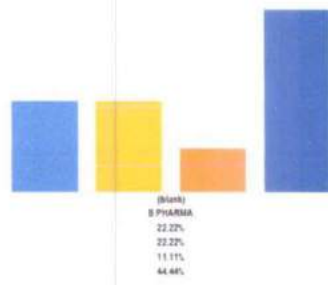
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Centurion University of Technology & Management
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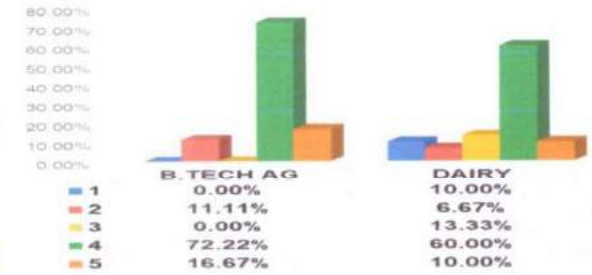
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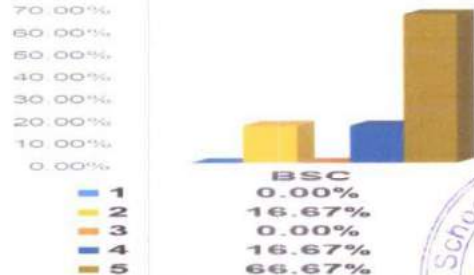
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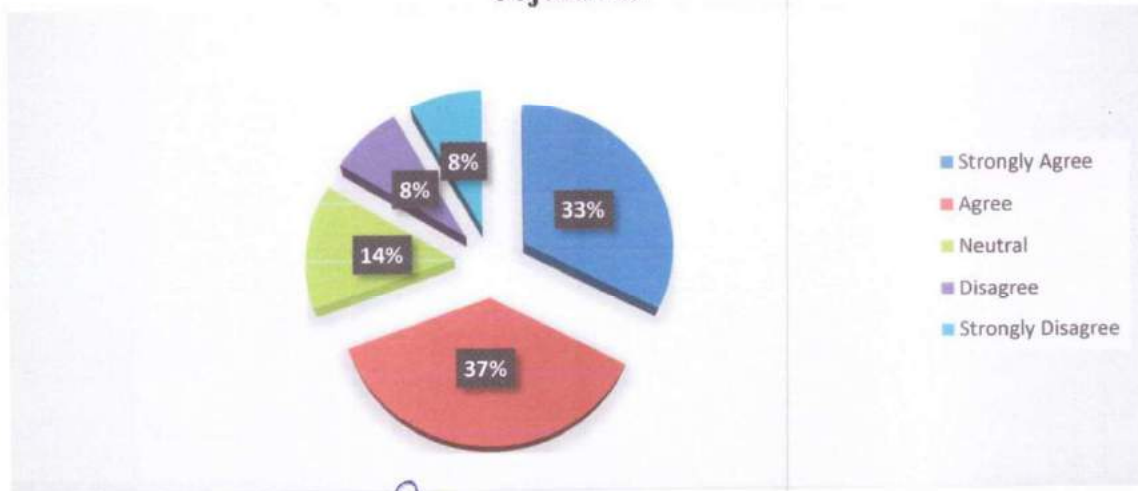


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Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities. The graph depicts the percentage of respondents. As per this analysis, it was found that 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.

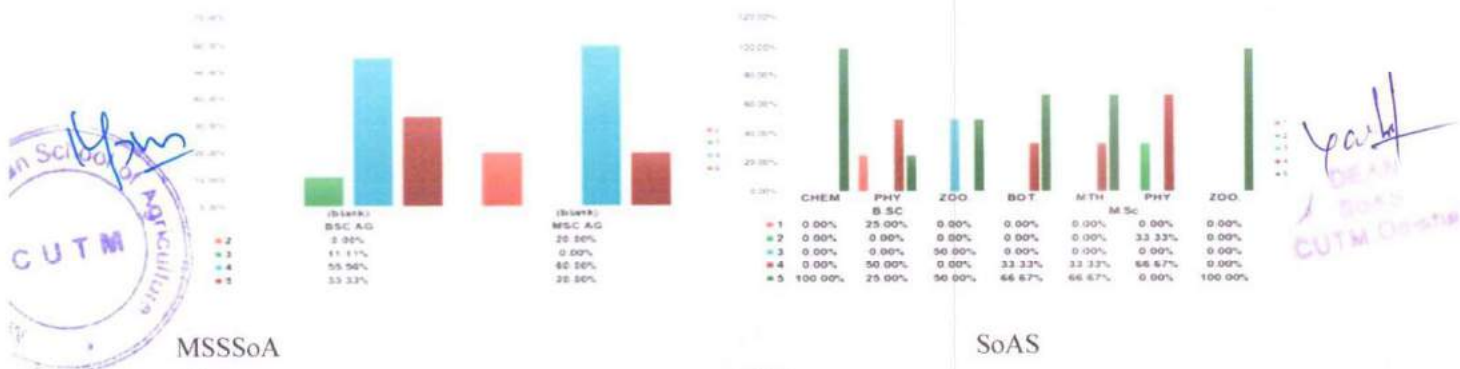
Graph 1.3.7
Overall satisfaction for the current program in meeting its educational objectives.



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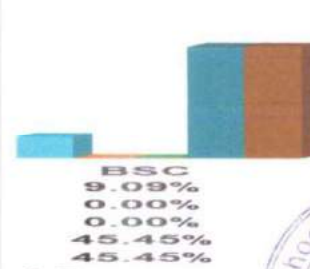
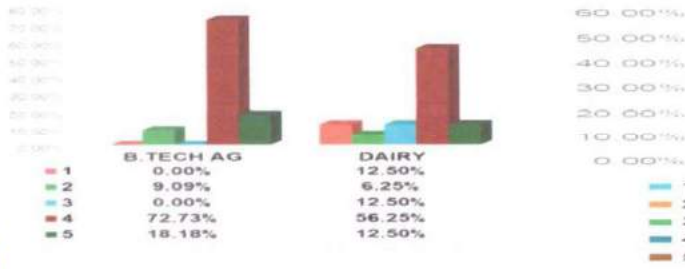
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5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



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 Centurion University of Technology & Management
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Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that 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.

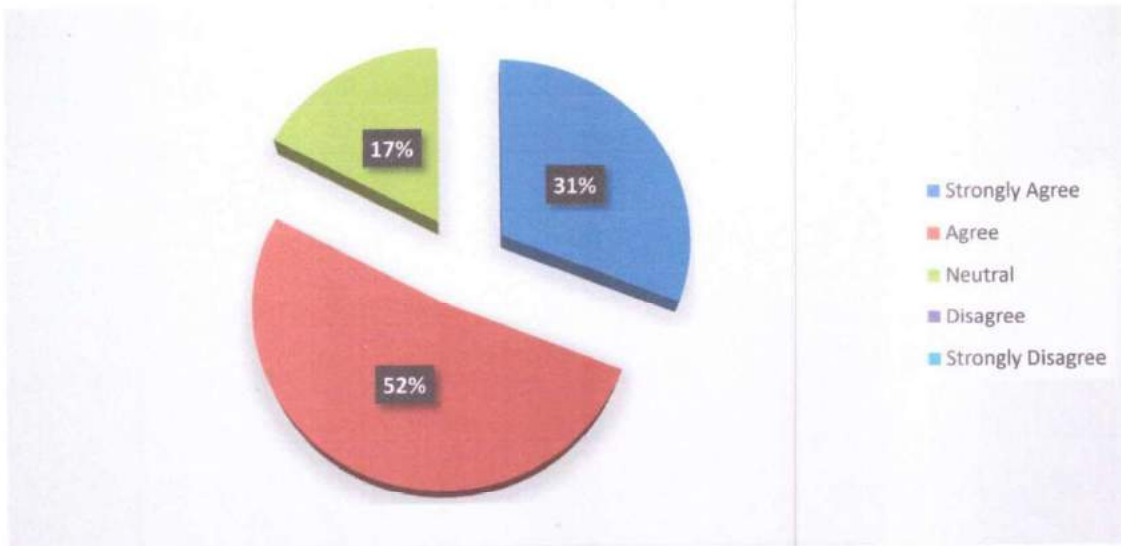
RESPONSE COUNT

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 analysis and design?	7	16	5	0	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	10	14	3	1	0
Q.4	How do you rate our students in written and oral communication abilities?	6	18	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	9	15	4	1	0

professional capabilities of our students with respect to students from other institutions?					
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Graph 1.4.1

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

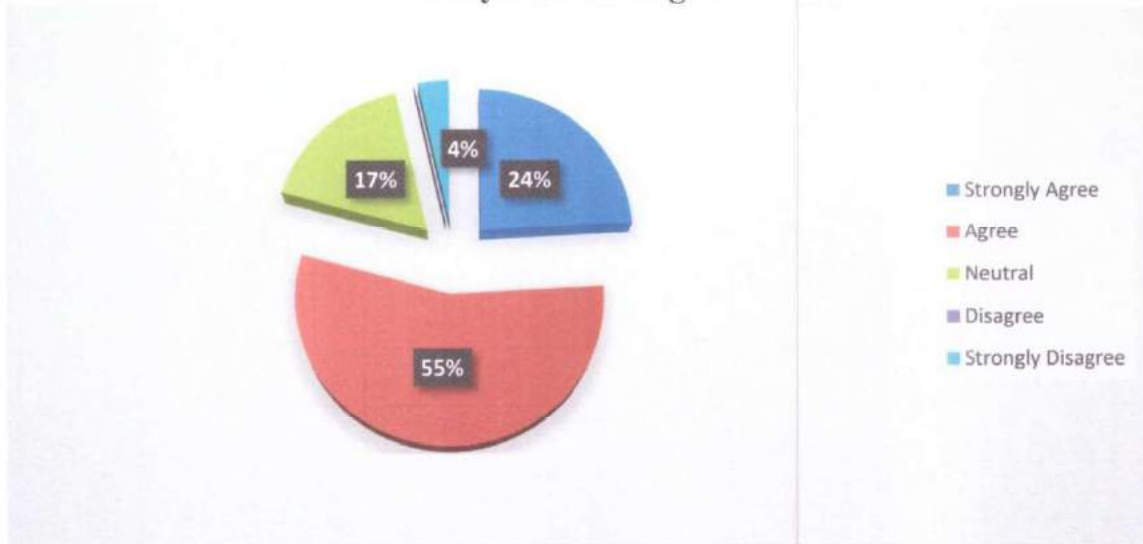


As per the feedback analysis, a large number of employers are contended with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 31% of employees is strongly agreed and 52% of employees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

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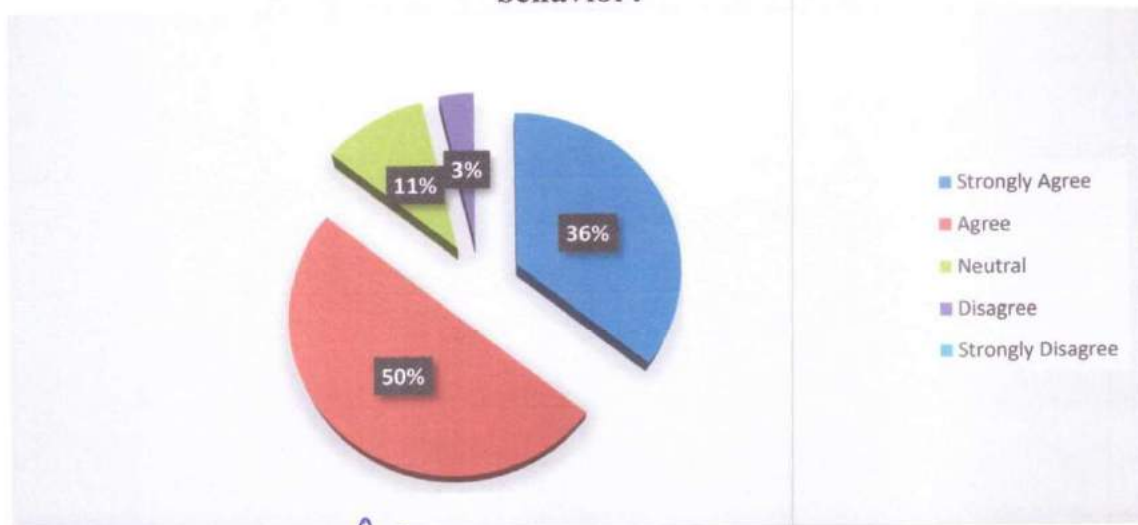
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Graph 1.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design?



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.

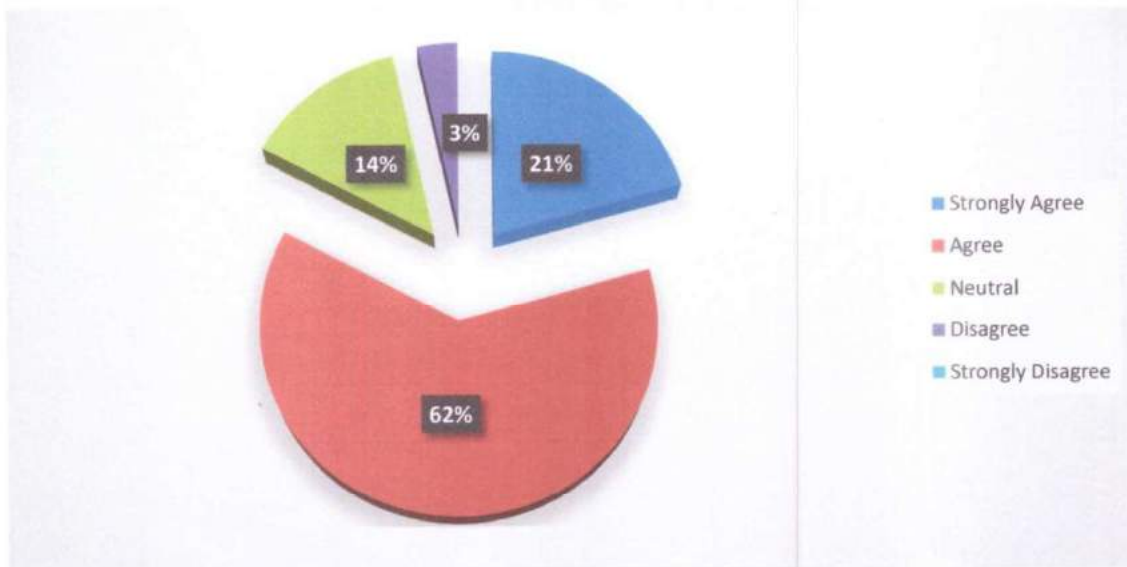
Graph 1.4.3
How do you rate our students with respect to professional ethics and behavior?



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?



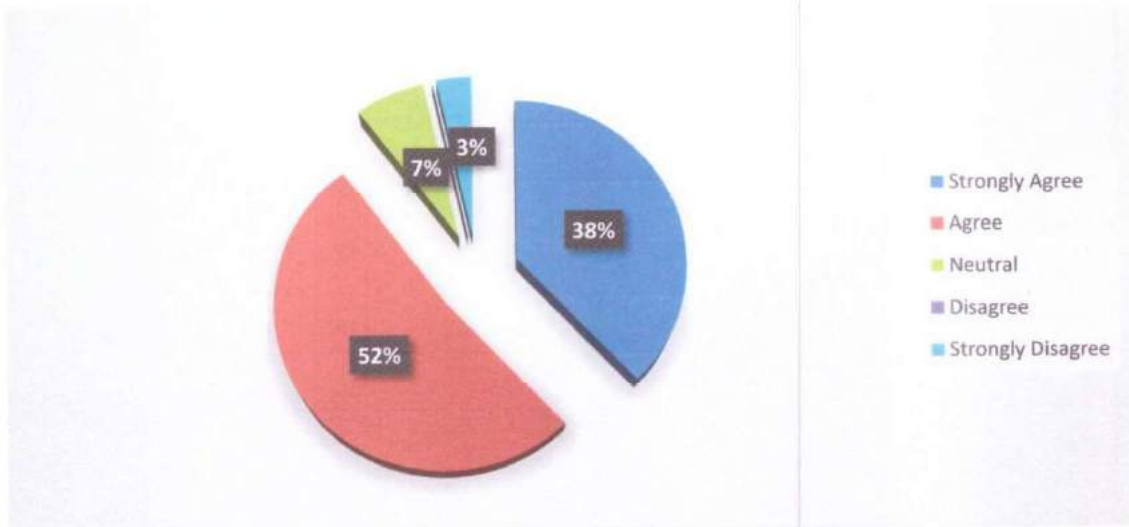
Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. A very few 3% of employees are disagreed with professional enhancement/Communication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

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Graph 1.4.5

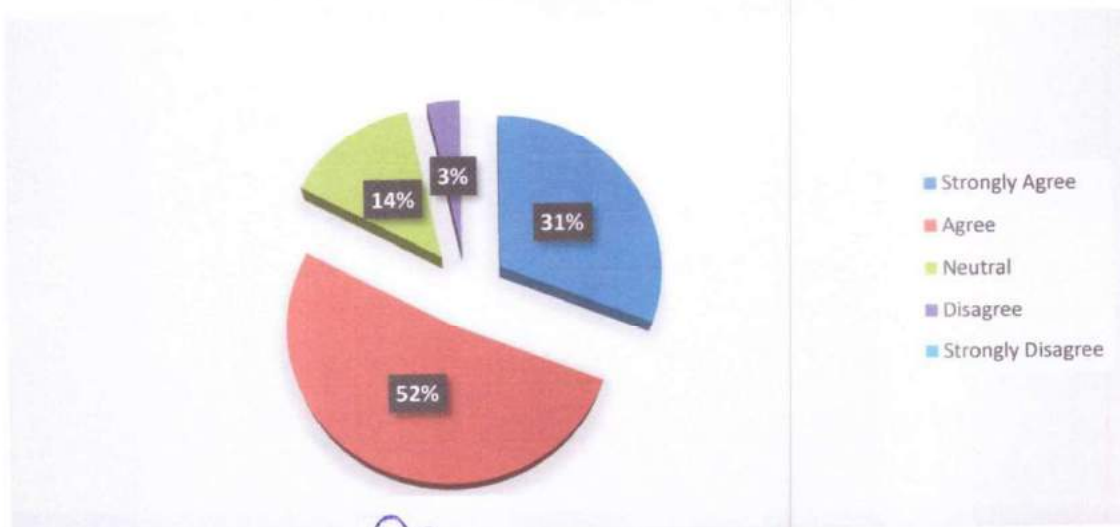
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



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

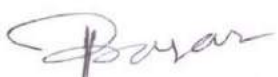
Action Taken

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

COMPUTER SCIENCE AND ENGINEERING

Comments


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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 examples of 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


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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

Consultancy 2 Financial Management and Cost Accounting as **value added** courses(non-credit)(BoS-2021)

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)

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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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Technology & Management
ODISHA


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

ACADEMIC YEAR 2020-2021

STUDENT FEEDBACK ANALYSIS

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

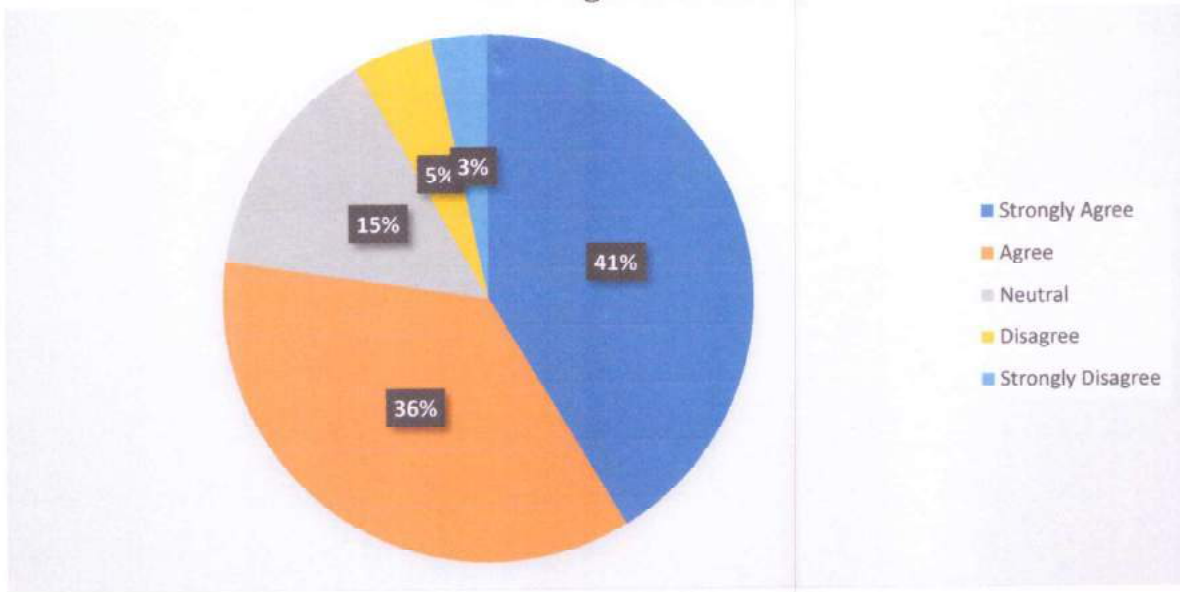
Feedback of around **1034** students of various courses was collected in the session 2020-2021.

Response Count

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The courses that you have studied match with the expected course learning outcomes.	428	371	150	50	35
Q.2	The curriculum has right mix of theory, practical and project	460	349	142	45	38
Q.3	Got access to learning material books/handouts/ e-content) for syllabus covered in courses in the CUTM courseware/ library/others	419	346	176	52	41
Q.4	The syllabus and pedagogy generated interest in course.	402	357	184	48	43
Q.5	The content of courses is able to increase your knowledge and skills to pursue higher education	452	338	157	54	33
Q.6	Curriculum equipped you with necessary technical skills required by the industry	387	372	179	51	45
Q.7	The domain courses offered are in consonance with the technological advancements.	420	366	161	49	38

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

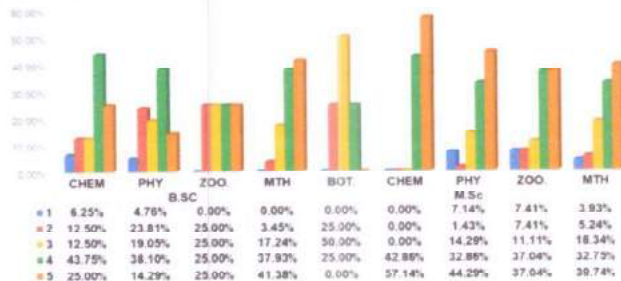
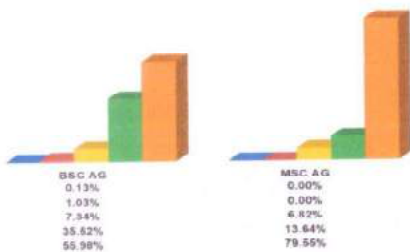
Graph 2.1.1
The courses that you have studied match with the expected course learning outcomes



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



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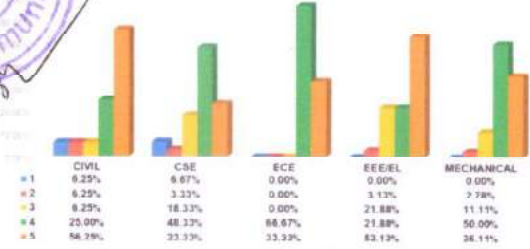


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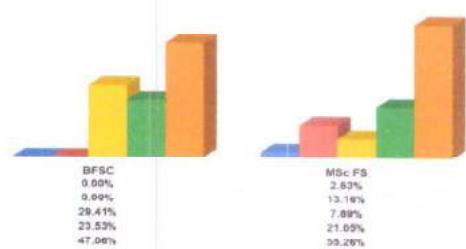
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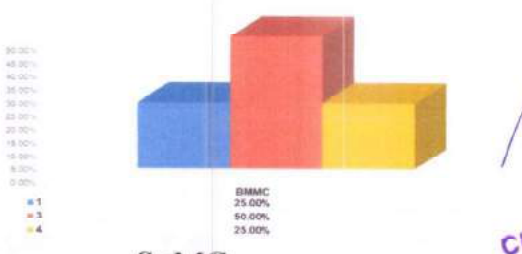


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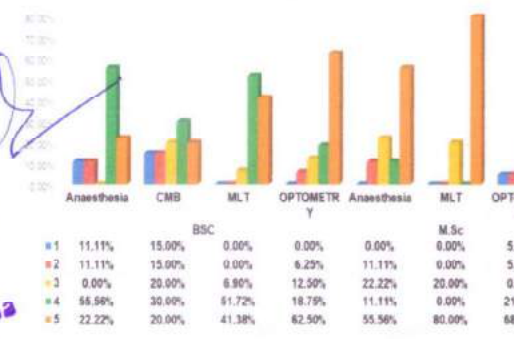


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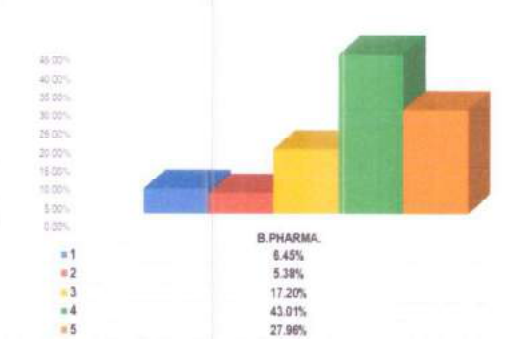


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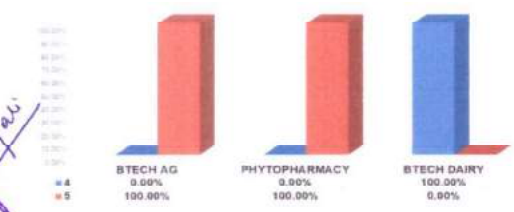


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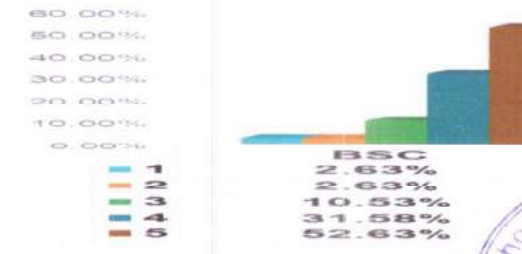


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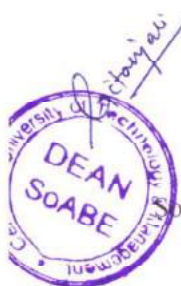


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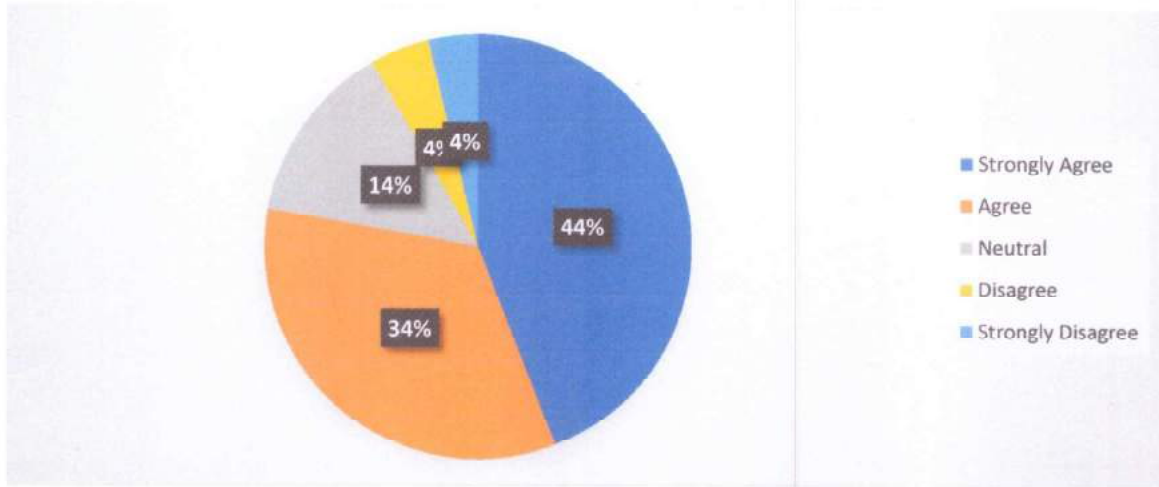


The university is constantly working to link course outcomes with courses so that students can use their knowledge in the workplace. Around 41% of the students strongly agreed and 36% agreed that the courses are matching with the expected outcomes while around 3% of students strongly disagree and 5%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

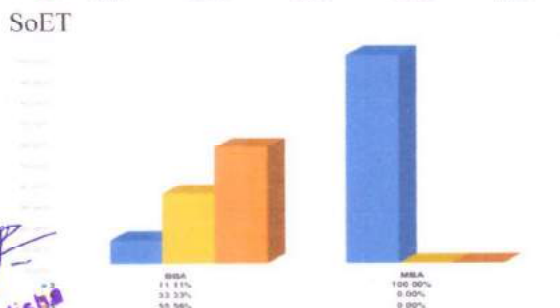
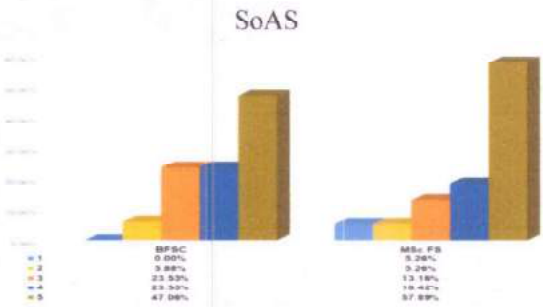
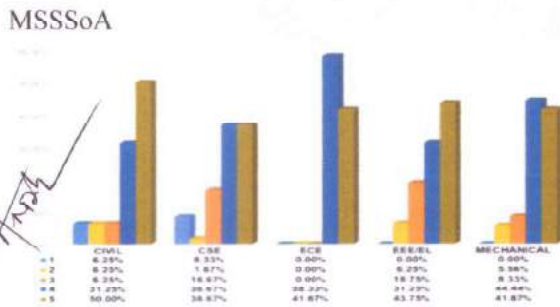
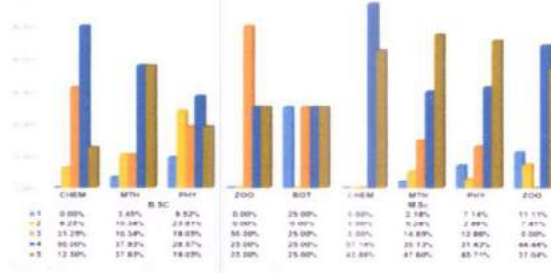
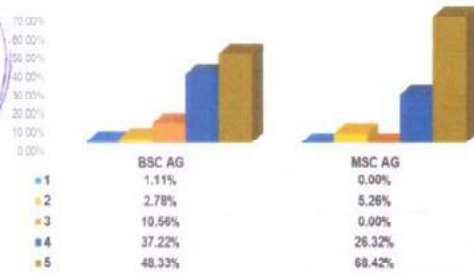
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Graph 2.1.2
The curriculum has right mix of theory, practical and project



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



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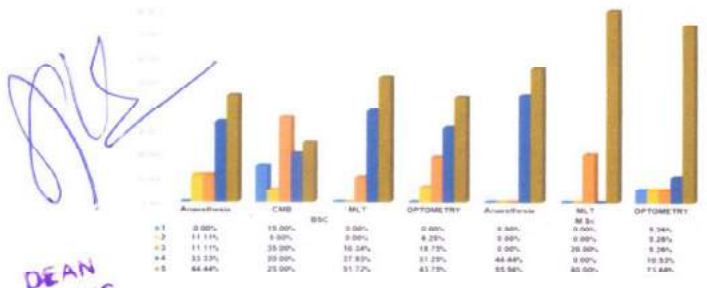
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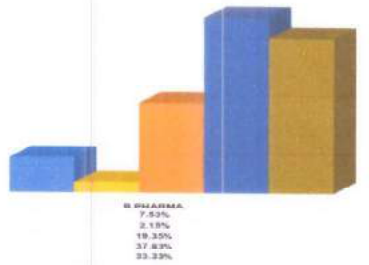
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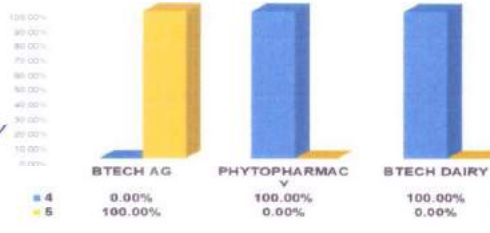
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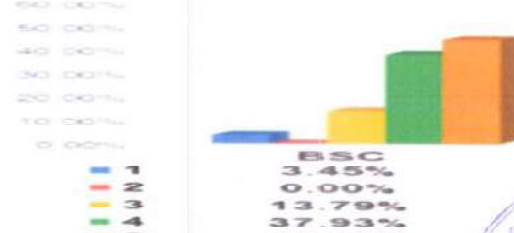
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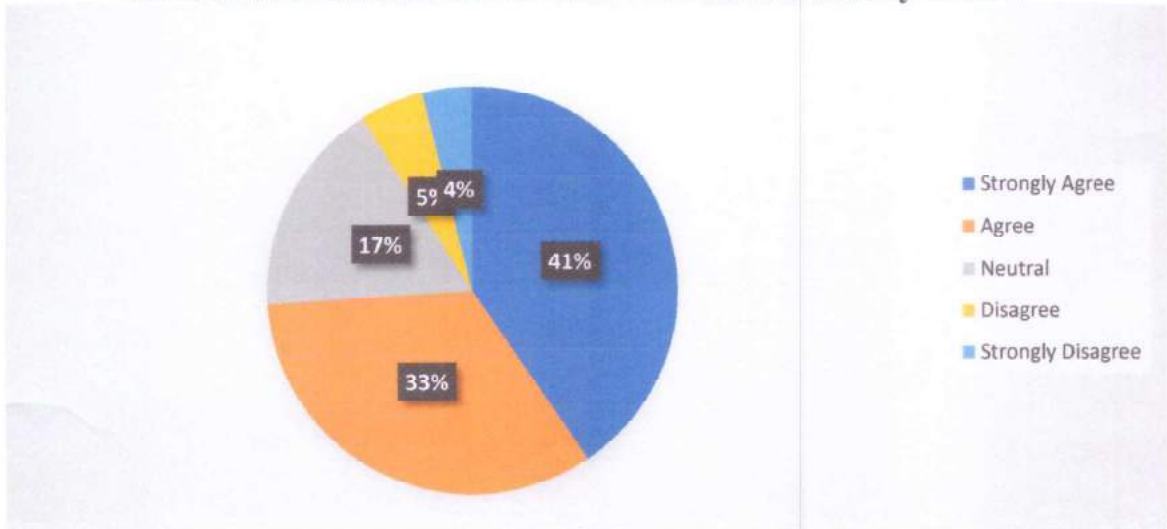
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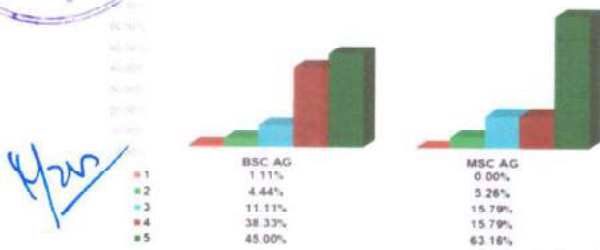
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The University has placed a strong emphasis on practical knowledge and exposure to various micro and major projects undertaken by students. The graph depicts that around 44% students “strongly agree” and 34% “agree” that the curriculum has right mix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

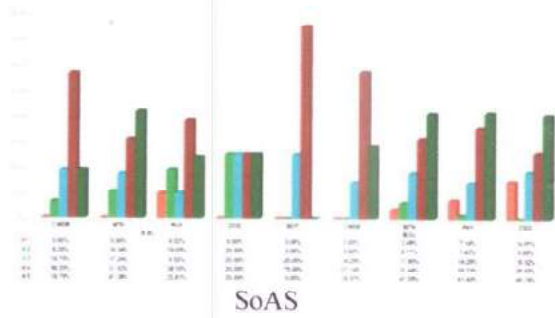
Graph 2.1.3
Got access to learning material books/handouts/ e-content) for syllabus covered in courses in the CUTM courseware/ library/others



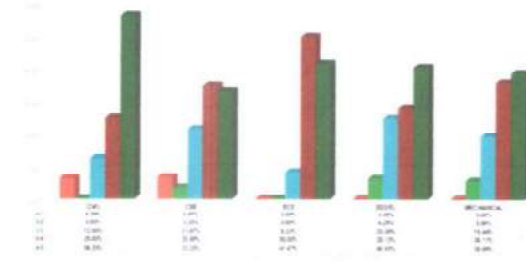
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



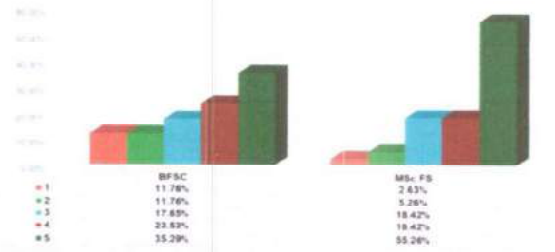
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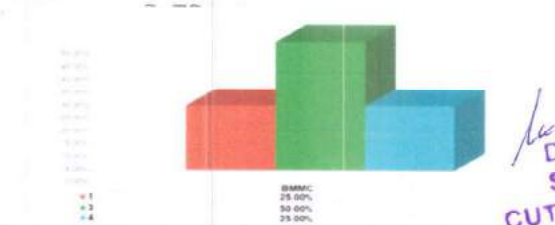
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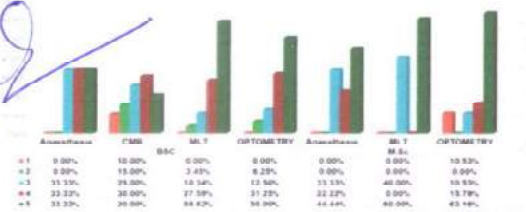
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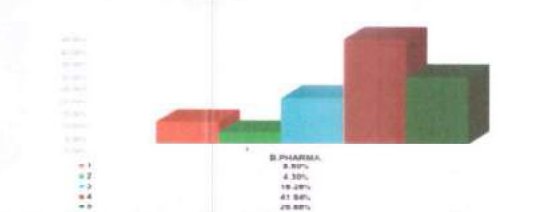
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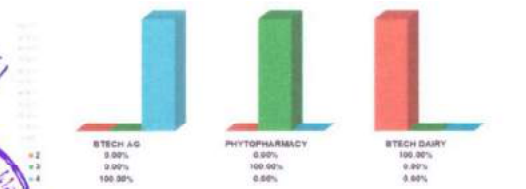
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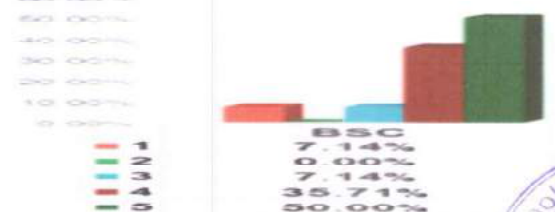
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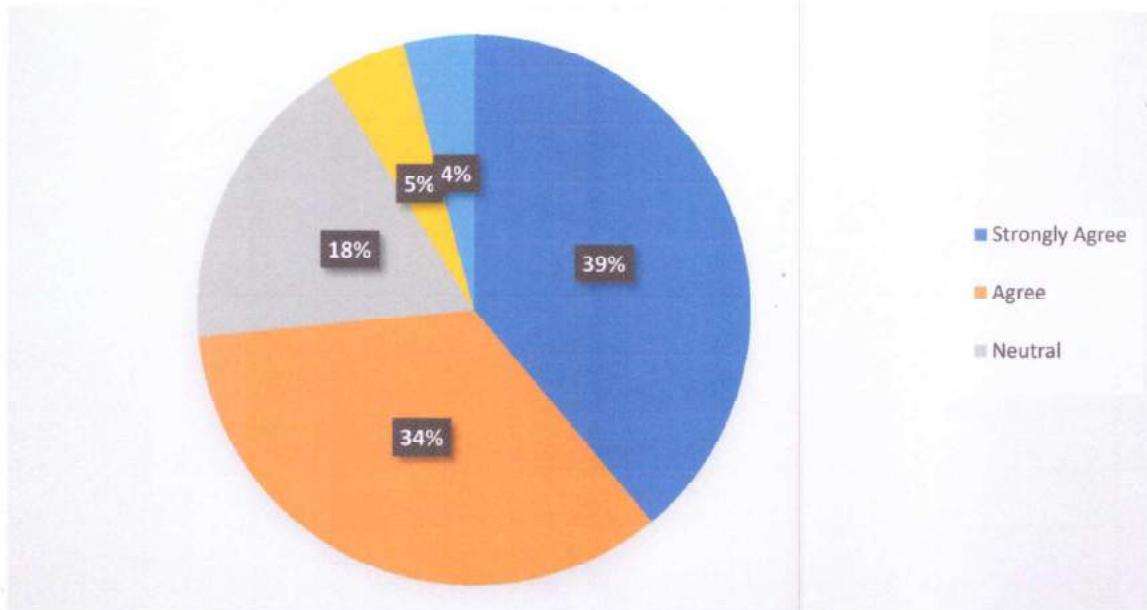
Faculty members are working hard to provide the content and keep it up to date in the CUTM Courseware. The library receives regular recommendations from faculty to purchase materials and assist students. The above graph shows that 41

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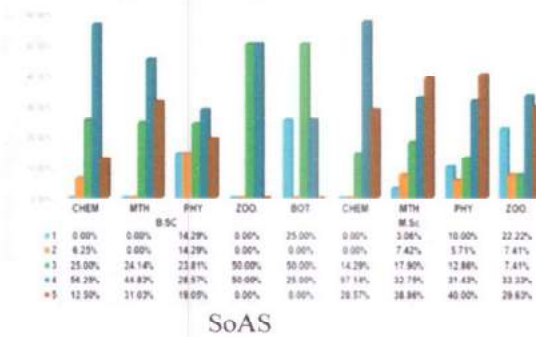
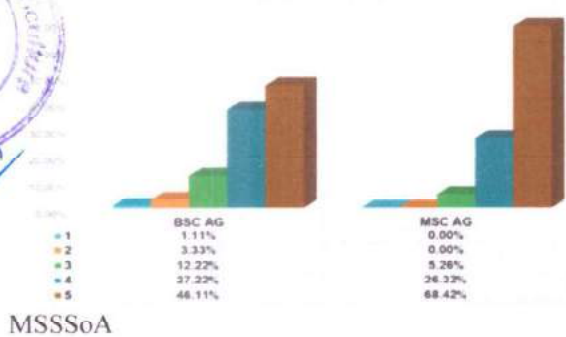
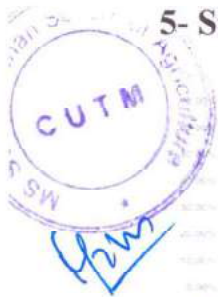
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% of the respondents are strongly agree and 33% agree with the access to learning materials where as around 4% students strongly agree and 5% just disagree .

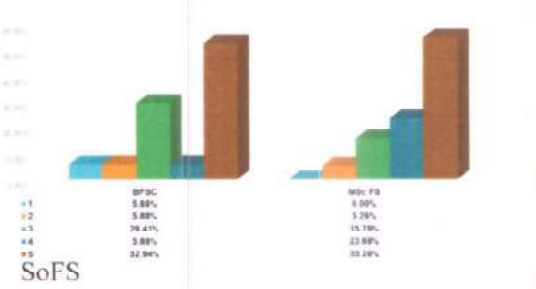
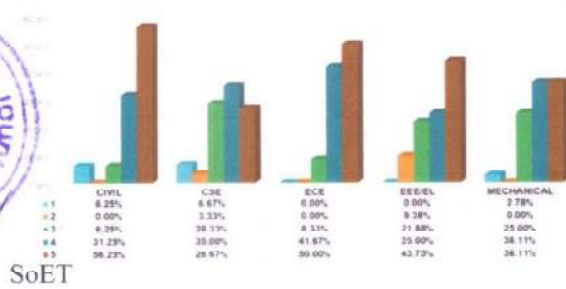
Graph 2.1.4
The syllabus and pedagogy generated interest in course



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

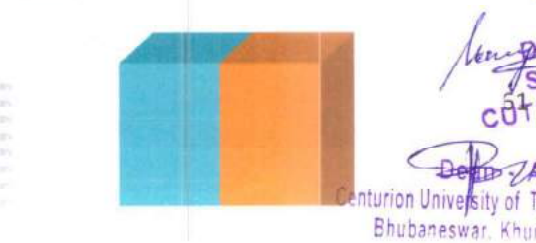
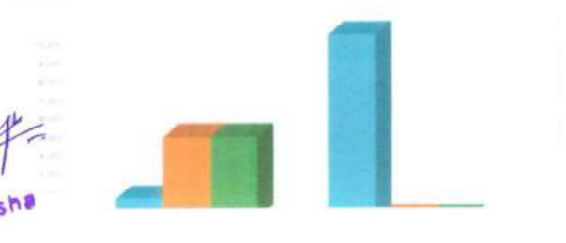


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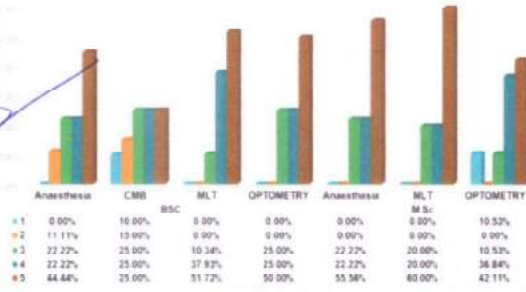
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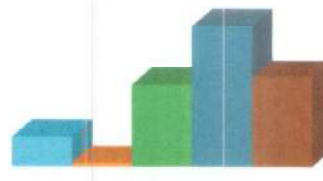
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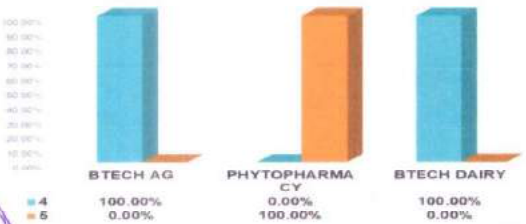
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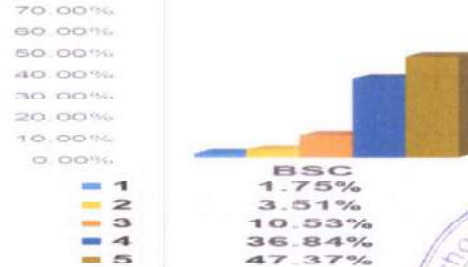

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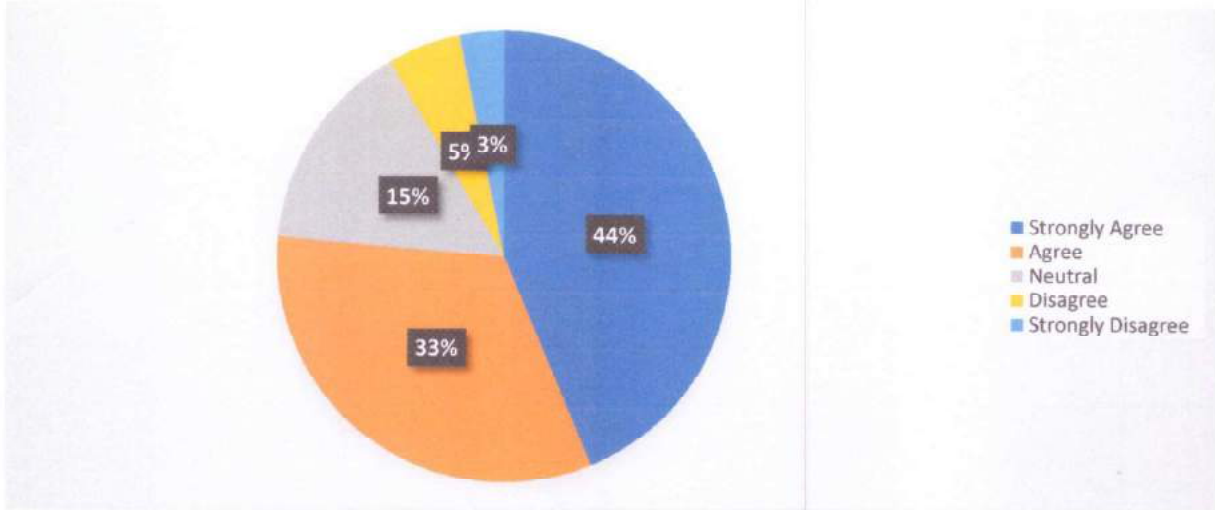
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In the graph it shows around 39% of the respondents are strongly agreed and 34% agreed that the syllabus and pedagogy generate interest and around 4% of students strongly disagree and 5% disagreed. To generate interest among students, teachers use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

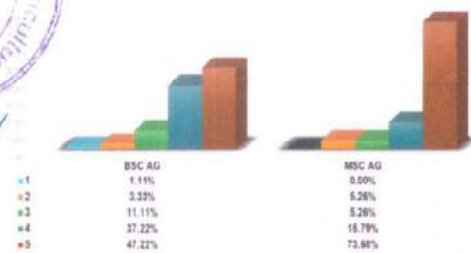
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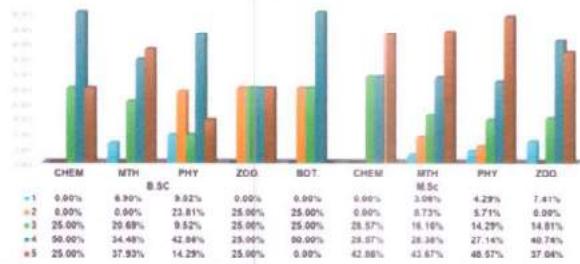
Graph 2.1.5
The content of courses is able to increase your knowledge and skills to pursue higher education



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

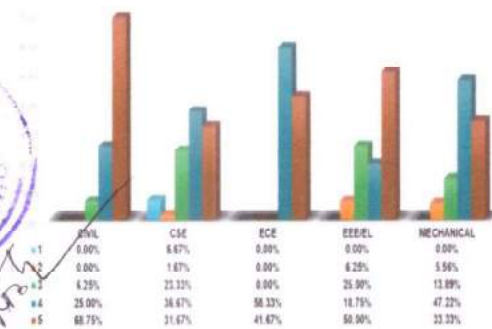


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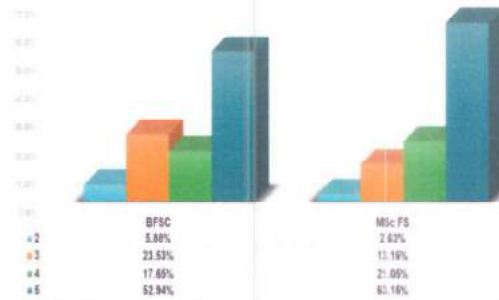


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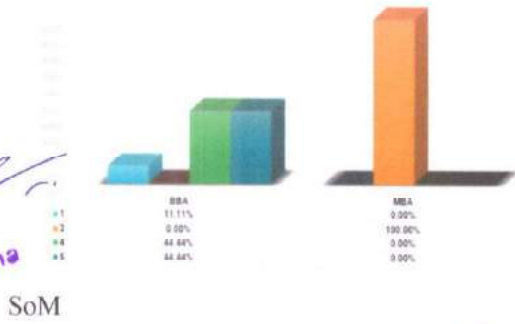
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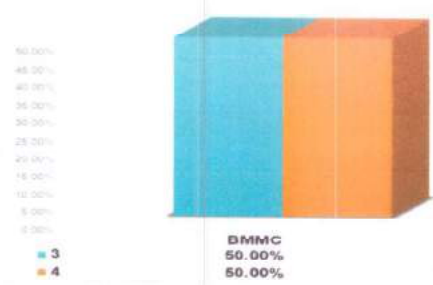
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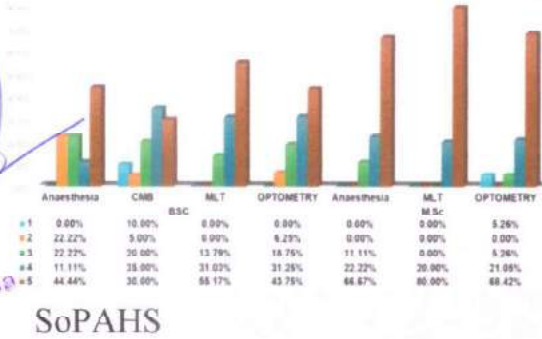
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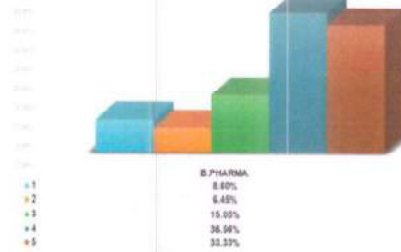
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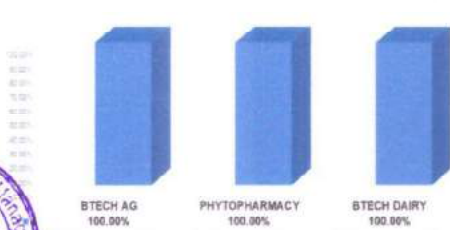
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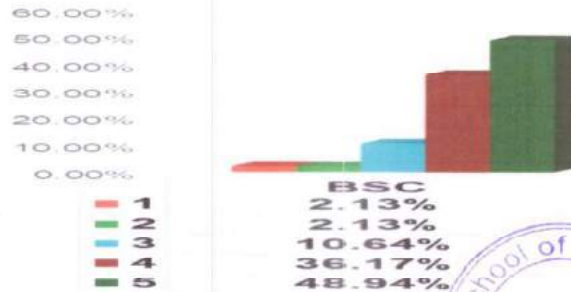
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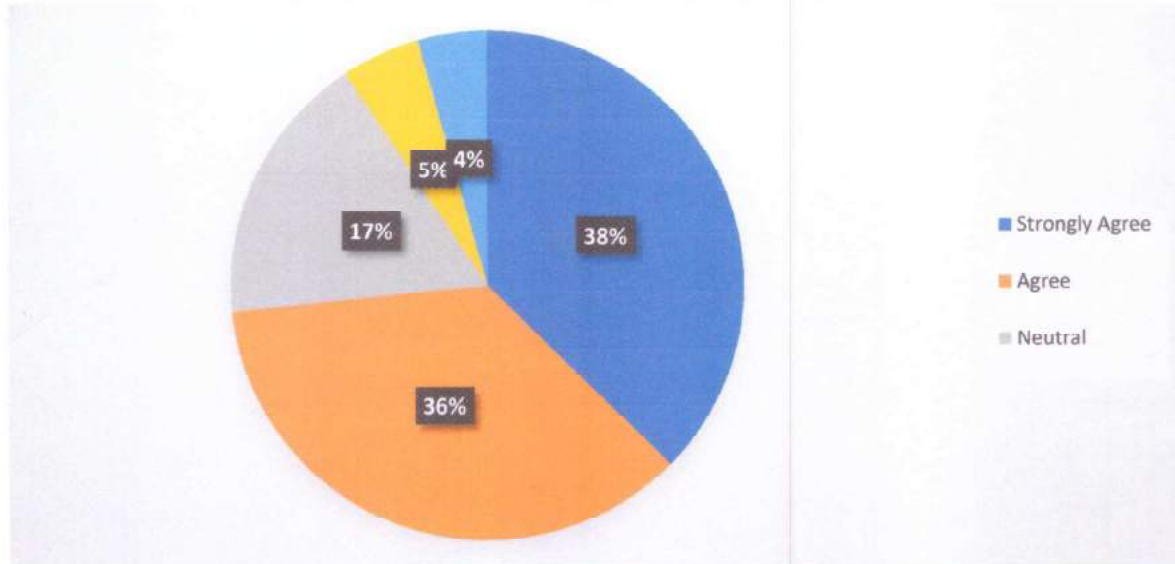
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The majority of teaching learning activities includes solving real-world situations. Students find these courses appropriate to real-life challenges, according to feedback obtained. The chart reveals the percentage of respondents. 44 % of the students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

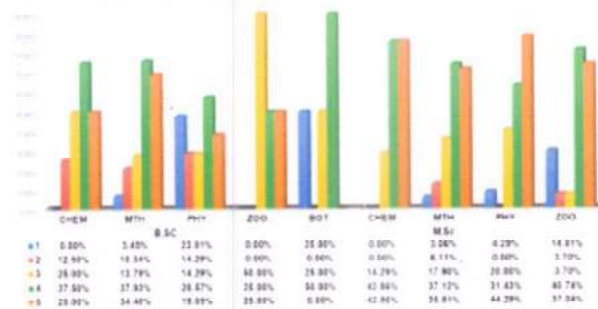
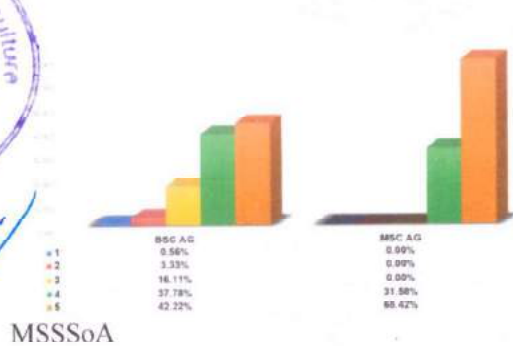
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Graph 2.1.6
Curriculum equipped you with necessary Technical skills required by the industry



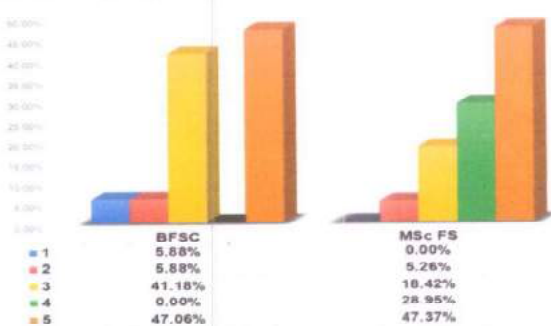
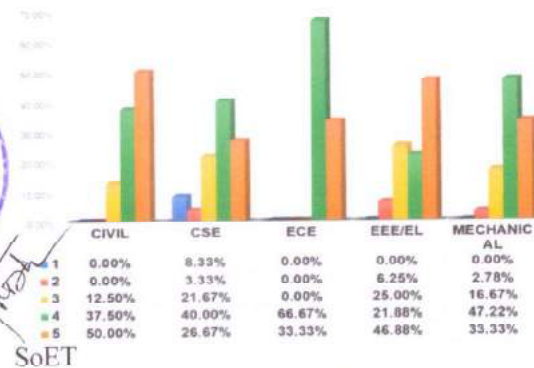
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



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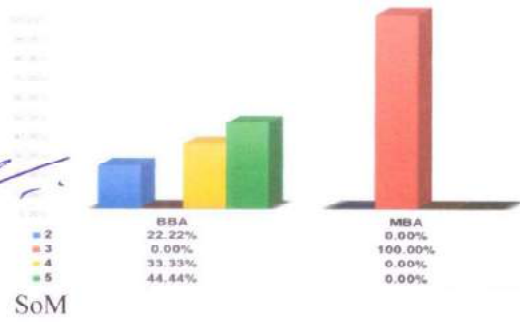
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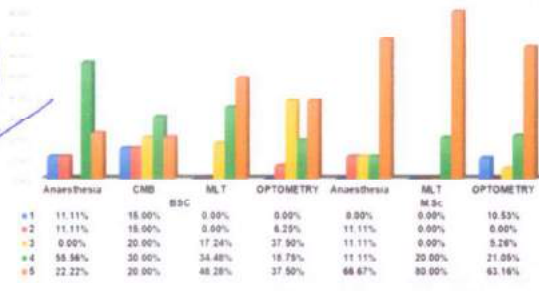
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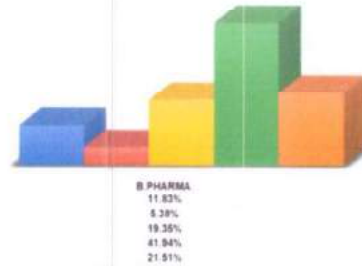
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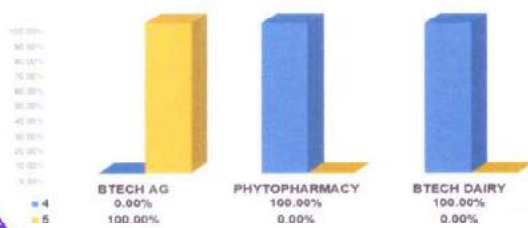
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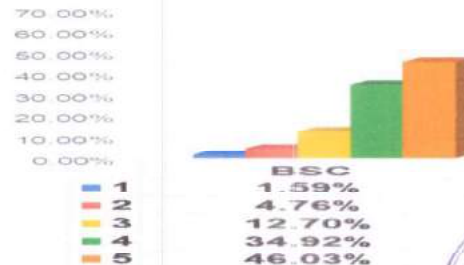
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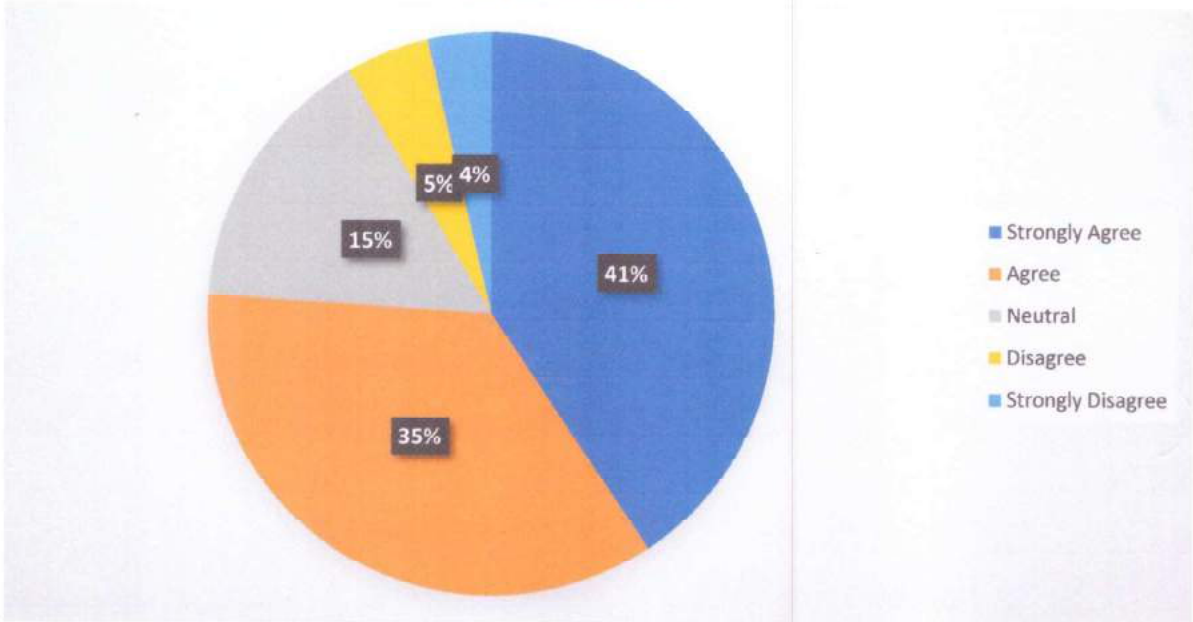
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The University's mission is to provide students with outcome-based and industry-oriented interdisciplinary education that meets their diverse needs. The graph shows that around 38% of the respondents strongly agreed and 36% agreed that the curriculum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

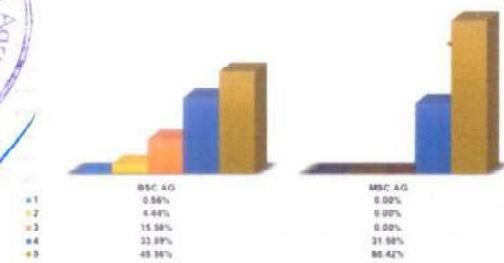
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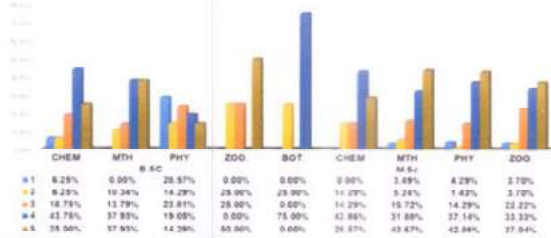
Graph 2.1.7
The domain courses offered are in consonance with the technological advancements



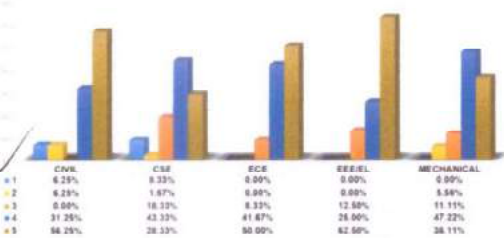
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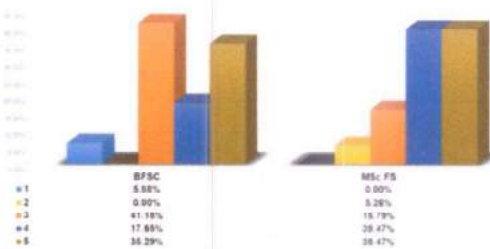
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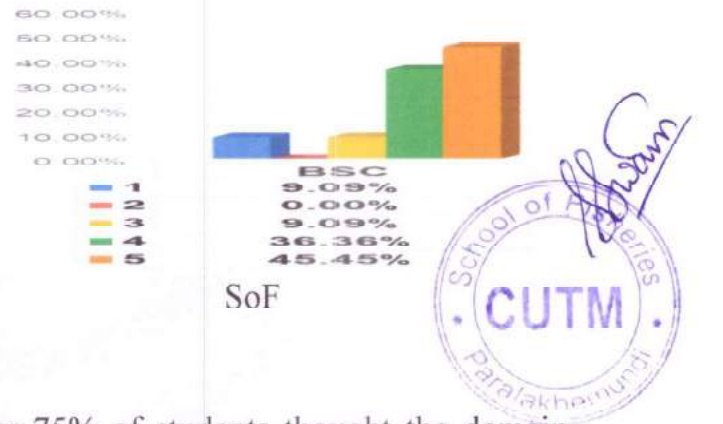
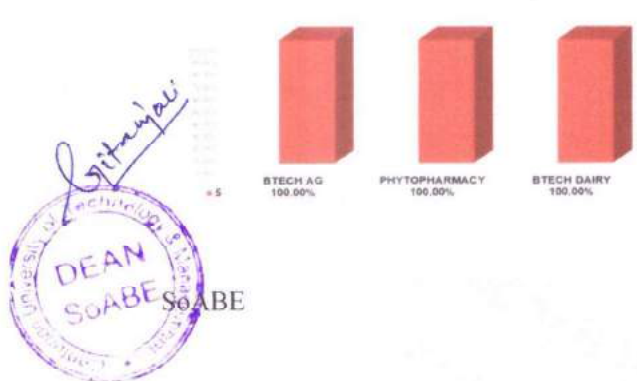
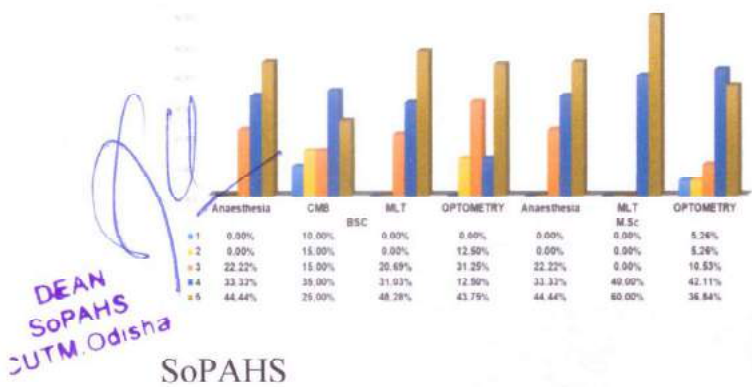
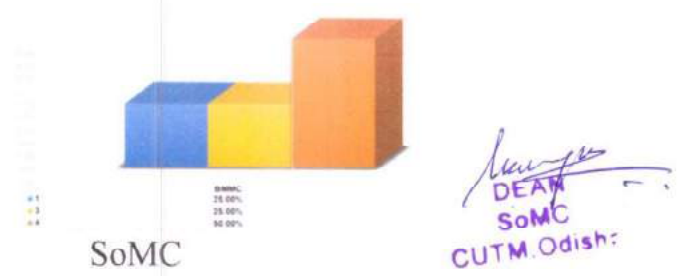
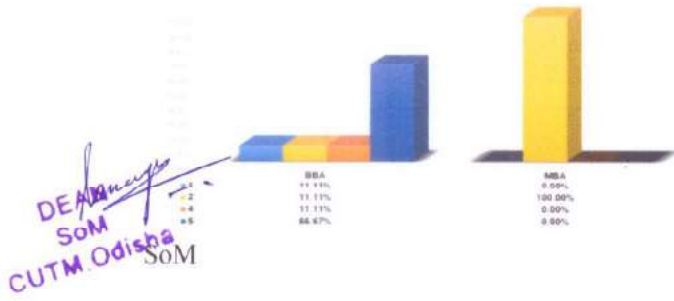
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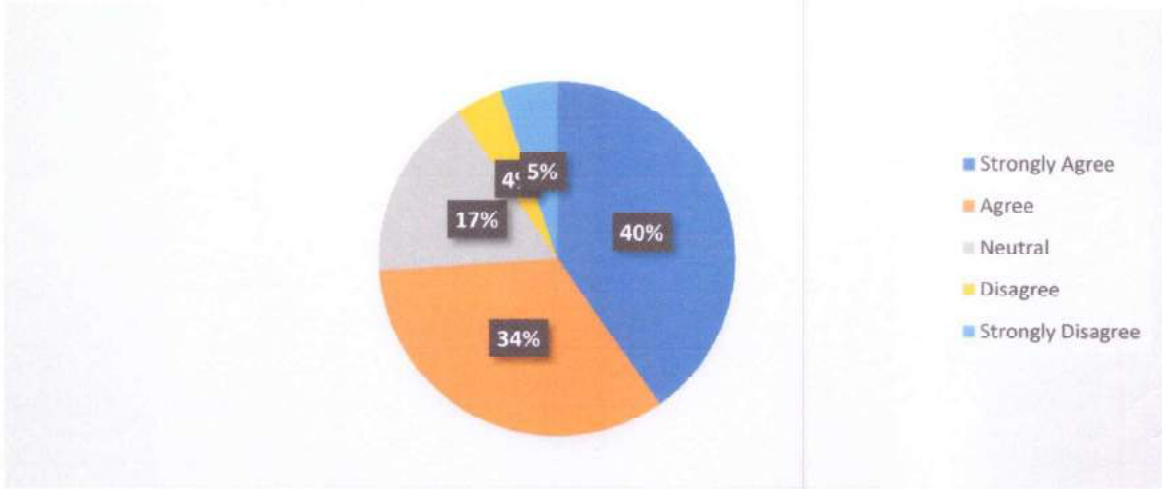


According to the feedback obtained, over 75% of students thought the domain courses offered to them to be useful and engaging. Students can choose from a variety of courses offered in the programme scheme. The 41% of students strongly agreed and 35% agreed that these domain courses are important for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

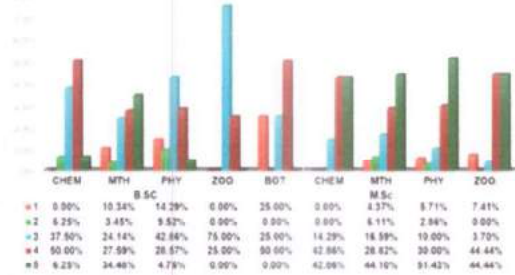
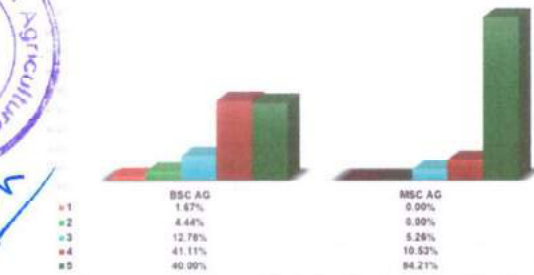
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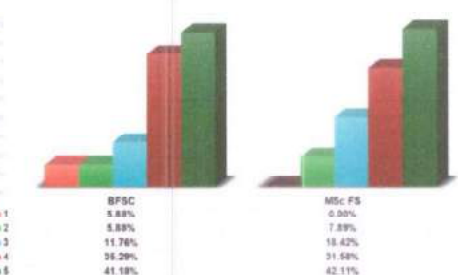
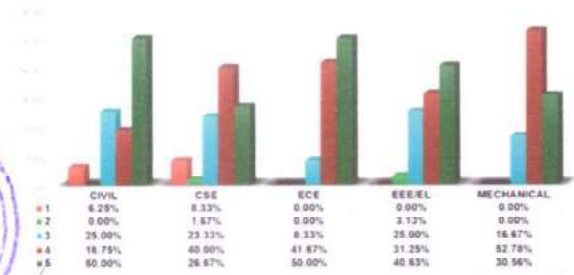
Graph 2.1.8
The Practical courses give you an effective hands-on experience



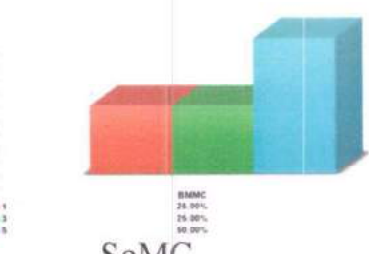
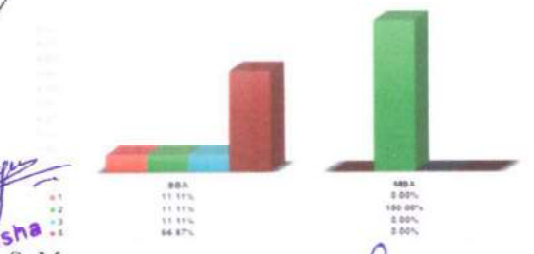
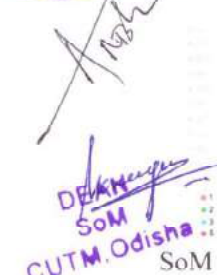
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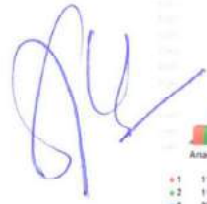
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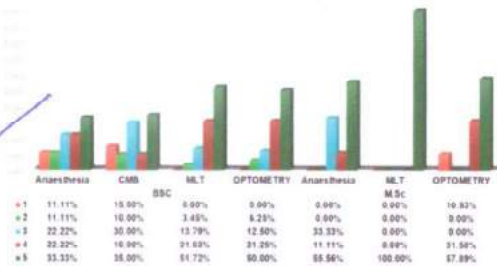
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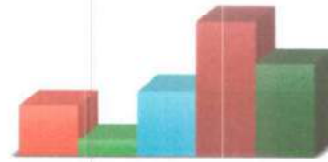


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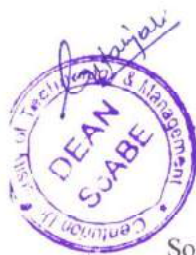
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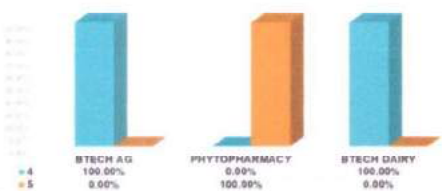
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30.00%
20.00%
10.00%
0.00%

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School of Fisheries CUTM, Odisha

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



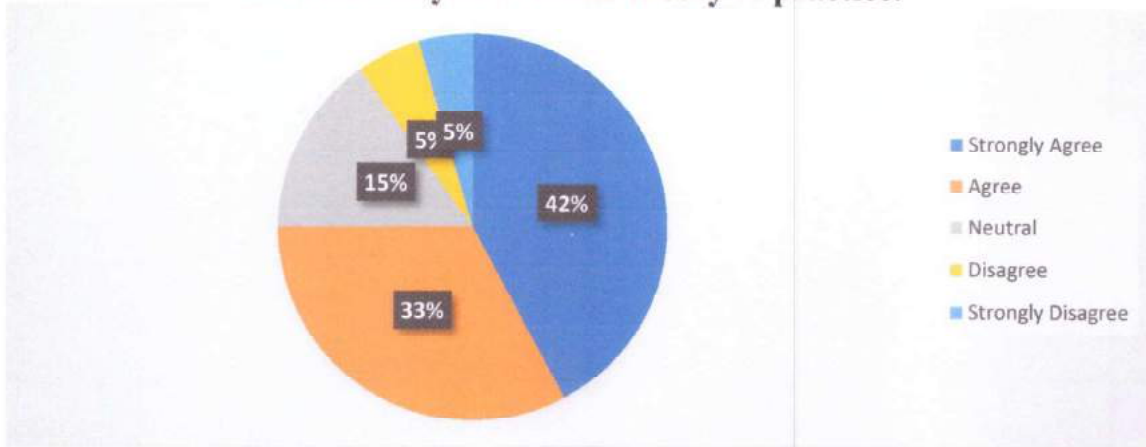
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Graph 2.1.9

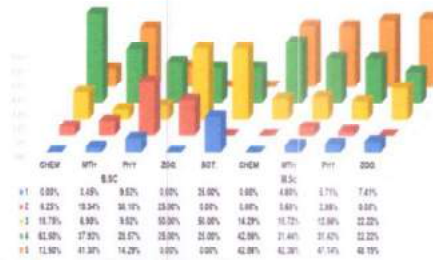
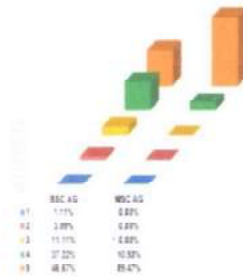
The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.



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



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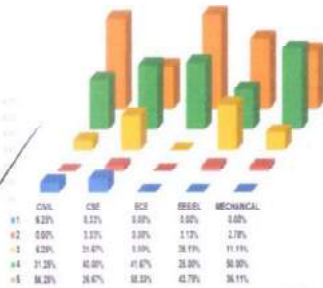


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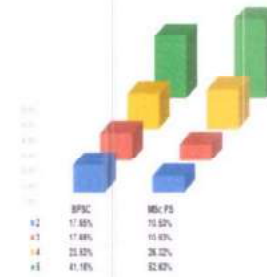
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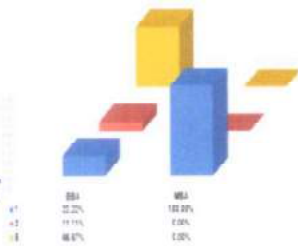


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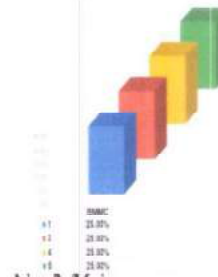


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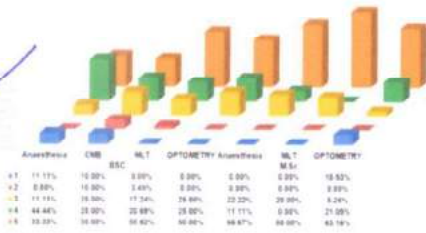
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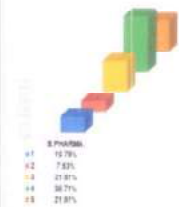
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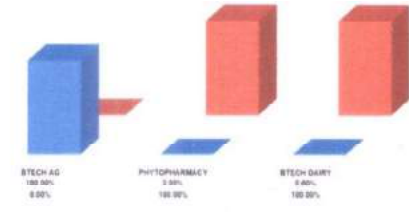


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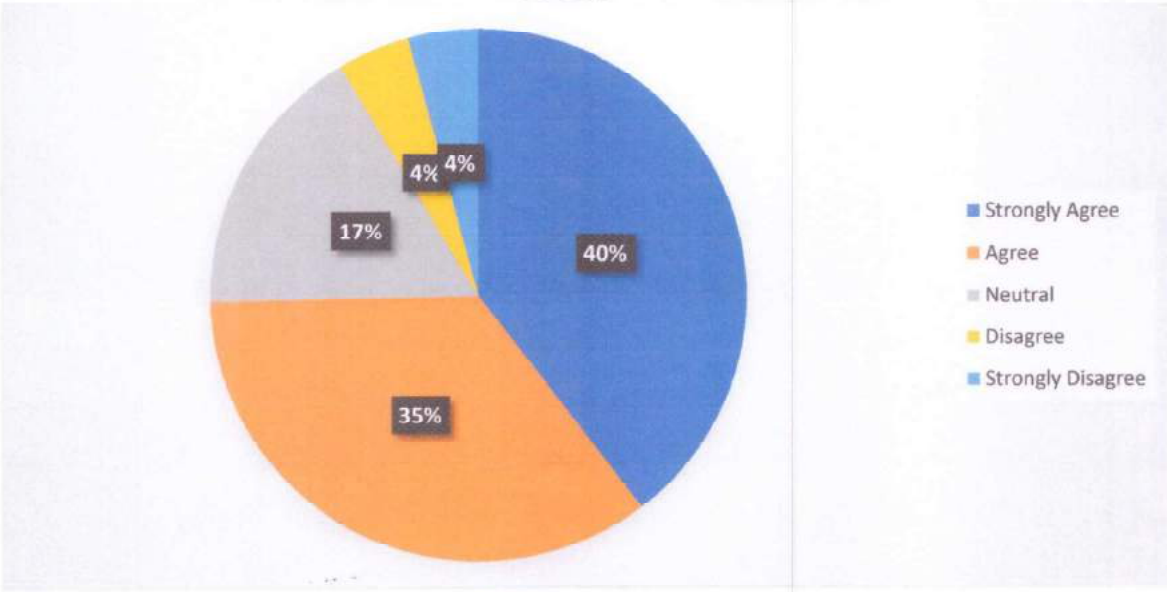


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CUTM
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The efficiency of lab experiments and academic activities was evaluated by the pupils. Academic tasks/lab experiments are beneficial in understanding the applicability of concepts, according to 74% (32% strongly agreed and 32% agreed) of respondents. 5% percent of students disagreed, whereas 5% strongly disagreed.

Graph 2.1.10
You are satisfied with the course combination you have chosen as per CBCS



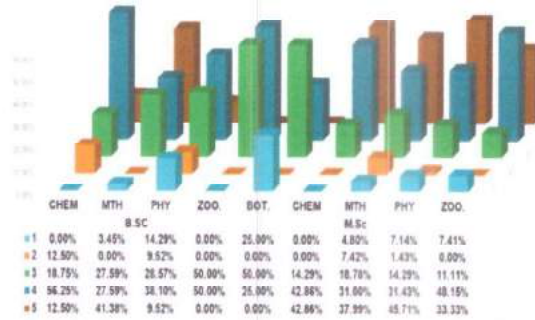
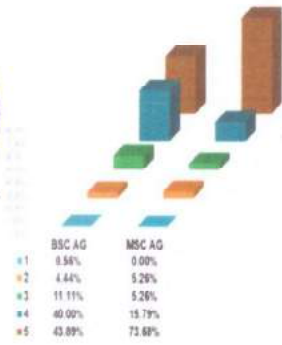
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5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



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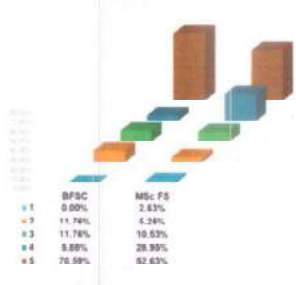
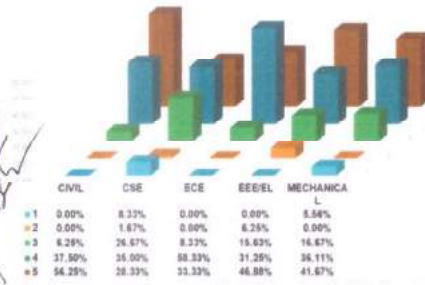


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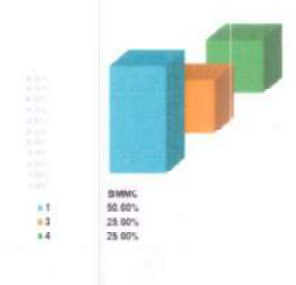
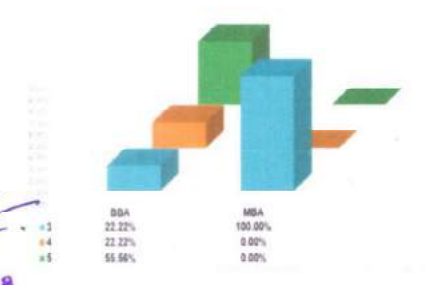


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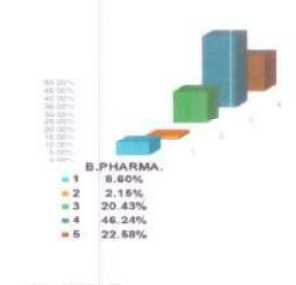
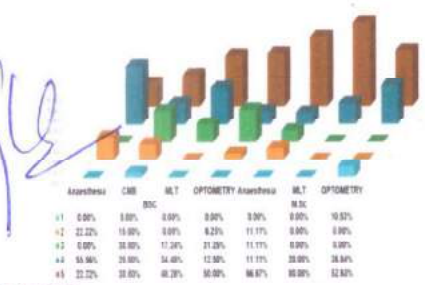


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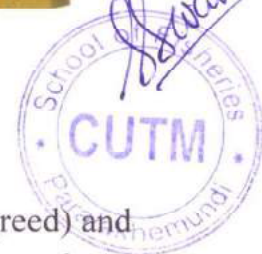
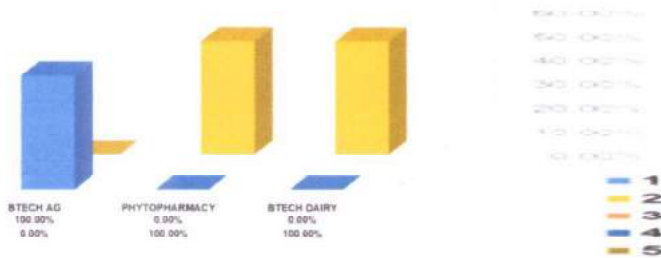
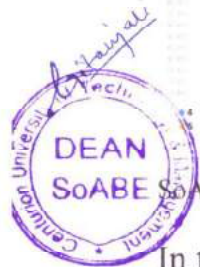


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In the survey around 40% of the students are highly satisfied (strongly agreed) and 35% agreed and around 4% of students strongly disagreed and 4%disagreed. As per Choice Based Credit System (CBCS) students choose their courses with the help and guidance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

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

- Increase the opportunities for internship for students
- Class participation should be taken care to know the learning outcome.
- More Number of case studies should be discussed in the class.
- The curriculum is up to the marks with recent job prospect which with well-defined with present context.
- Fundamental concepts should be added to strengthen students' knowledge
- The quality of books in library that matches with latest curriculum shall be made available
- Better student staff interactions

TEACHER FEEDBACK ANALYSIS

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


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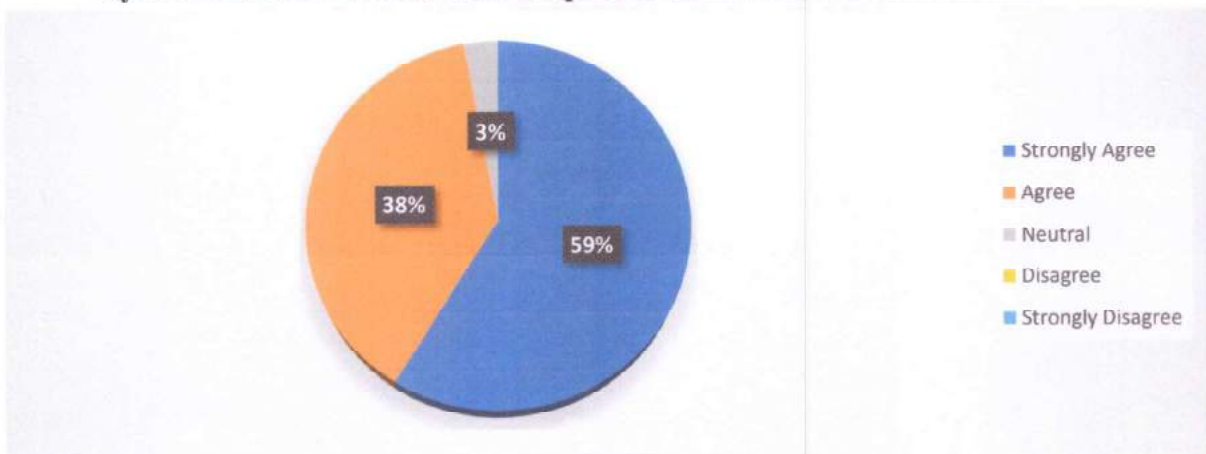
Feedback of around 34 Teachers of various courses was collected in the session 2020-2021.

Response Count

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	20	13	1	0	0
Q.2	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.	17	15	2	0	0
Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	19	13	2	0	0
Q.4	The curriculum has right mix of Theory ,Practical and Project	21	11	2	0	0
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	21	9	3	0	1

Graph 2.2.1

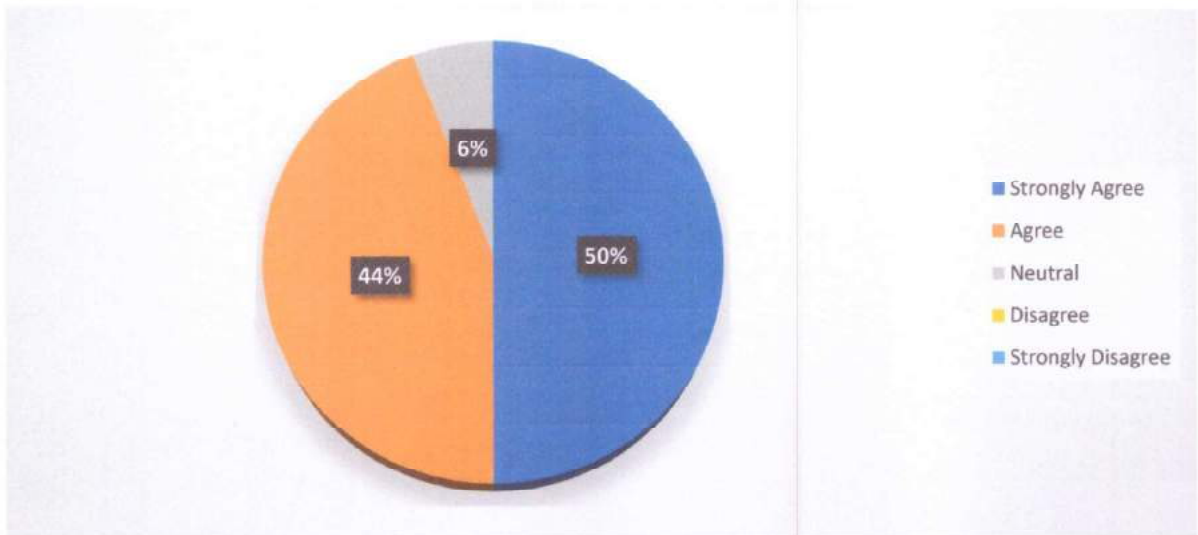
Syllabus is need based with respect to the recent advancements



Syllabus is updated on a regular basis by industry professionals and academicians, taking into account changes in industry and academic trends and technology.

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

Graph 2.2.2
Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.

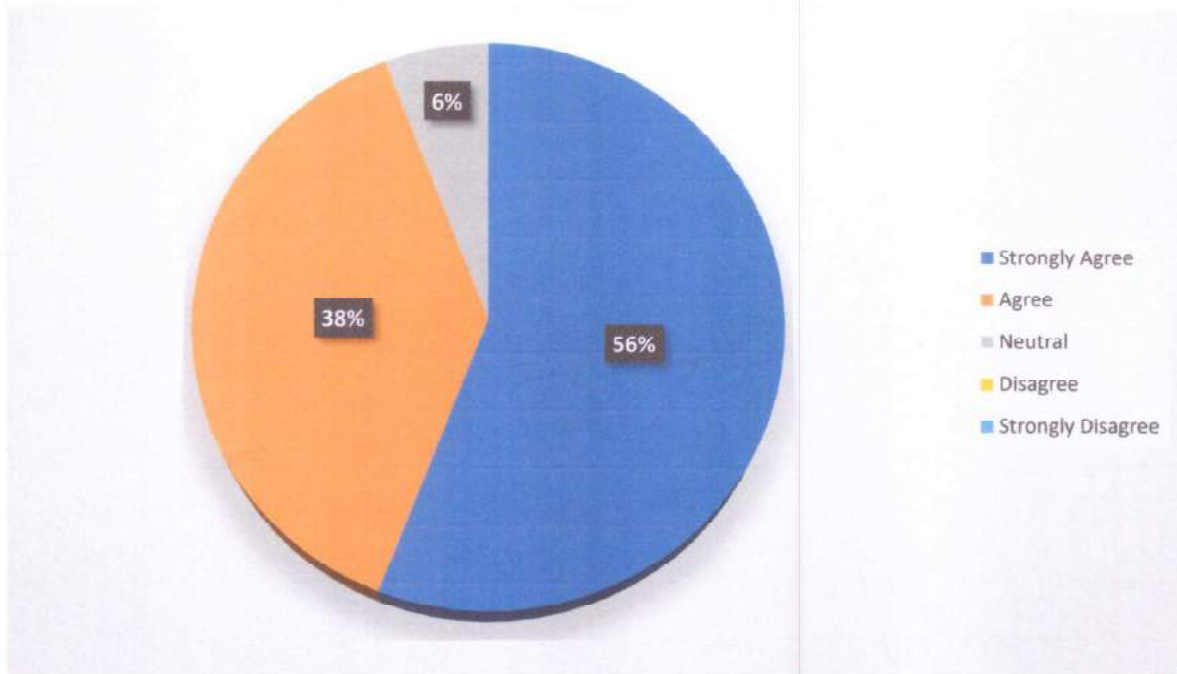


By focusing more on depth of comprehension and breadth of material coverage, the curriculum gives enough chances for students to apply and explain their learning in multiple circumstances. The percentage of respondents is depicted in the graph. Around 50 percent of Professors were extremely satisfied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


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

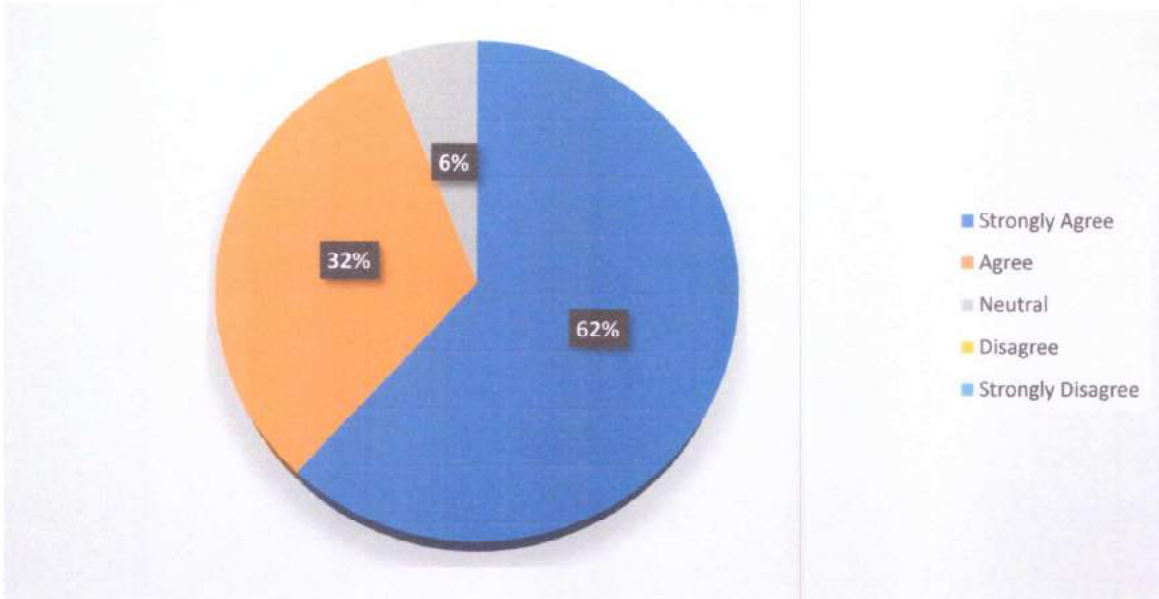


Textbooks, reference books, and CUTM Courseware Contents provide a framework for students to organise and manage their education. These are the most important sources of information regarding the topic of their course. Textbooks and reference books assist students in fully comprehending subjects and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


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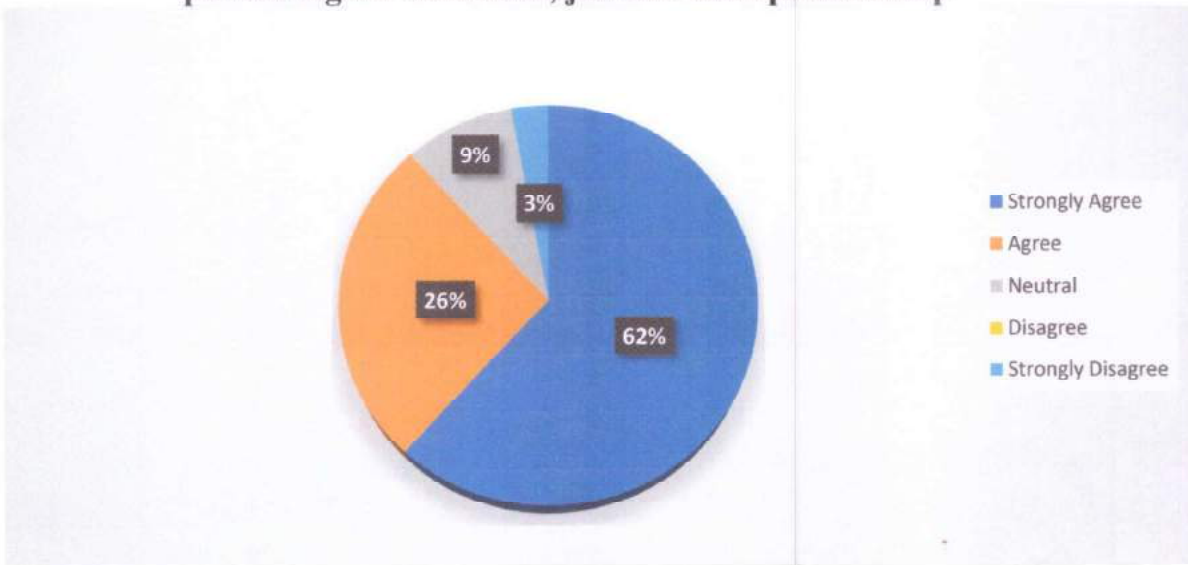

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Graph 2.2.4
The curriculum has right mix of Theory, Practical and Project



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

Graph 2.2.5
The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship



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The percentage of responders is seen in the graph above. 62 percent of teachers were strongly agreed and 26 percent were agreed with the amount of learning from academic assignments, and 3 percent strongly disagreed with the statement. Learning levels from academic tasks are assessed using a variety of activities such as worksheets, class tests, assignments, presentations, quizzes, sessions, practical, design problems, and projects, among others, providing an ideal platform for developing knowledge and skills in preparation for higher education, employment, and entrepreneurship.

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

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


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ALUMNI FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

In the session 2020-2021, University collected and analyzed the feedback from 91 alumni of various courses. Valuable suggestions made by the alumni are put forward before the Board of Studies for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

Response Count

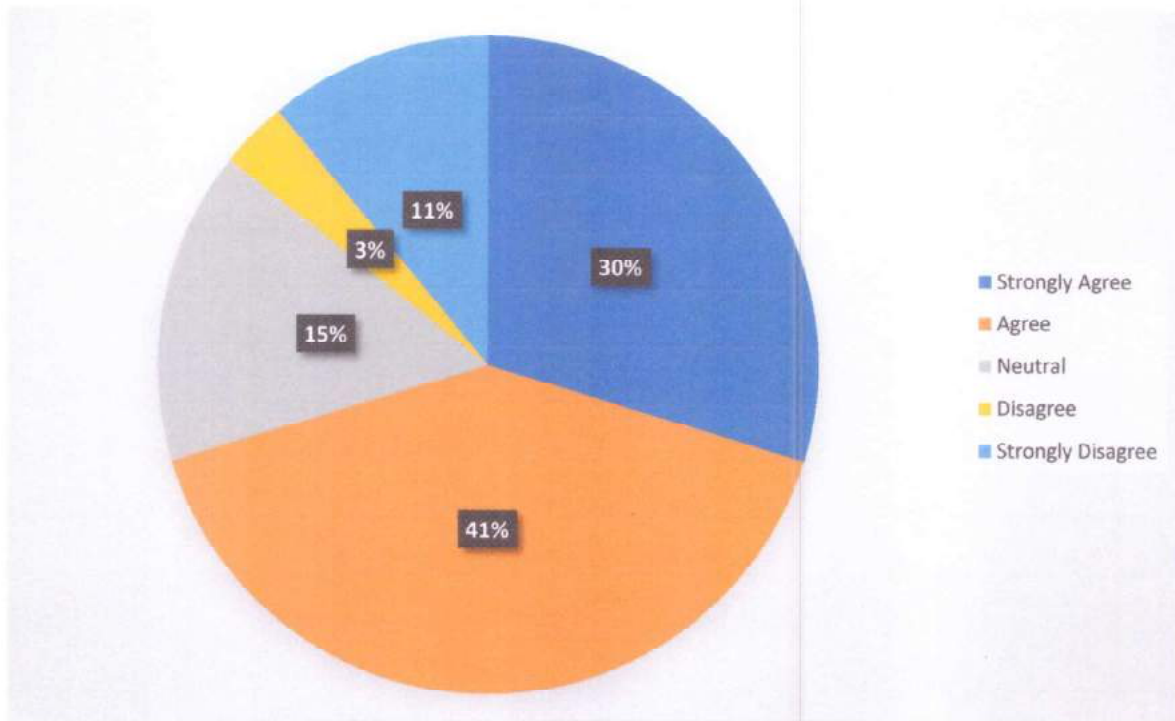
Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	27	37	14	3	10
Q.2	Does the curriculum have the ability to find solutions to real life/ practical problems in industry through the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

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Dr. P. S. Das
Dean - Academic
Centurion University of Technology & Management
Bhubaneswar, Khurda, Odisha-752050

Q.7	Overall satisfaction for the current program in meeting its educational objectives.	30	34	13	7	6
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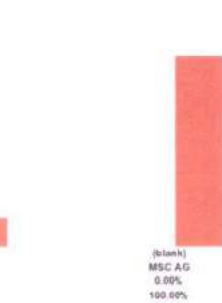
Graph 2.3.1
The current syllabus is adequately updated from the one followed during your course of study.



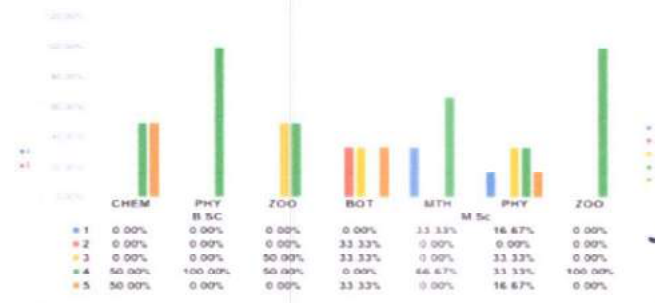
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



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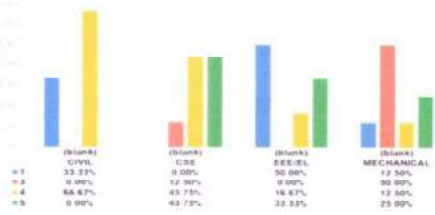


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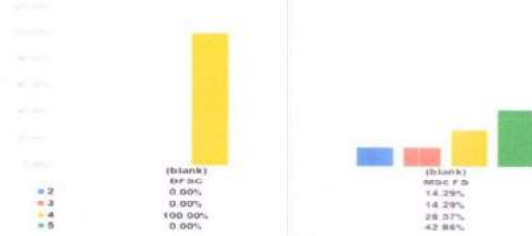


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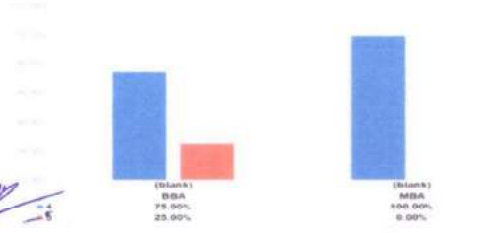
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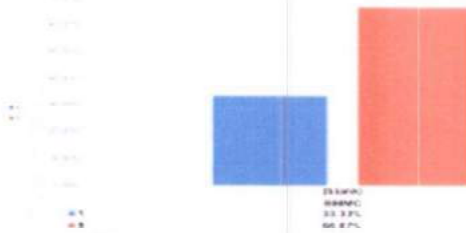
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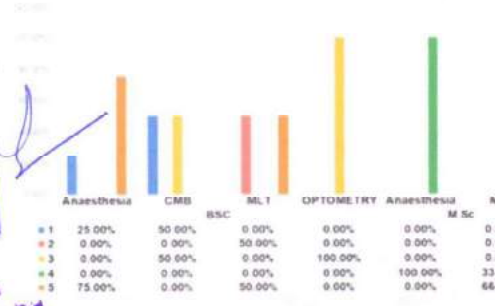
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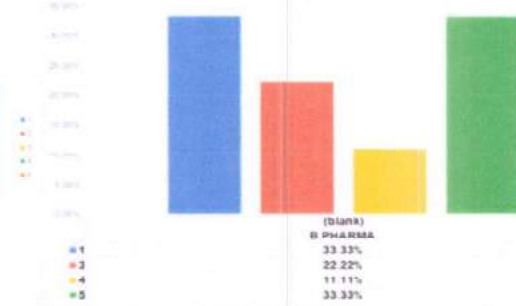
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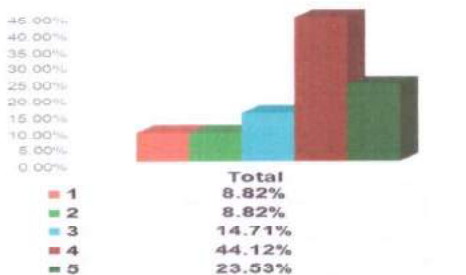


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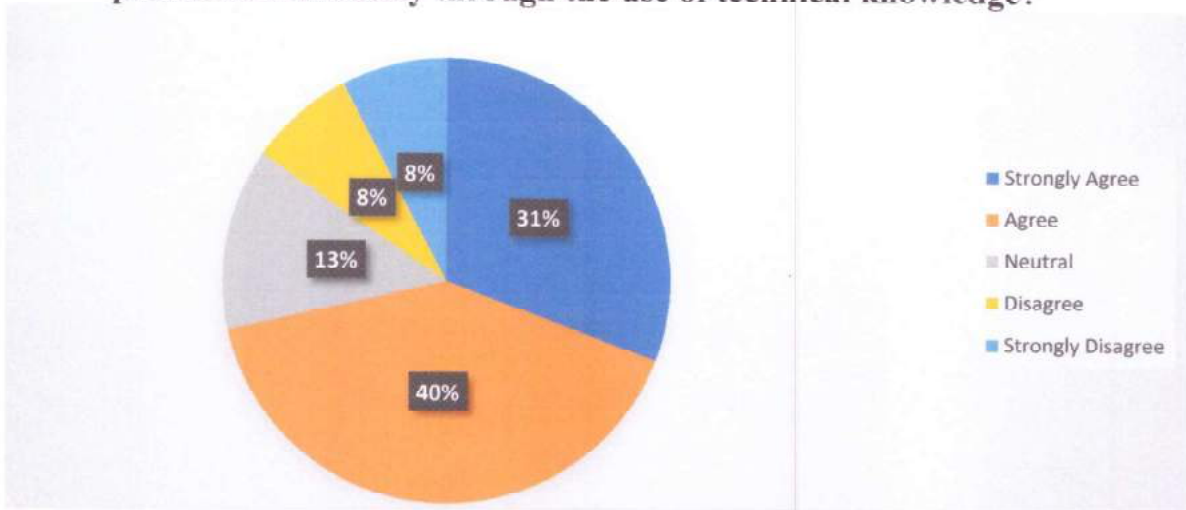
Syllabus is revised on a regular basis to reflect evolving industry and academic trends and technologies, with significant input from industry experts, academicians, and employers. 30% of alumni are strongly agreed and 41% agreed with the courses being offered while 11% alumni expressed strong disagreement and 3% disagreement.

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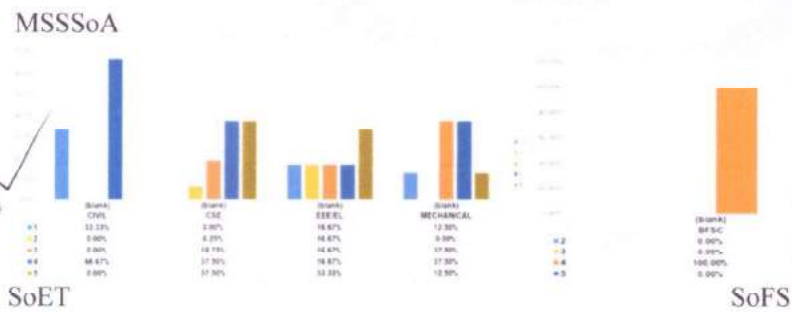
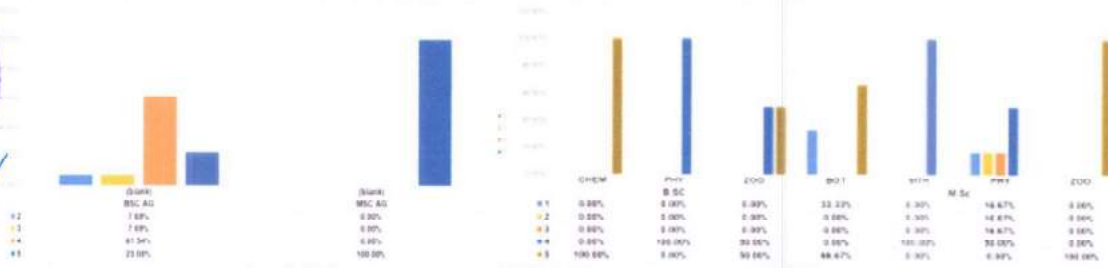
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Graph 2.3.2

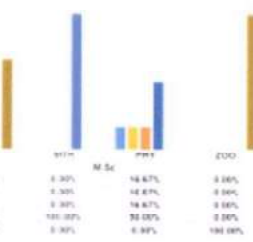
Does the curriculum have the ability to find solutions to real life/ practical problems in industry through the use of technical knowledge?



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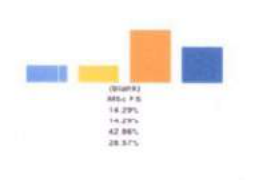


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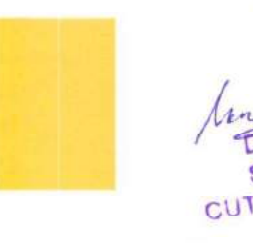


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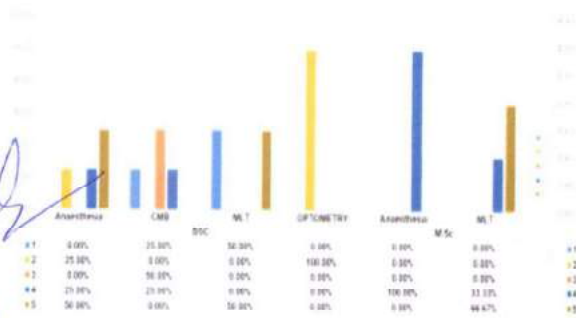
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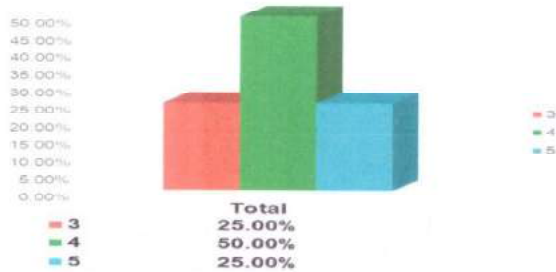
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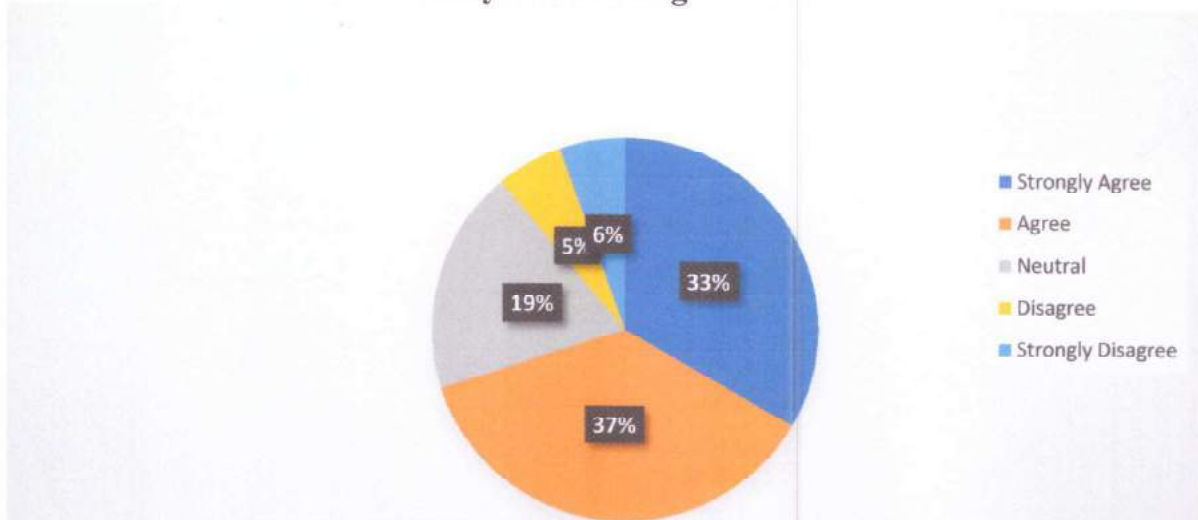
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29 percent of alumni have strongly agreed and 40 percent that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems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

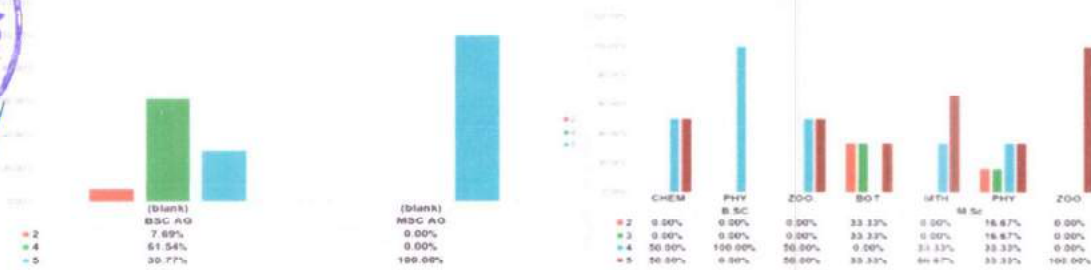
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Graph 2.3.3
Does the curriculum have reasonably practical and laboratory skills for analysis and design?



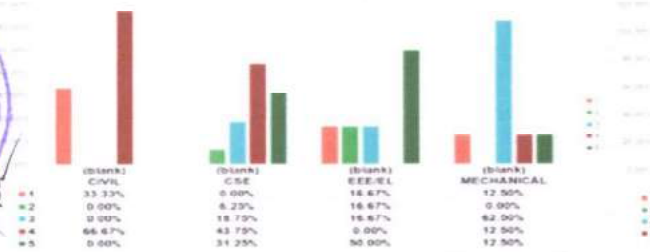
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



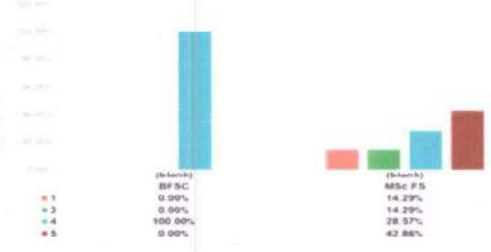
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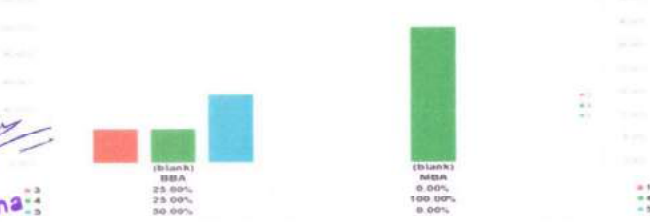
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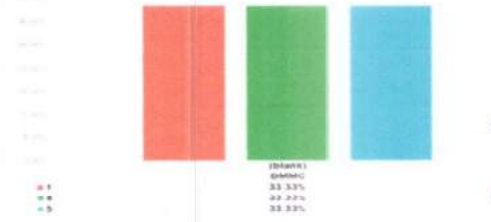
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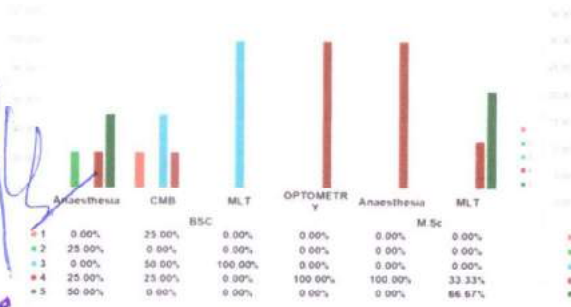
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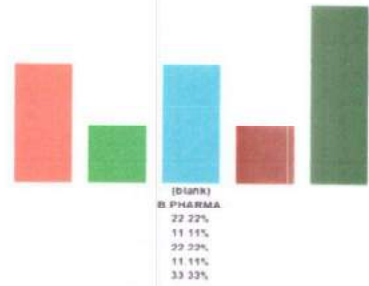
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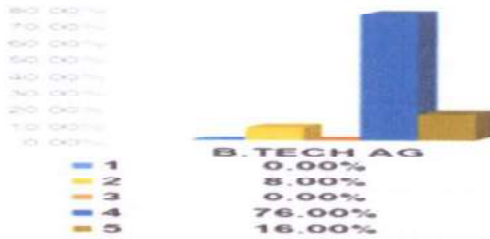


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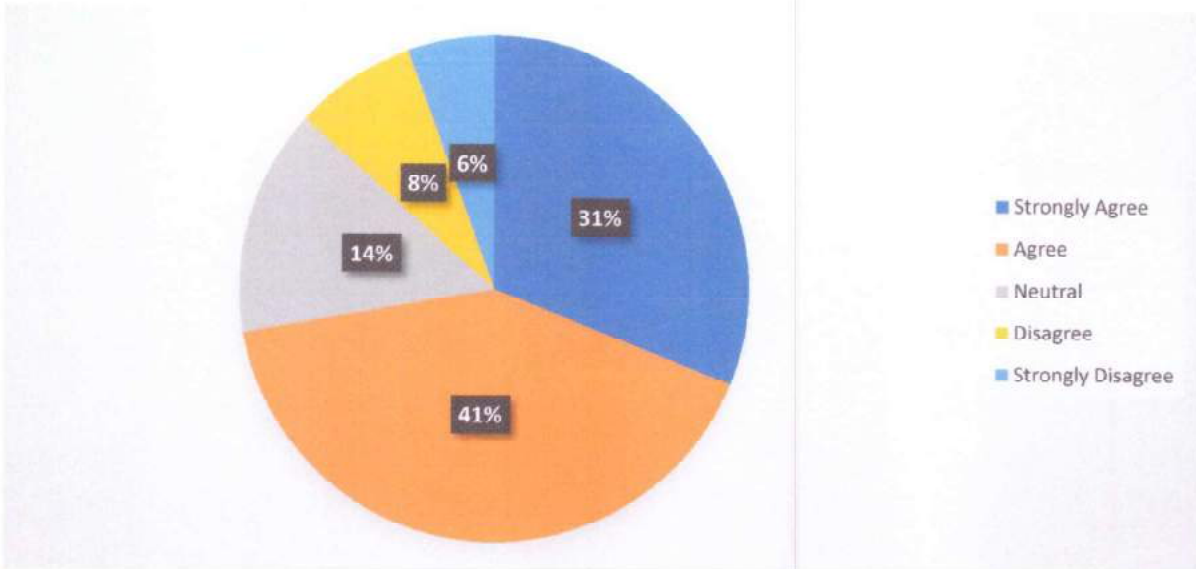
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As per this analysis, it was found that 33% of alumni strongly agreed and 37% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found a small strength of 11% just showed complete disagreement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

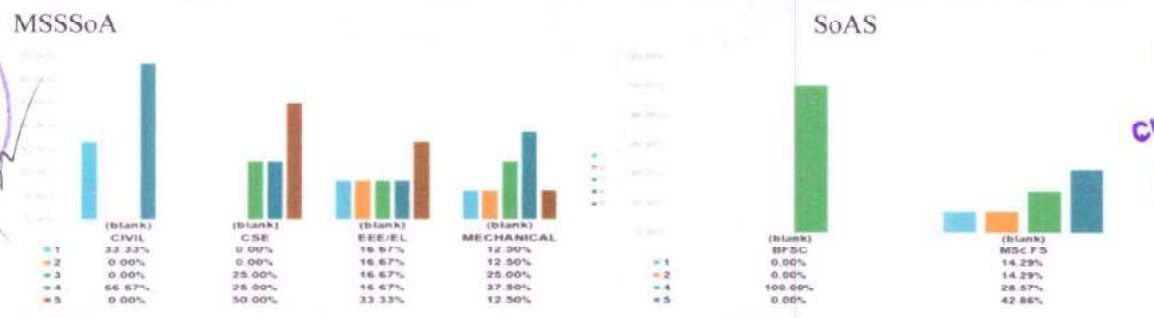
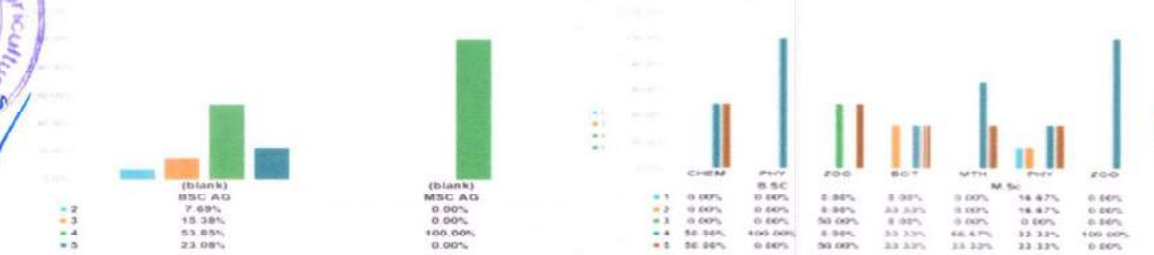
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Graph 2.3.4
How do you rate the curriculum with respect to professional ethics and behavior?



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



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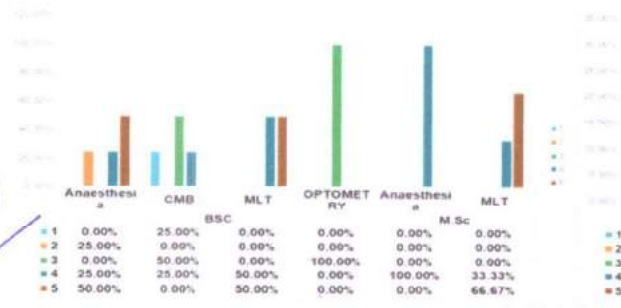
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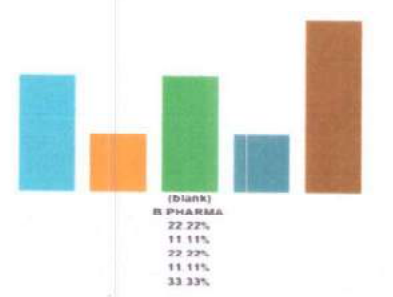
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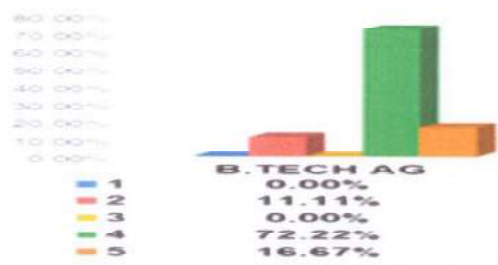
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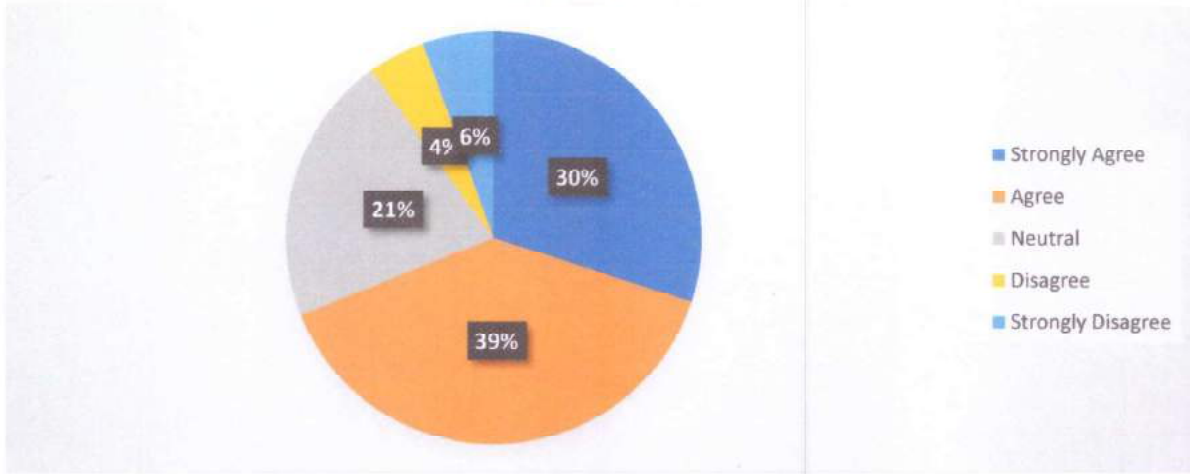
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Curriculum includes not only theoretical knowledge, but is also aimed to instil professional and behavioural ethics in students, making them presentable and fit for the outside world. Around 31% of alumni are strongly agreed and 41% agreed with the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

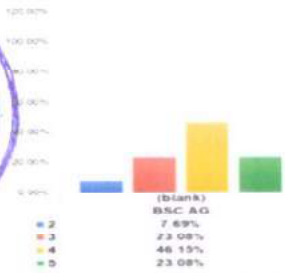
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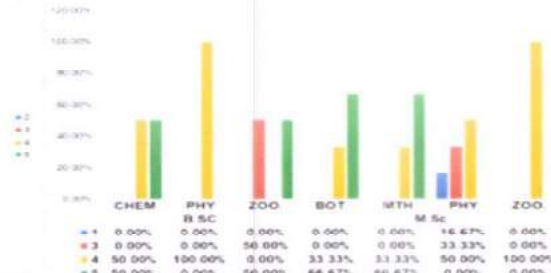
Graph 2.3.5
How do you rate the curriculum in written and oral communication abilities?



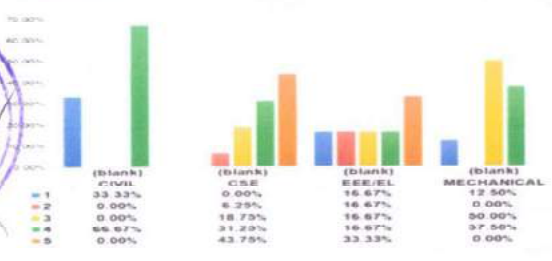
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



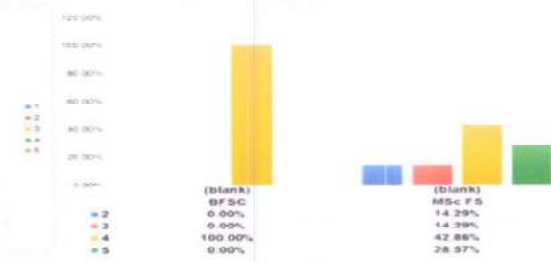
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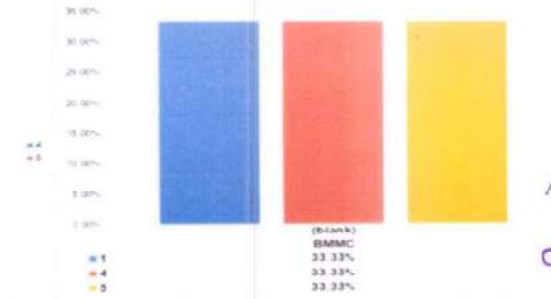
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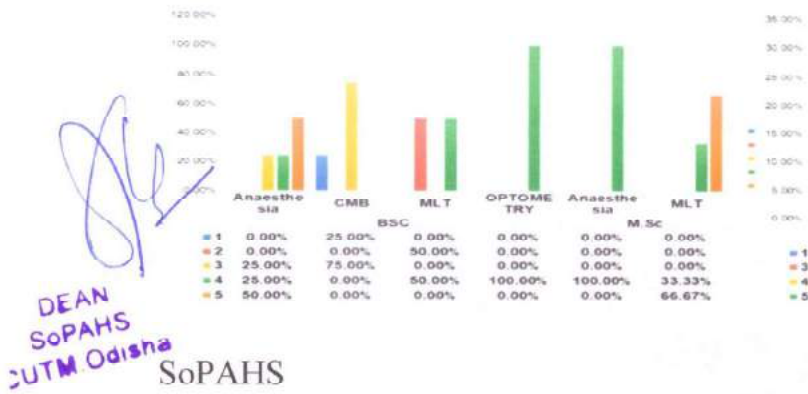


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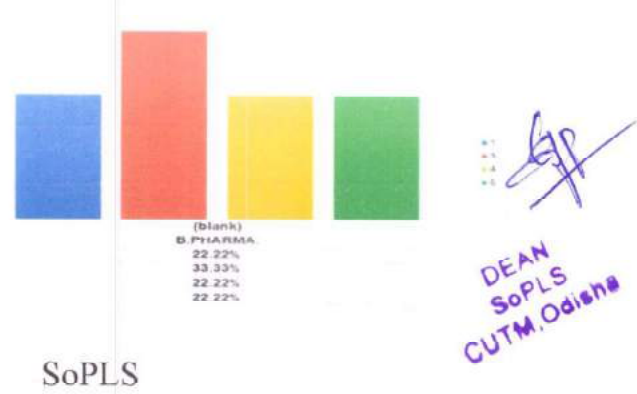
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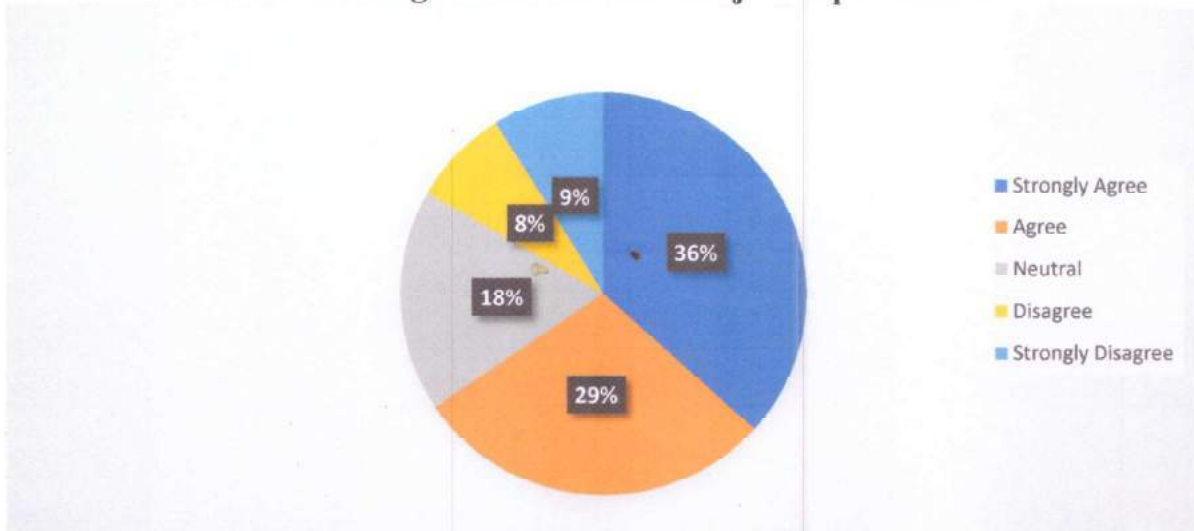
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Around 30% of alumni were strongly agreed and 39% agreed with the level Professional Enhancement/Communication skills input in the curriculum, and nearly 10% (6% strongly disagree and 4% disagree) showed disagreement with the above-mentioned statement.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

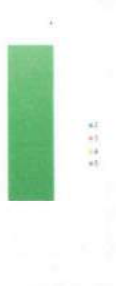
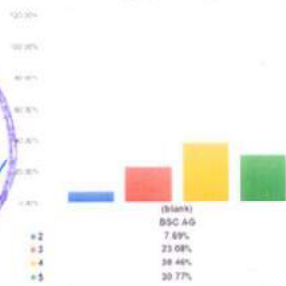
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Graph 2.3.6
Does the curriculum have ability and will to engage in a process of continuous learning to meet the current job requirements?

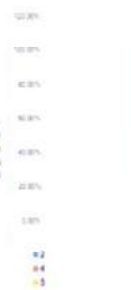
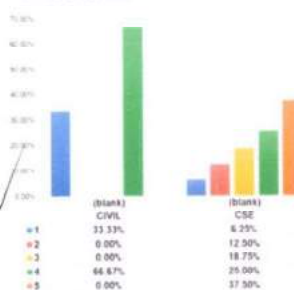


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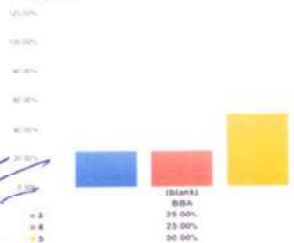
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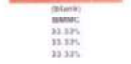
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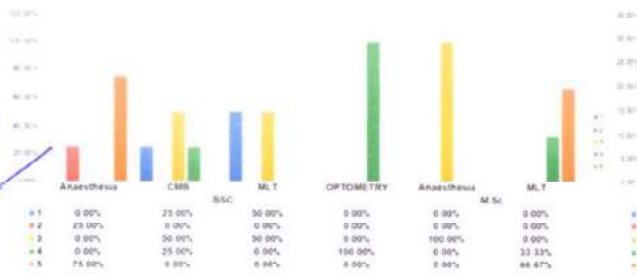


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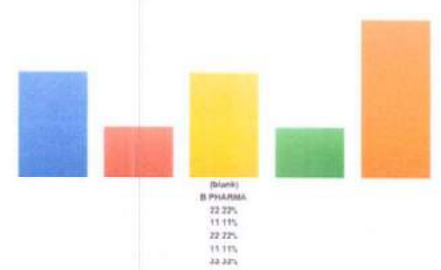
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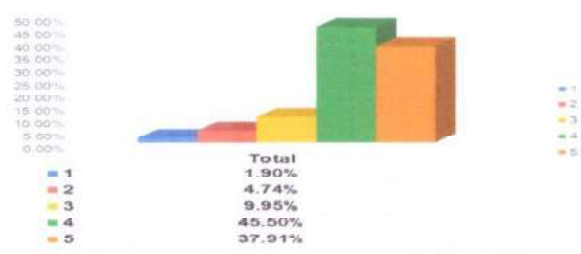


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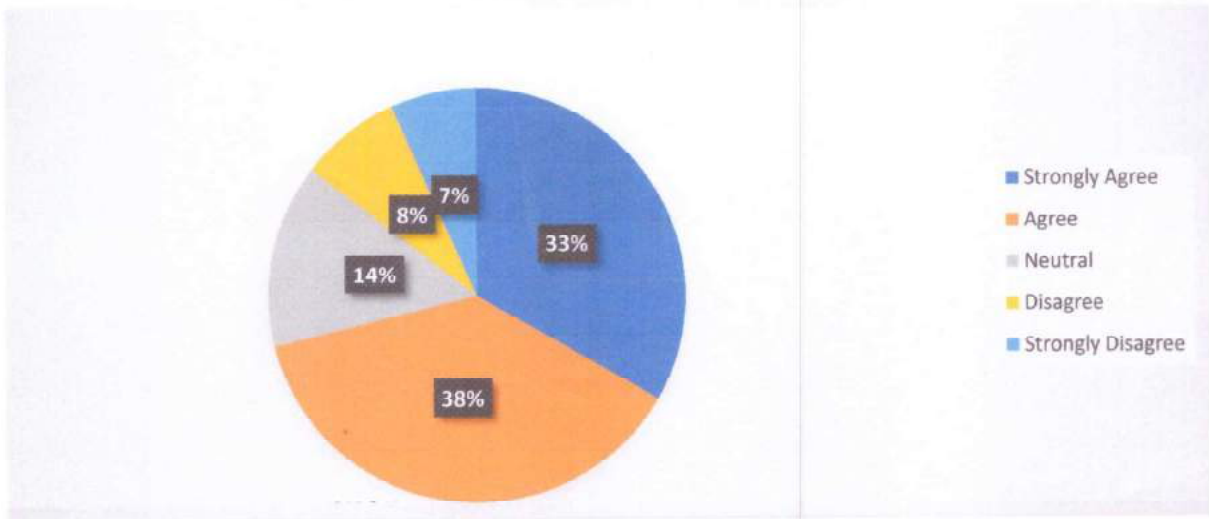


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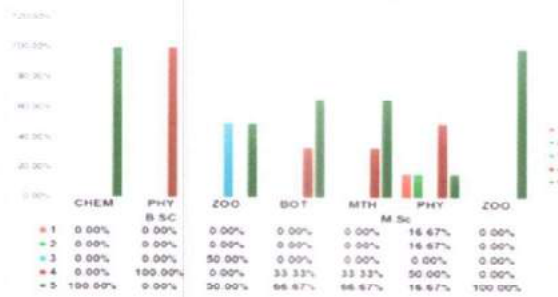
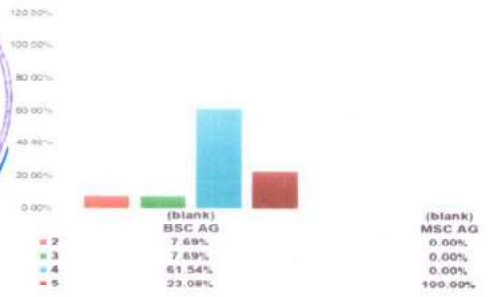
As per this analysis, it was found that 36 % of alumni strongly agreed and 29% agreed with this context. It was found that a strength of 17 %(9% strongly disagreed and 8% disagreed) alumni showed complete dissatisfaction. Various communication skills and personality development courses are taught in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

Graph 2.3.7
Overall satisfaction for the current program in meeting its educational objectives.



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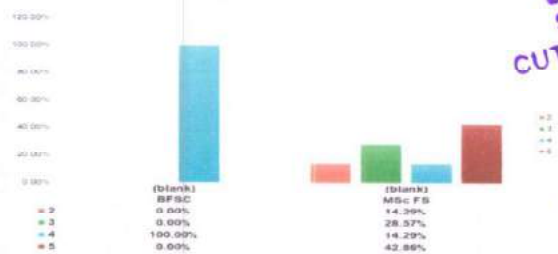
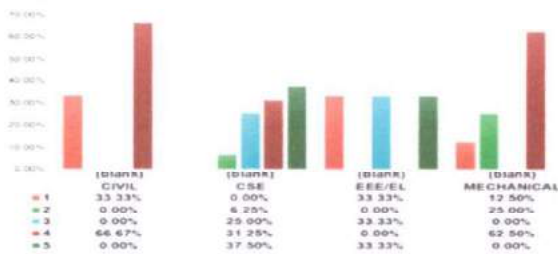
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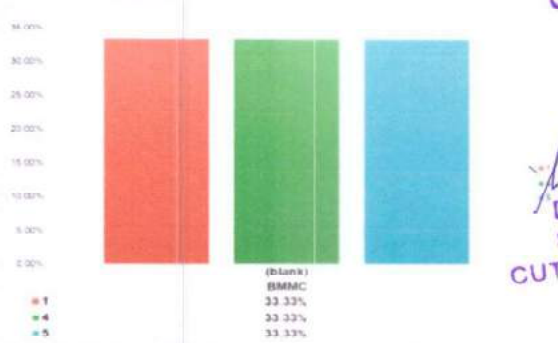
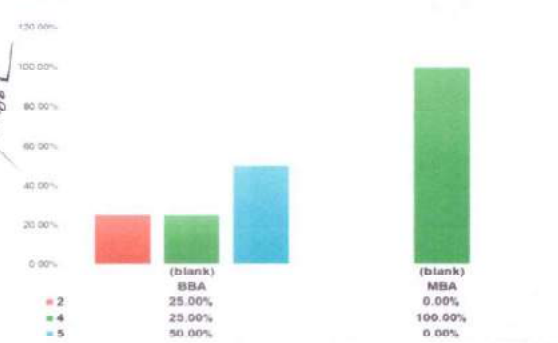


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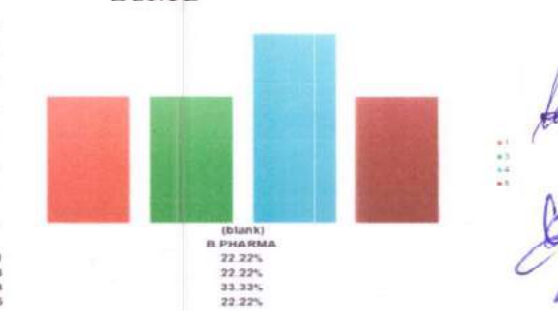
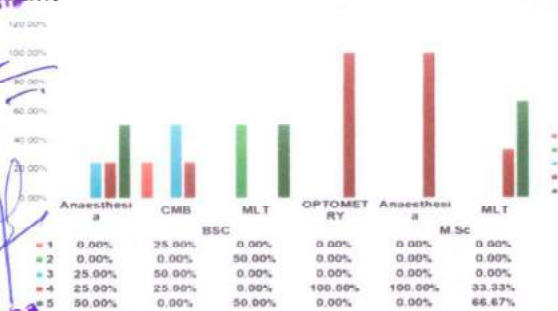


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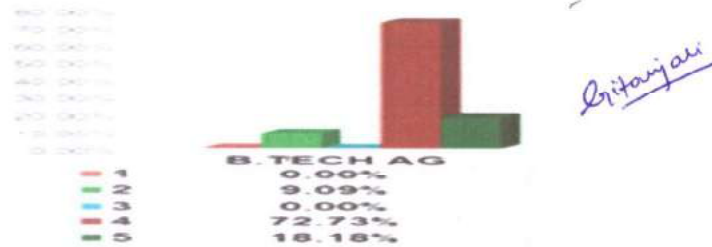
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The analysis depicts that more than 71% of alumni were satisfied (33% strongly agreed and 38% agreed) with recent curriculum with respect to educational objectives. Around 15 % were not agreed. When asked about their overall satisfaction with educational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

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

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

EMPLOYERS FEEDBACK ANALYSIS

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

Prityanjali
CO-ORDINATOR, IOAC
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Bhubaneswar, Khurda. Odisha-752050

Response Count

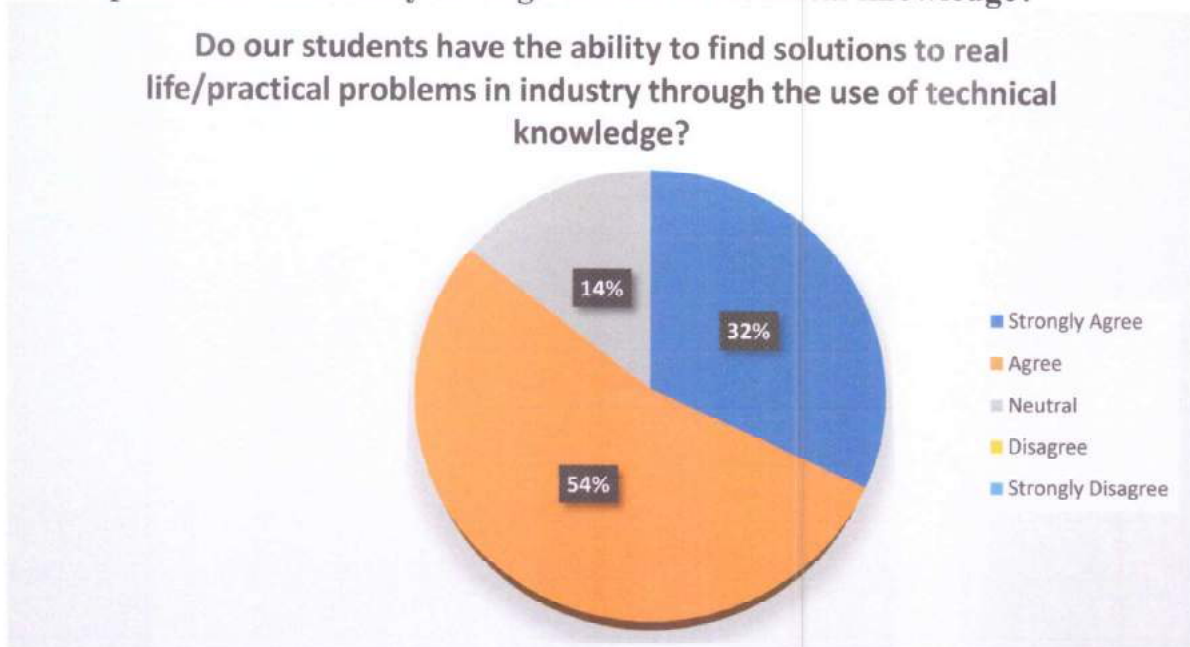
Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	9	15	4	0	0
Q.2	Do our students have reasonable knowledge and hands on skills for analysis and design?	7	16	4	0	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	10	14	3	1	0
Q.4	How do you rate our students in written and oral communication abilities?	6	18	3	1	0
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	11	15	1	0	1
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	9	15	3	1	0

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Graph 2.4.1

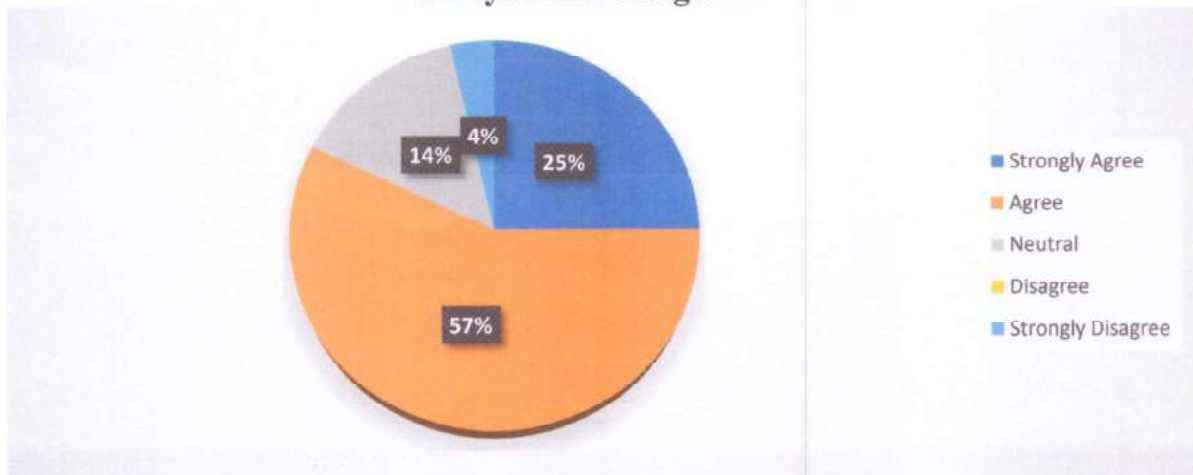
Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



The chart explains the percentage of respondents. Around 32% employers strongly agreed and 54% employers agreed with the ability of our students to find solutions of the real-life problems, 14% of them remained neutral. According to the feedback research, a big percentage of employers are satisfied with the course content being taught because the syllabus is modified on a regular basis to reflect current technology advances.

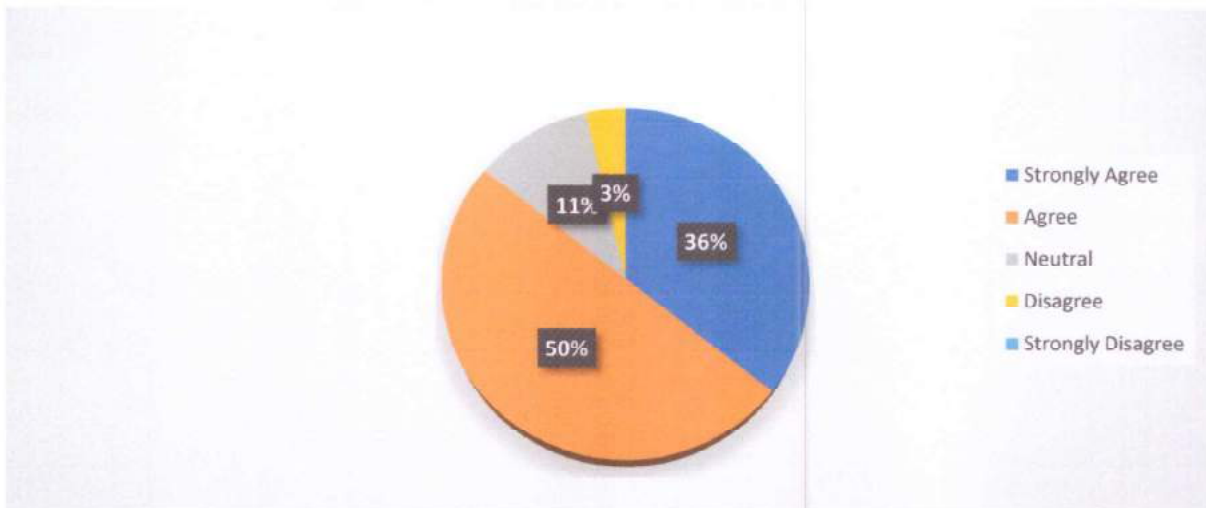
Graph 2.4.2

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



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

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

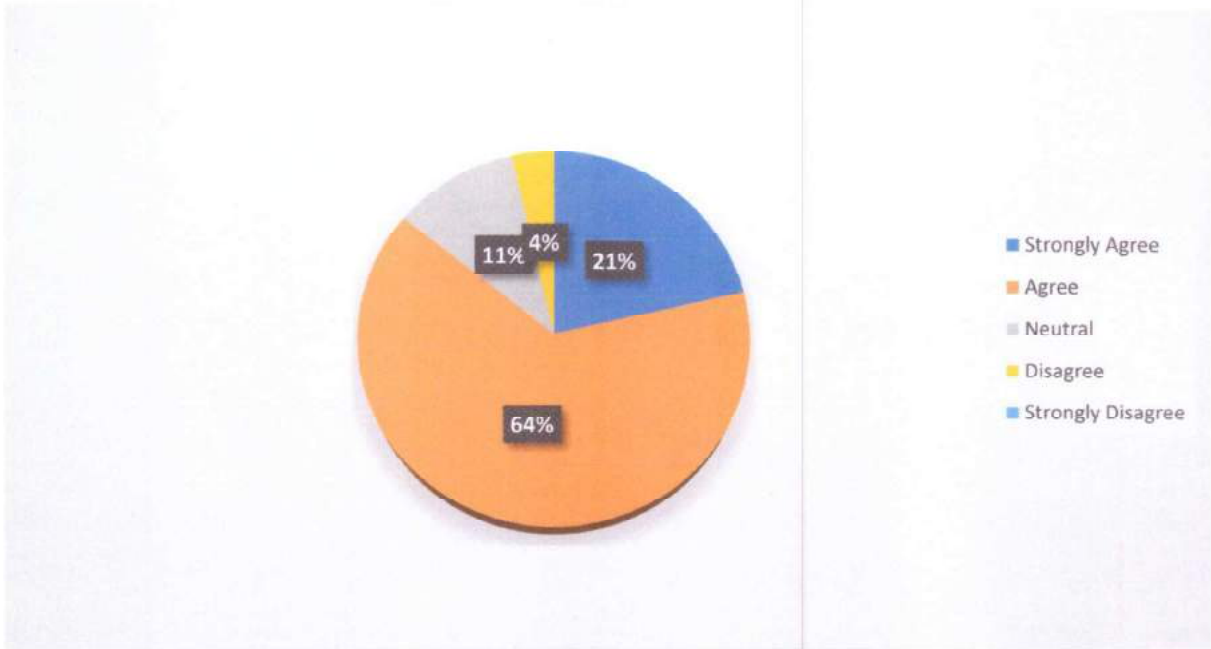


The curriculum is aimed to instill professional and behavioural standards in students, preparing them to be presentable and industry ready. Students are taught moral principles and ethics in addition to topic knowledge in order to become responsible citizens. This can be easily seen through the chart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

Graph 4.4.4
How do you rate our students in written and oral communication abilities?


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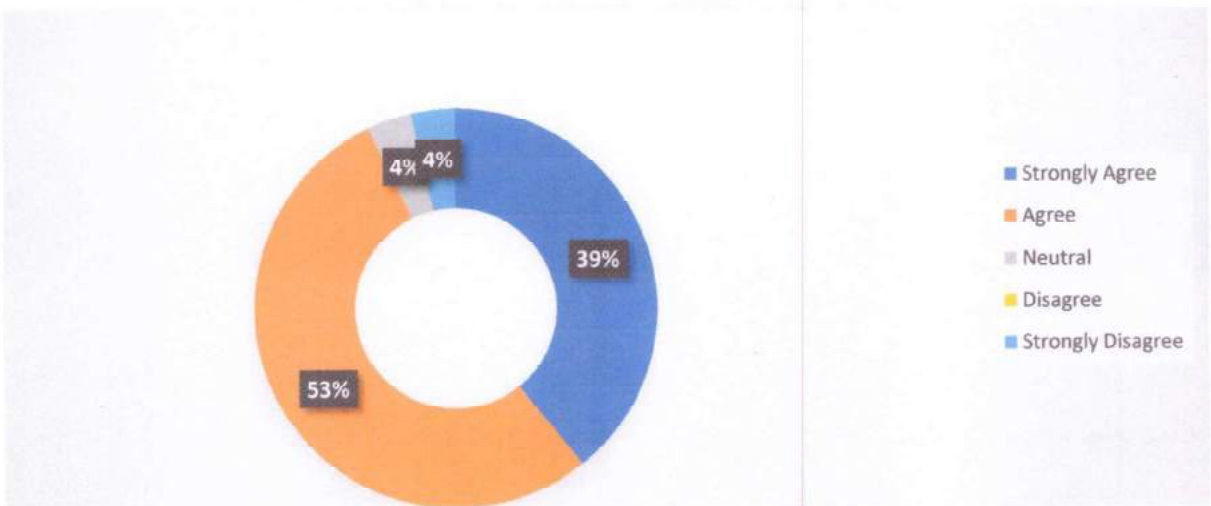

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A very few 4% feel disagreed with Professional enhancement/Communication skills capabilities of our students however more than 21% of them strongly agreed and 64% agreed. Mentors, trainers, and career coordinators assist students in becoming technically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

Graph 4.4.5

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

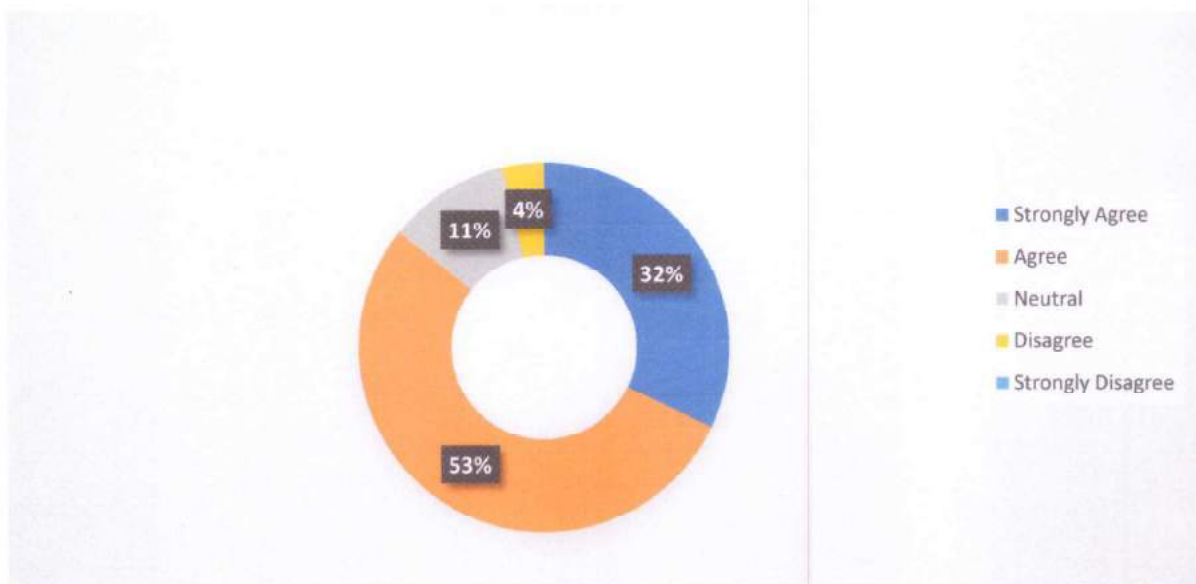


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As the chart shows that our students are very willing to learn the job requirements, 39% of our employers strongly agreed and 53% agreed whereas 4% of them showed disagreement in this regard. Faculty, mentors, and trainers guide and urge students to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

Graph 2.4.6
How do you rate professional capabilities of our students with respect to students from other institutions?




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

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

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


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ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2020-2021

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

SCHOOL OF ENGINEERING AND TECHNOLOGY

Mechanical Engineering

Recommendations: Industry aligned courses should be included in the syllabus

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

Electrical and Electronics Engineering

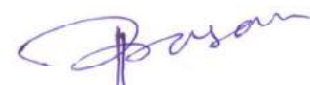
Recommendations: 132 KV Substation Design should be included in the Syllabus.

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

Electronics and Communication Engineering

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


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

Recommendations: Isotropic Antenna should be there in syllabus.

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

Civil Engineering

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

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

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

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

School of Agricultural Bioengineering

Agricultural Engineering

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

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

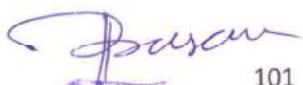
Phytopharmacy

Recommendations: NMR should be added in the syllabus

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

Dairy Technology


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

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

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

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

School of Management

Bachelor of Business Administration

Recommendations: Statistics for Business is very vast.

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

B.A,Media

Recommendations: Emphasis should be given on Business Communication

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

M.A,Media

Recommendations: Include Media and Governance in the syllabus

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

M.S. Swaminathan School of Agriculture

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

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

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

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

School of Fisheries

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

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

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

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

School of Applied Science

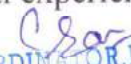
Mathematics

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

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

Botany

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


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

ZOOLOGY

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

Action Taken: Taxonomical aspects, Fresh water Aquaculture and Fish processing units included in the syllabus of M.Sc. Program. Department is working on preparation of contents which would be uploaded in Courseware.

Physics

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

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

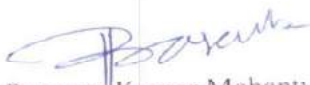
Conclusion

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

Board of Studies Conducted on : 11th July 2020.

Date of Compilation: 3rd Aug 2020


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

ACADEMIC YEAR 2019-2020

STUDENT FEEDBACK ANALYSIS

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

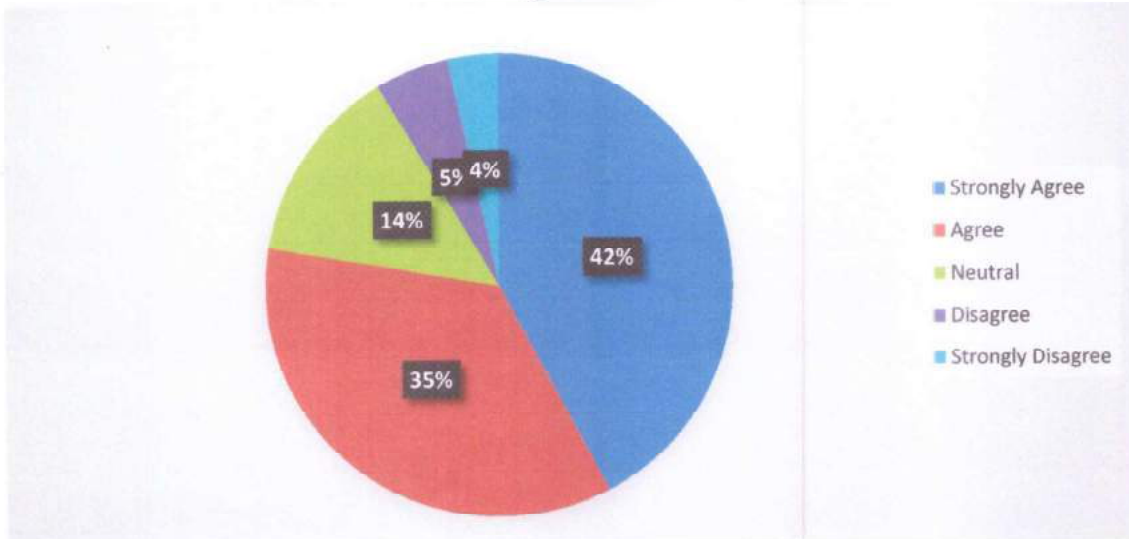
Feedback of around 996 students of various courses was collected in the session 2019-2020.

RESPONSE COUNT

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The courses that you have studied match with the expected course learning outcomes.	421	352	137	51	35
Q.2	The curriculum has right mix of theory , practical and project	467	352	94	44	39
Q.3	Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others	426	350	124	52	44
Q.4	The syllabus and pedagogy generated interest in course.	409	355	136	47	49
Q.5	The content of courses is able to increase your knowledge and skills to pursue higher education	447	330	127	60	32
Q.6	Curriculum equipped you with necessary	396	375	126	56	43

	technical skills required by the industry					
Q.7	The domain courses offered are in consonance with the technological advancements.	430	369	103	52	42
Q.8	The Practical courses give you an effective hands-on experience.	417	356	128	44	51
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	446	340	129	43	38
Q.10	You are satisfied with the course combination you have chosen as per CBCS	420	375	127	39	35

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



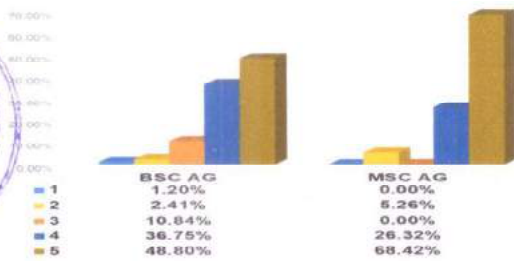
5- Strongly Agree. 4- Agree. 3- Neutral. 2- Disagree. 1- Strongly Disagree

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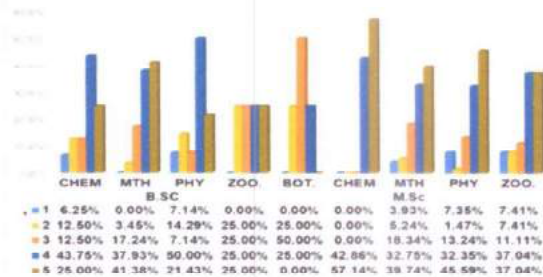
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CENTURION UNIVERSITY

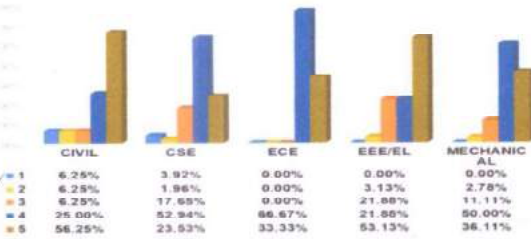


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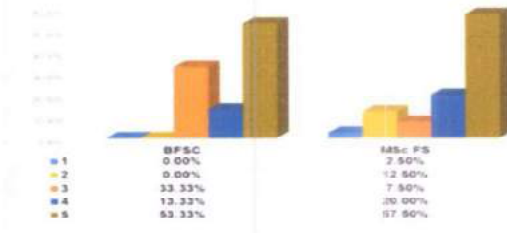
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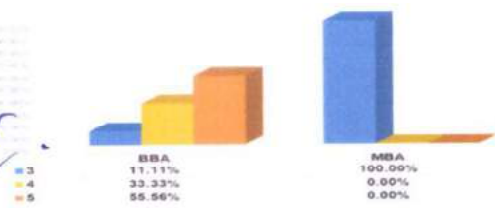
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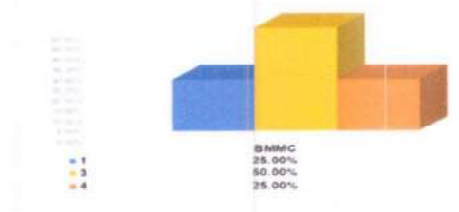


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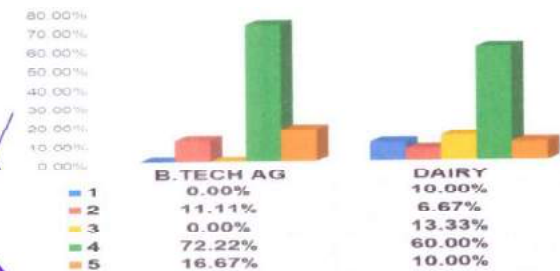
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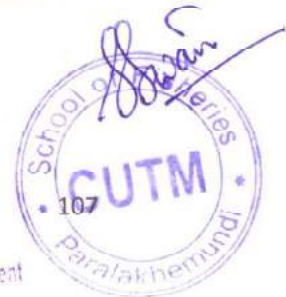
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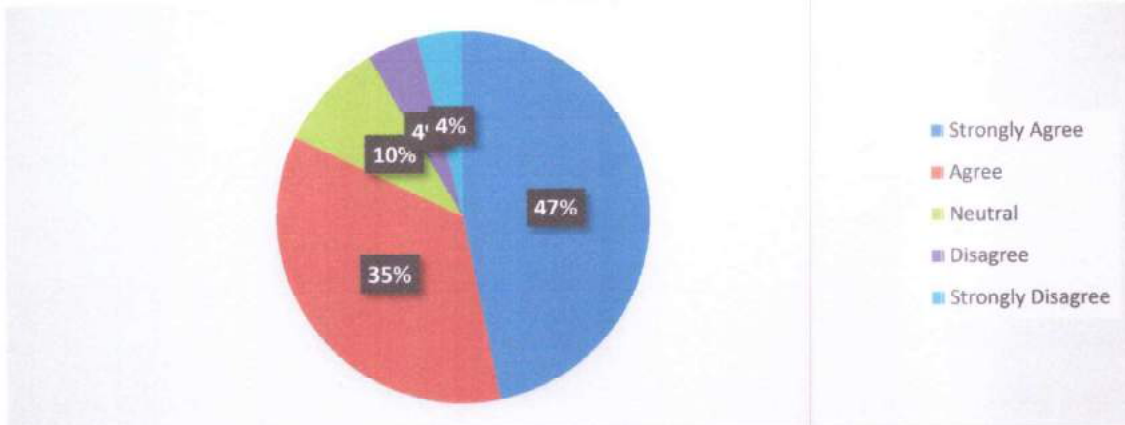
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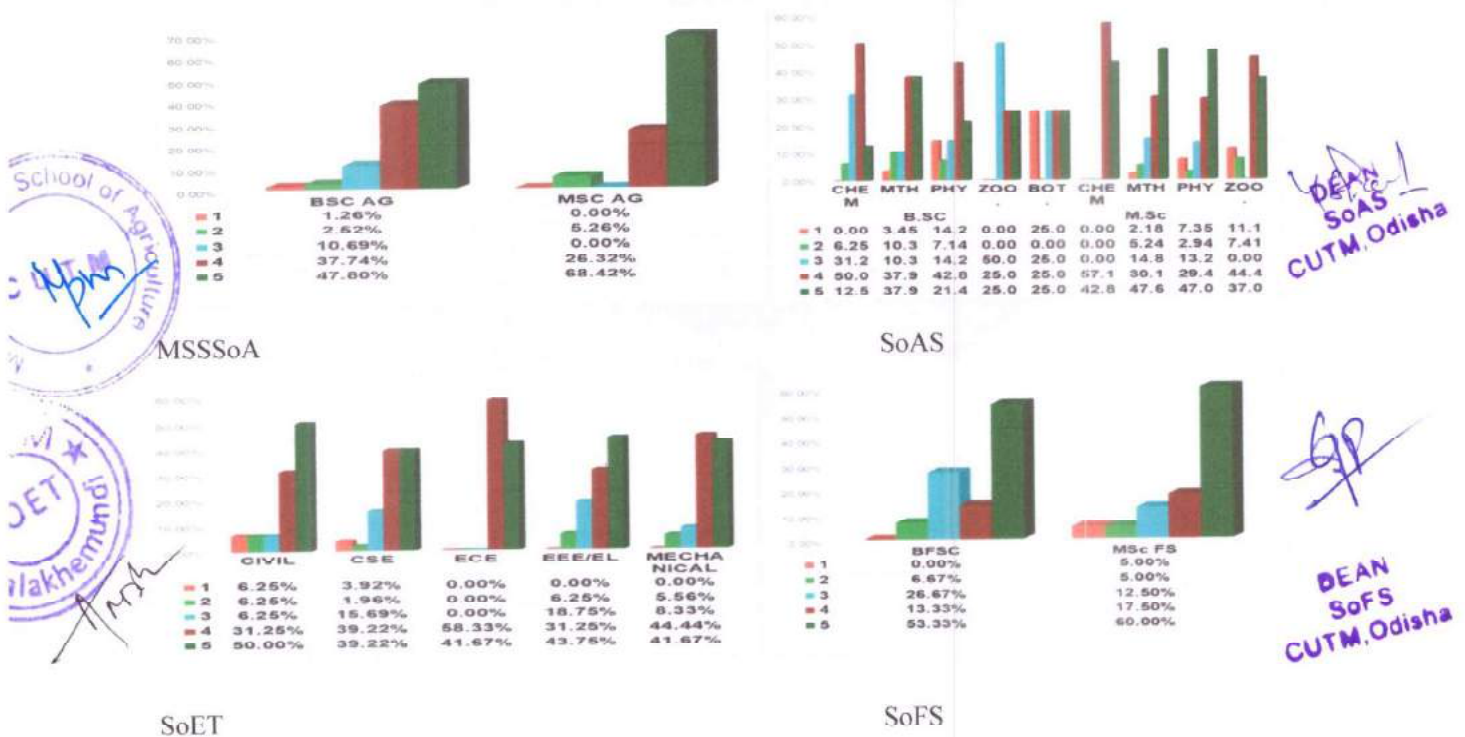


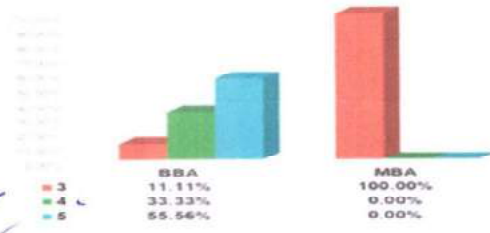
Around 42% of students “strongly agree” and 35 % “agree” that the courses are matching with the expected outcomes while 4% of students “strongly disagree” and 5% “disagree”. University is always striving to match the course outcomes with courses so that students would use their competency in their workplace.

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

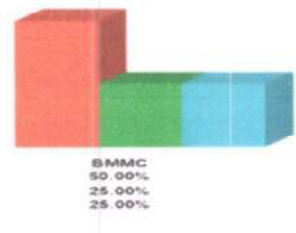


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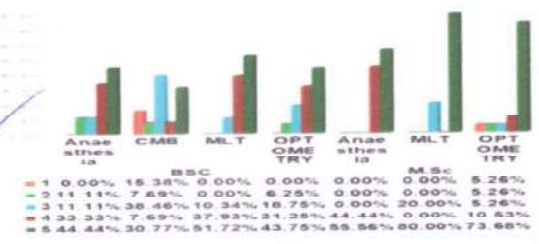




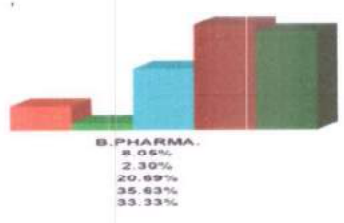
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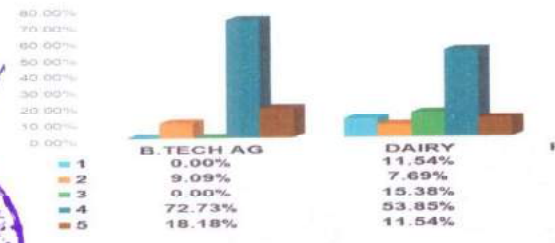
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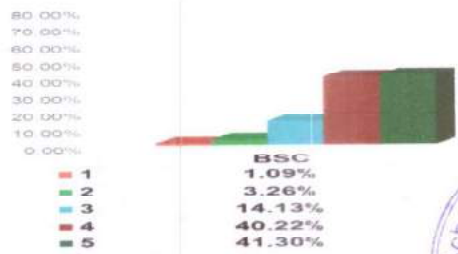
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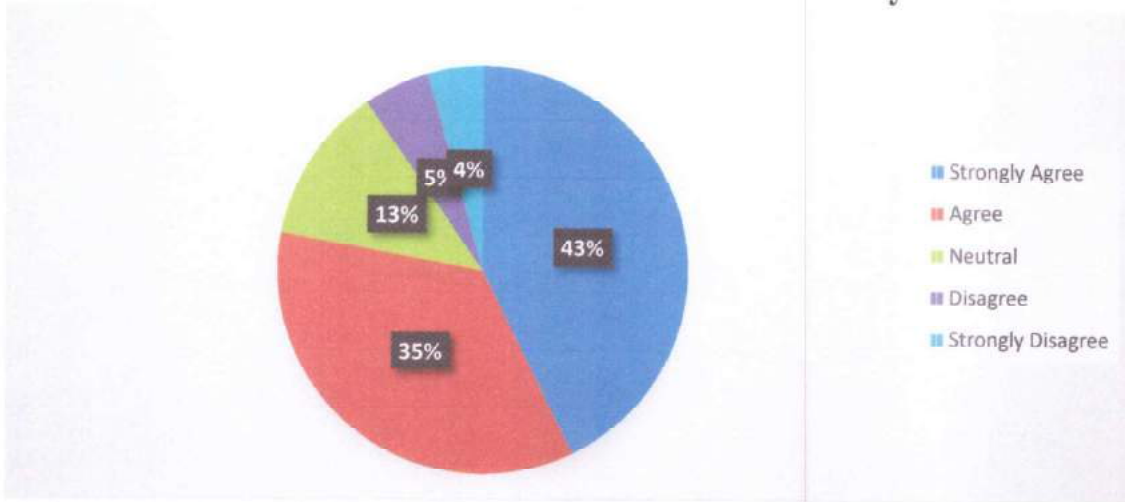
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The graph depicts that around 47% students strongly agreed and 35% agreed with curriculum which is a right mix of theory, practical and project. Whereas 4% of students are strongly disagreed and 4% disagreed. Practical knowledge and exposure to different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

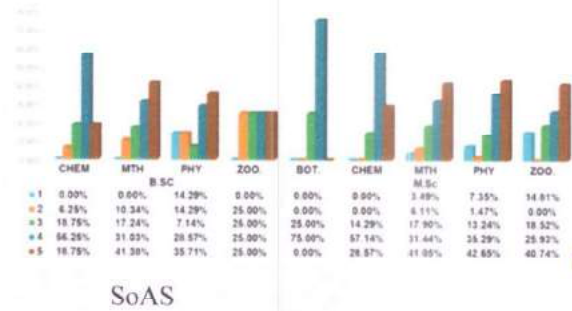
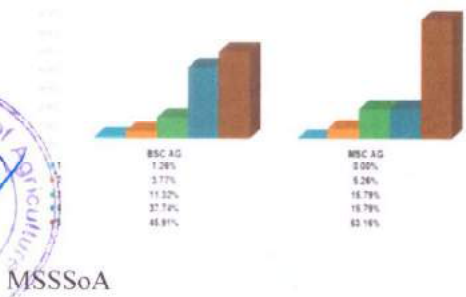
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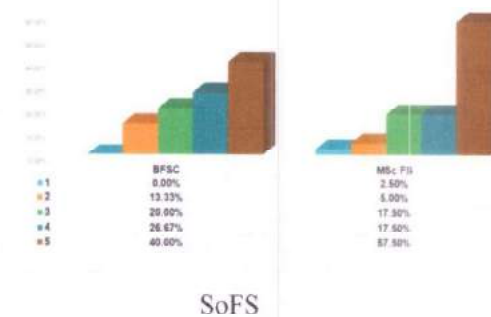
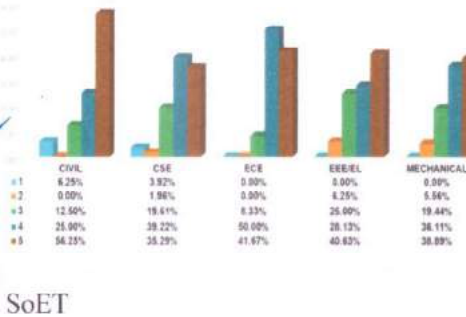
Graph 3.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the CUTM courseware/library/others



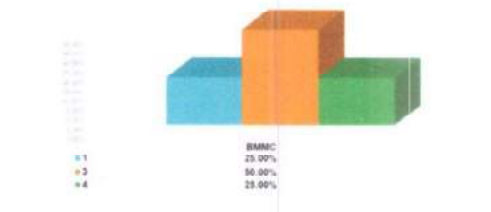
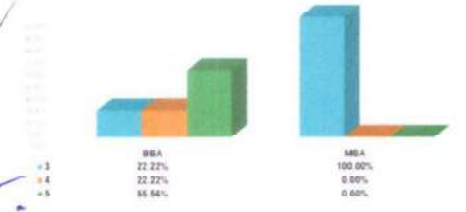
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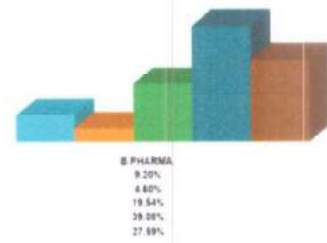
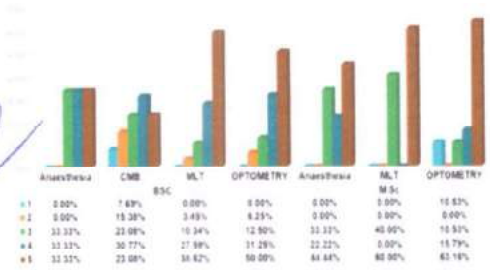
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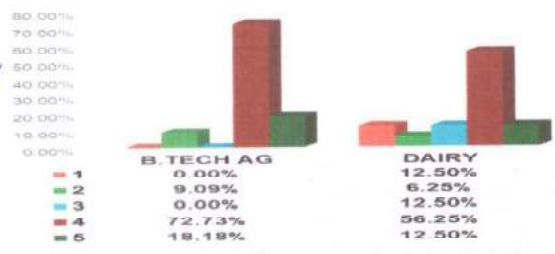


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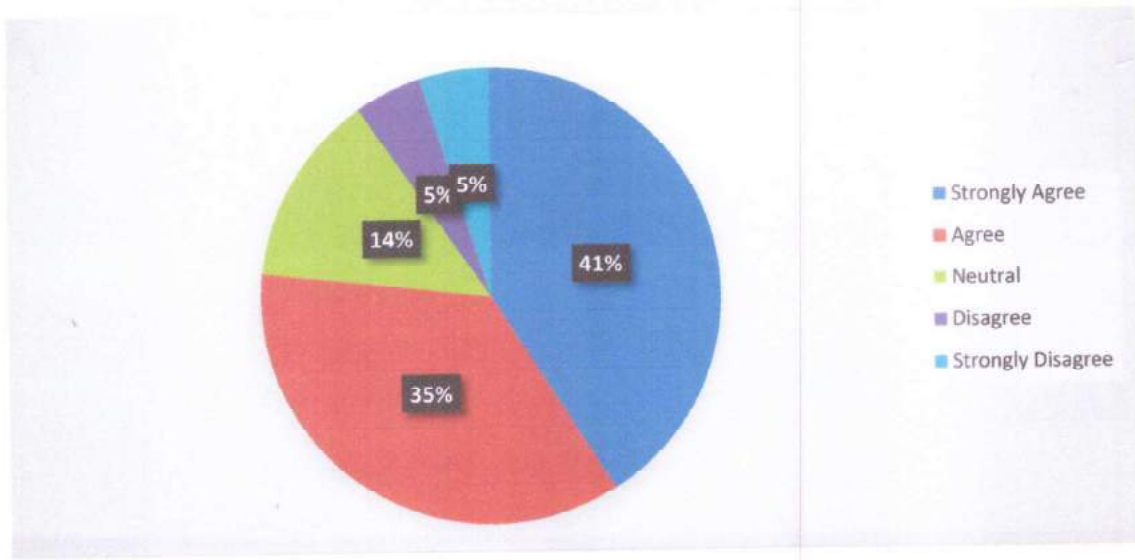
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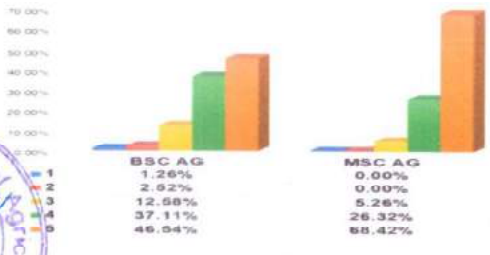
School of Fisheries
CUTM
Paralakhemundi

The above graph shows that around 43 % of the respondents are strongly agreed and 35% agreed with the access to learning materials where as 4% students are strongly disagreed and 5% disagreed. Faculty members are putting strong effort in preparing the contents and updating the same in the CUTM Courseware . Library gets recommendation from faculty time to time to purchase books and facilitate students.

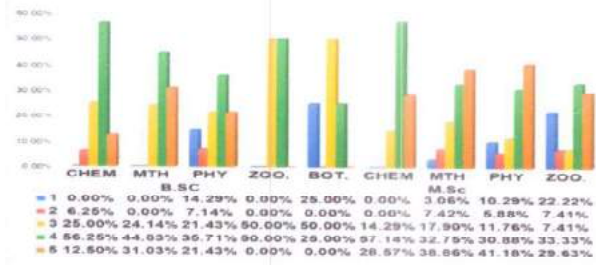
Graph 3.1.4
The syllabus and pedagogy generated interest in course.



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

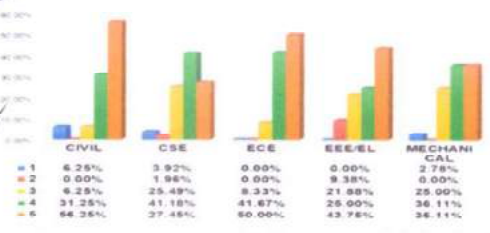


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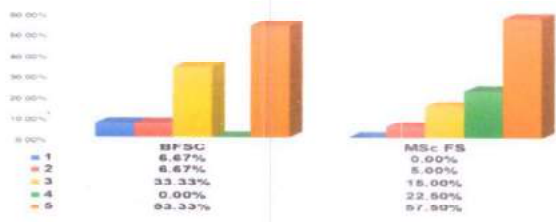


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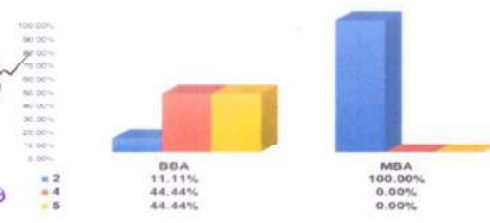
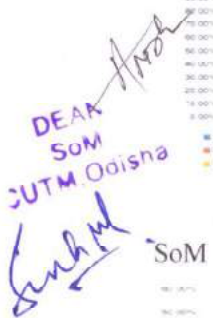


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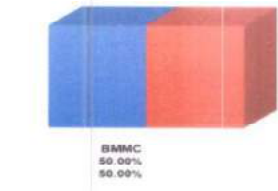


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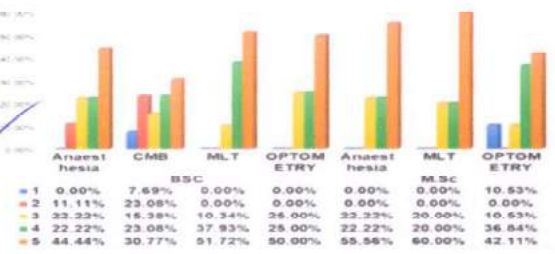


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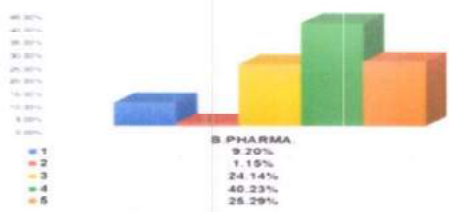


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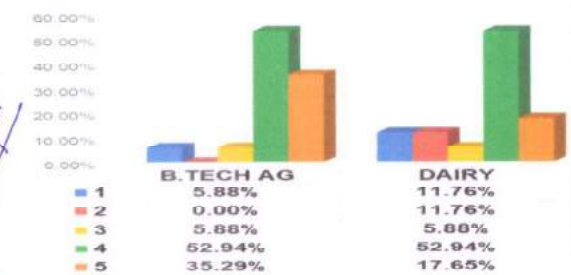


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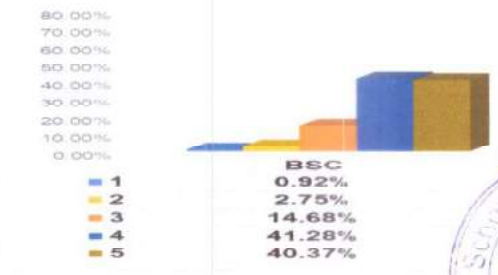


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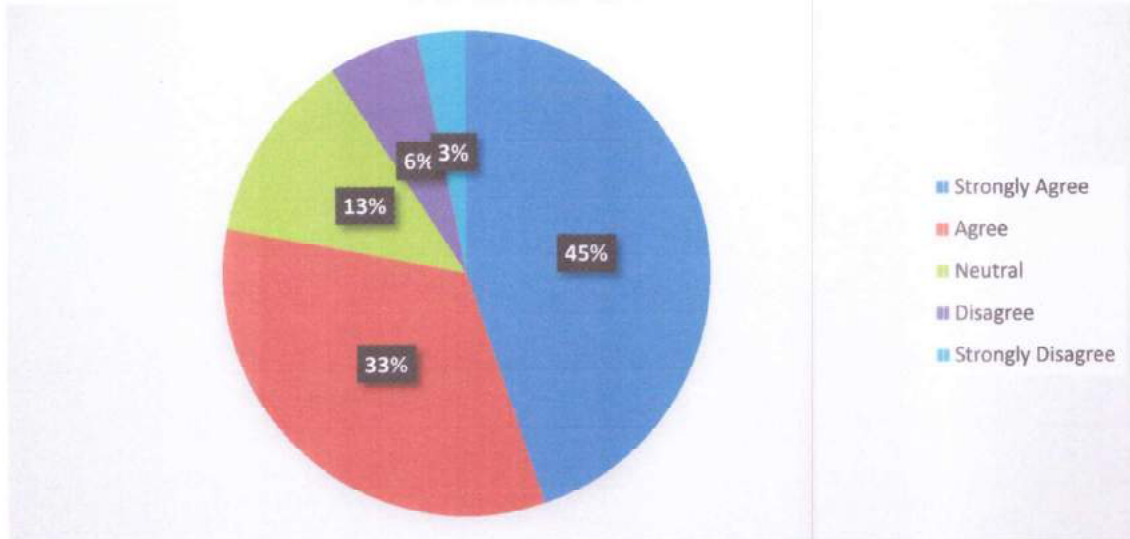
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In the graph it shows around 41 % of the respondents are strongly agreed and 35% agreed that the syllabus and pedagogy generate interest. Around 5% of students strongly disagreed and 5% disagreed.. To generate interest among students ,teachers use different online resources and with you tube videos in the class . Faculty members conduct internal examination in different modes like presentations and quizzes to generate interest

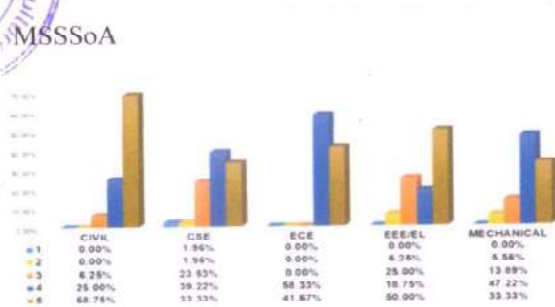
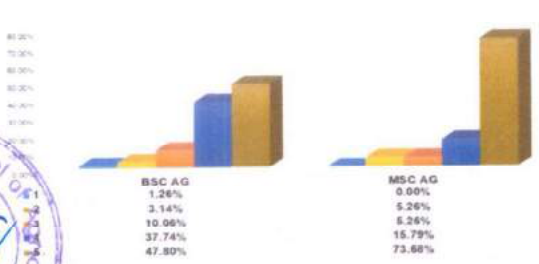
Graph 3.1.5
The content of courses is able to increase your knowledge and skills to pursue higher education



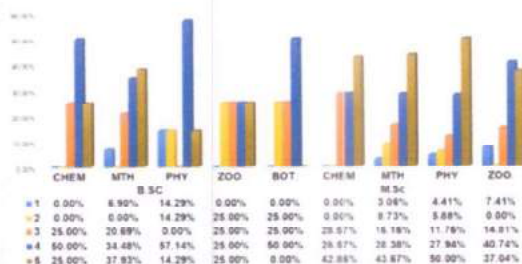
5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree

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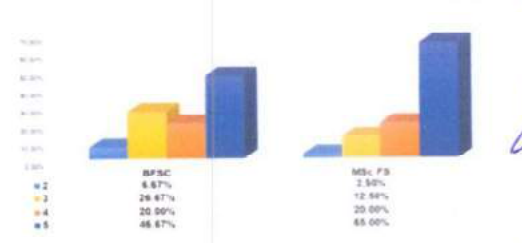
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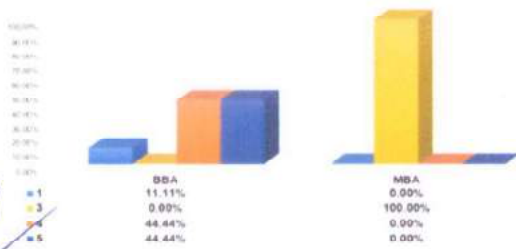
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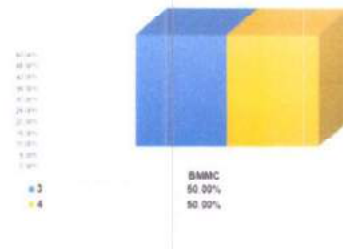
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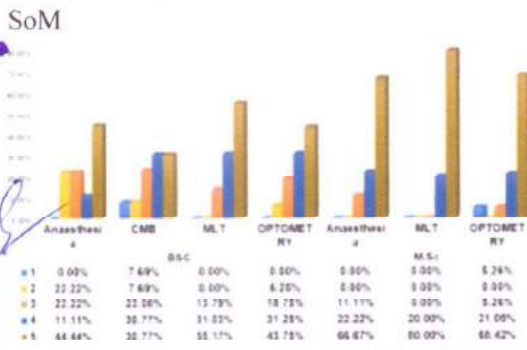
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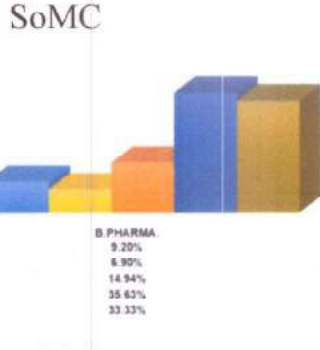
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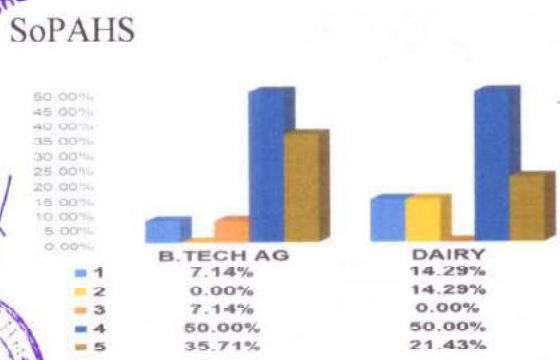
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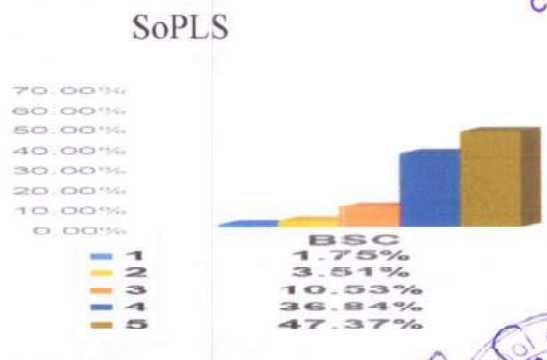
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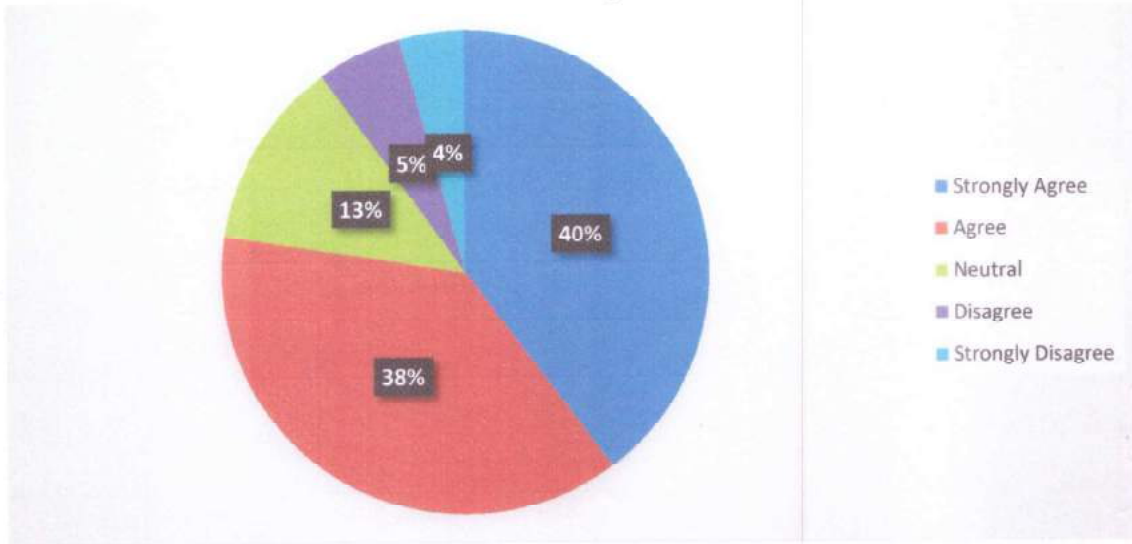
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Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems the chart reveal the percentage of respondents. 45 % of the students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

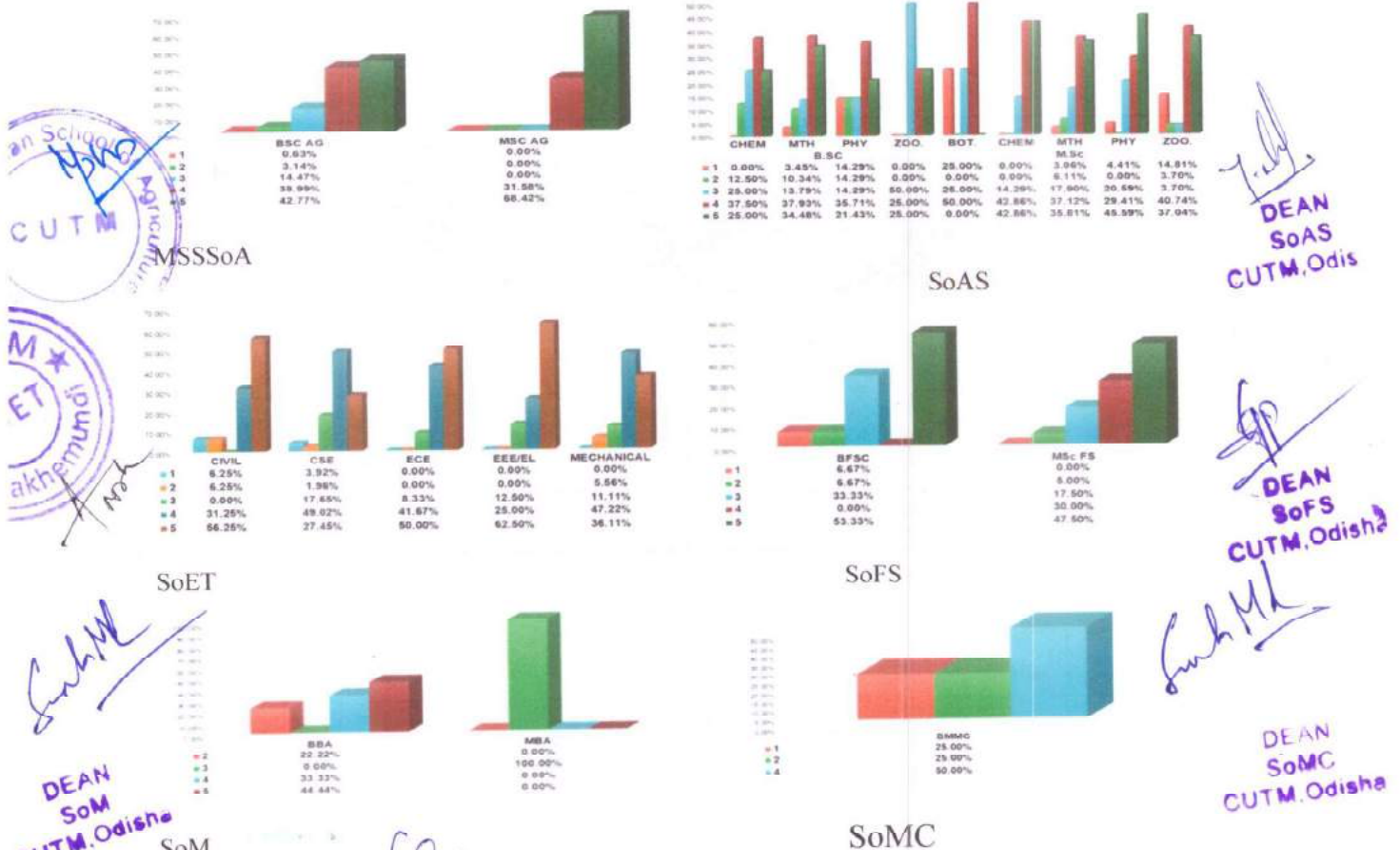
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Graph 3.1.6
Curriculum equipped you with necessary technical skills required by the industry

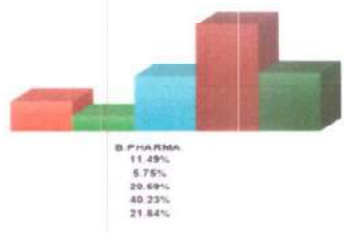
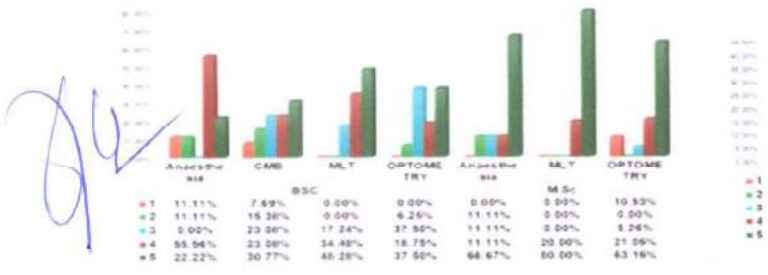


5- Strongly Agree. 4- Agree. 3- Neutral. 2- Disagree. 1- Strongly Disagree



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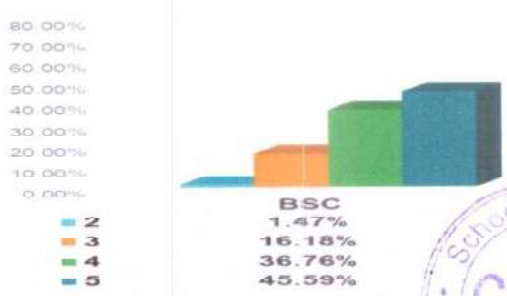
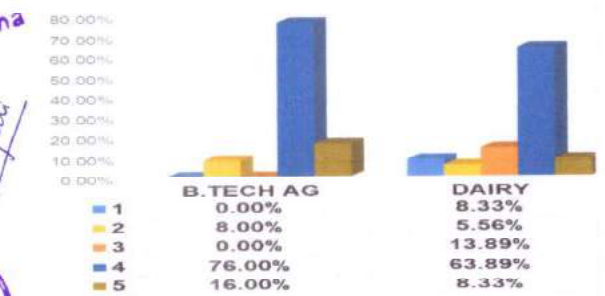
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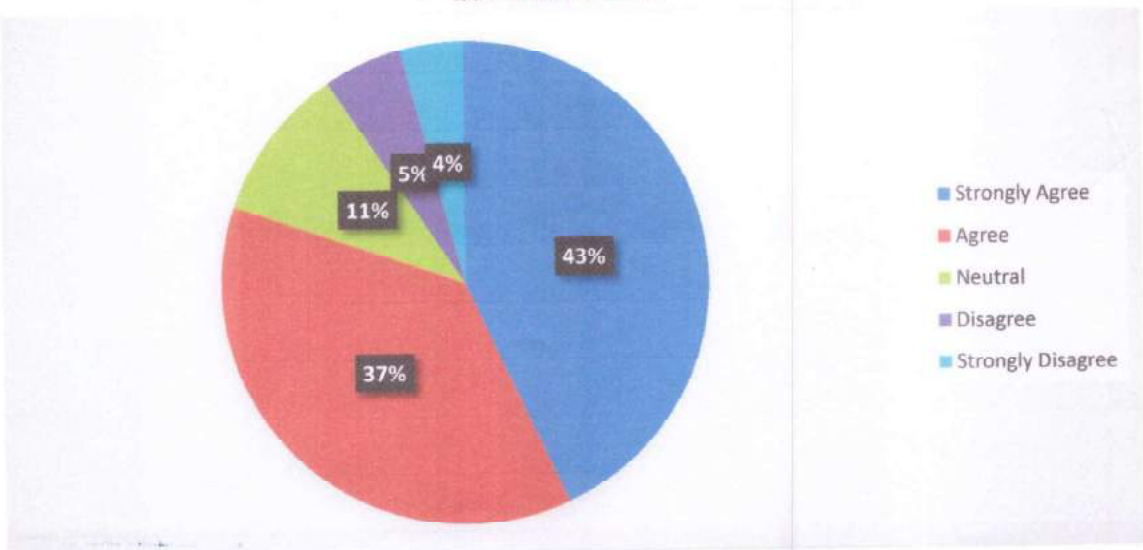
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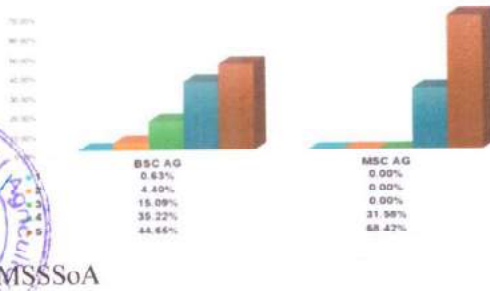
The graph shows that around 40% of the respondents strongly agreed and 38% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 5 % are disagreed and 4% strongly disagreed. The University is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

Graph 3.1.7

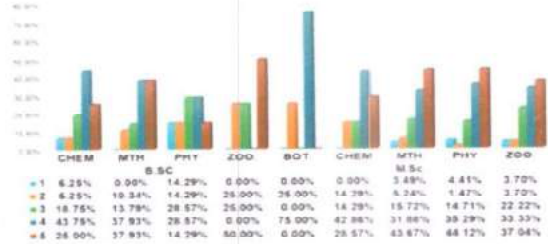
The domain courses offered are in consonance with the technological advancements



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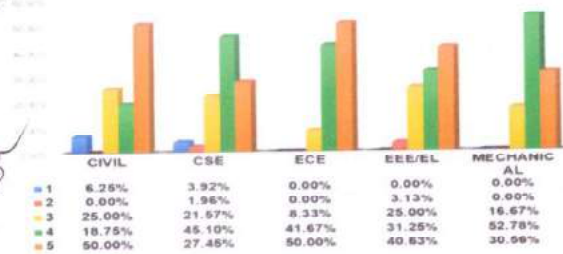


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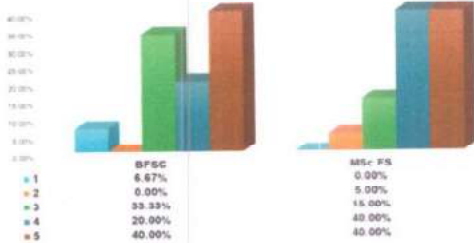


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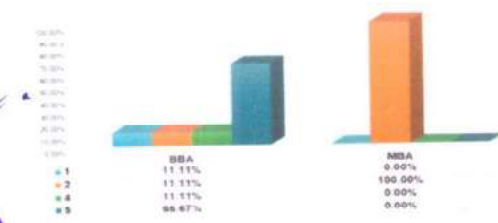


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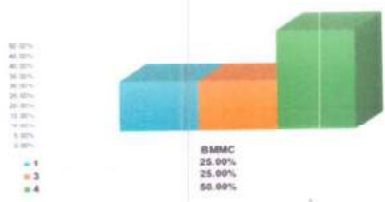


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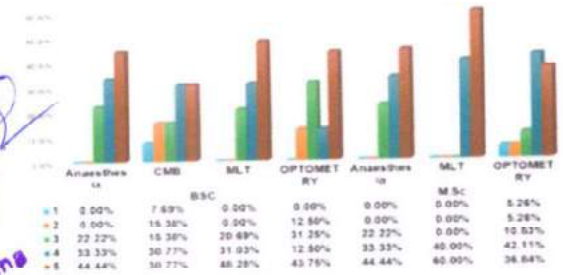


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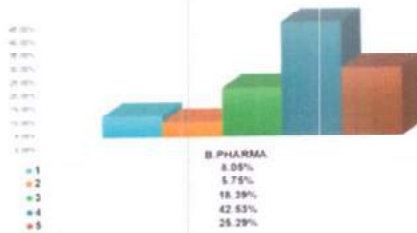


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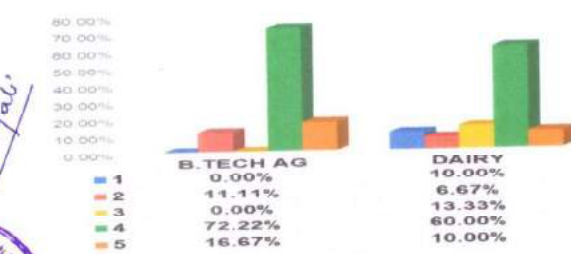


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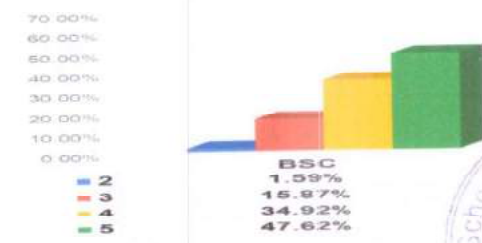


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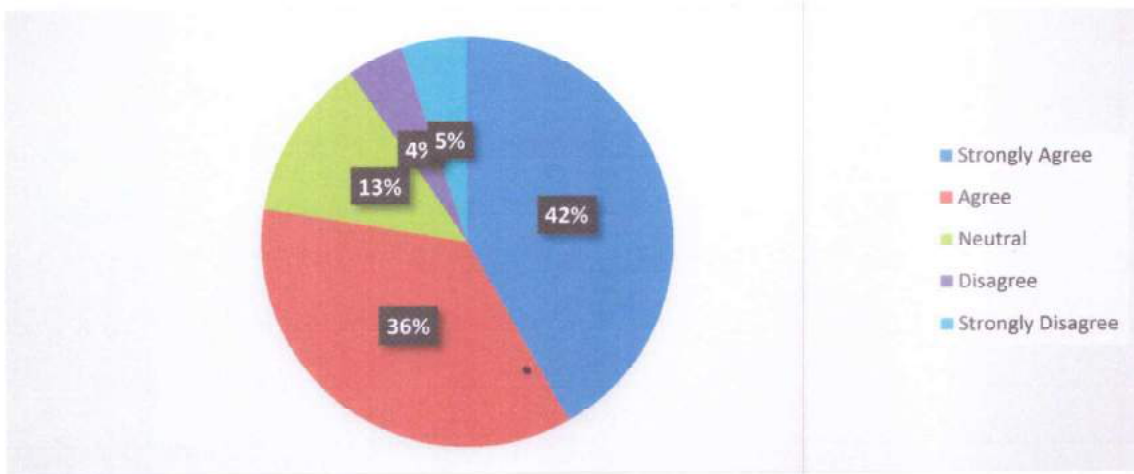


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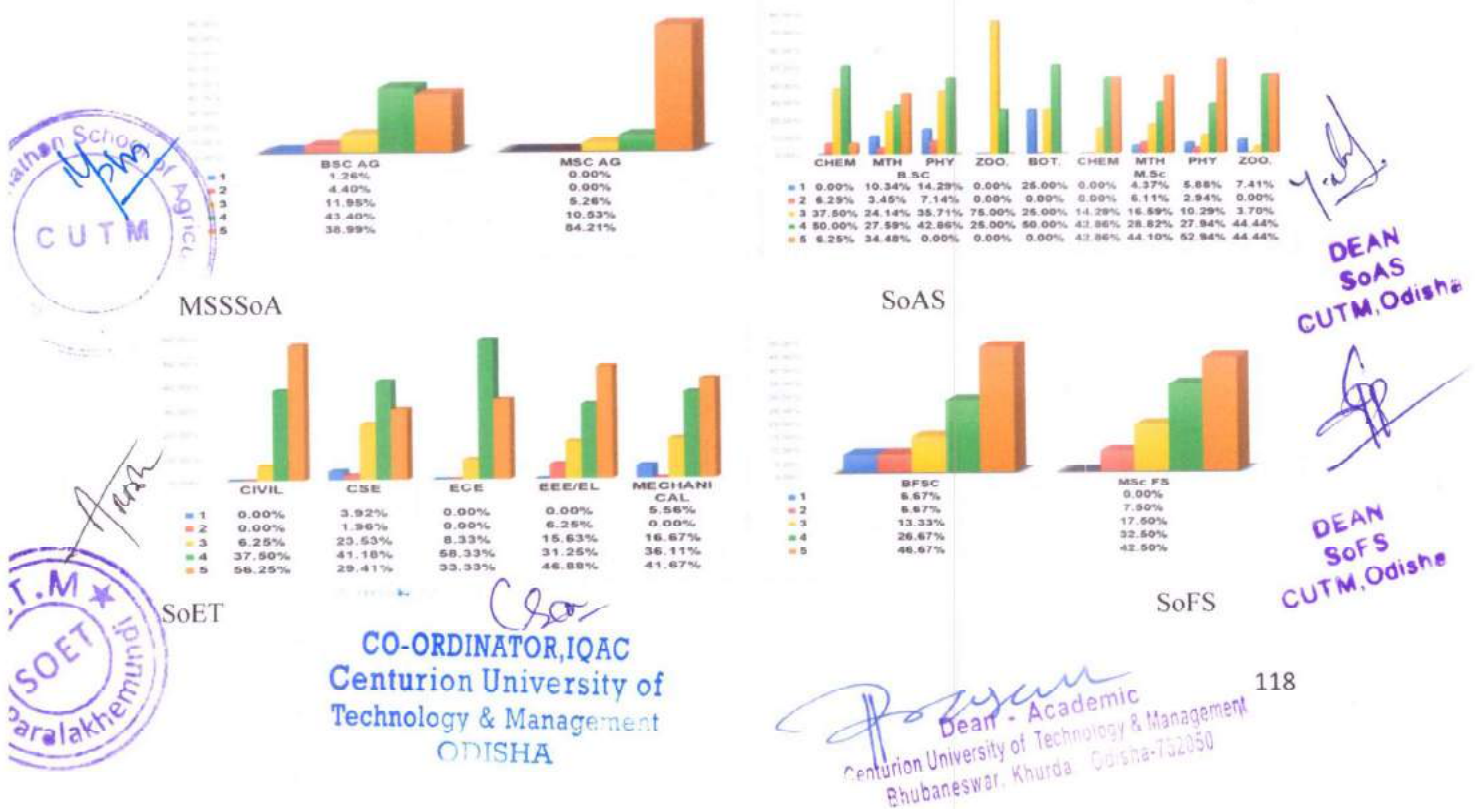
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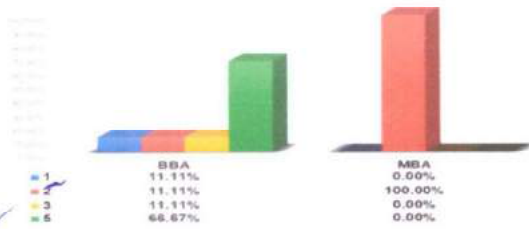
Analysis of feedback received shows around 76%(43% “strongly agree” and 37% “agree”) of students found the domain courses offered to them as useful and interesting, Students can opt for courses of their interest from diverse courses offered in the programme scheme. Majority of students showed their agreement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

Graph 3.1.8
The Practical courses give you an effective hands-on experience.



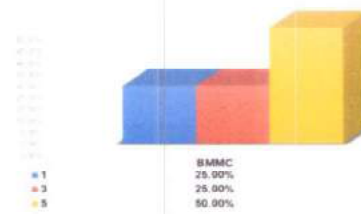
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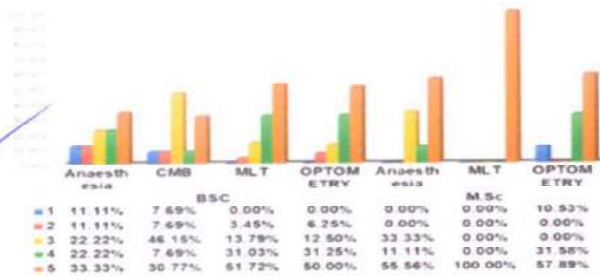
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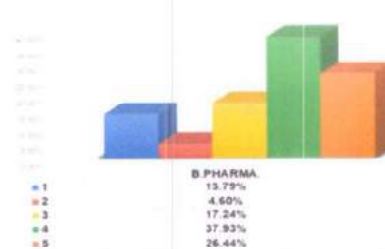
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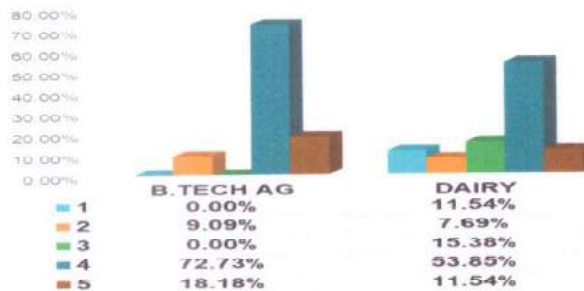
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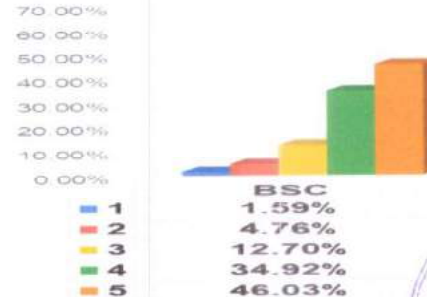
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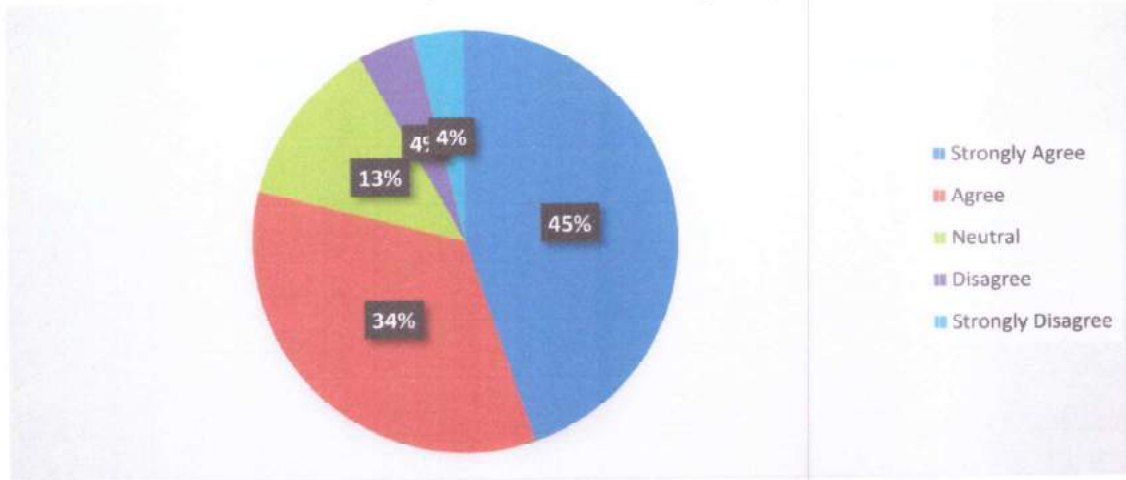
The curriculum gives hands on experience to the students through projects, live projects, workshops, use of industry relevant software, study tours, industrial visits, industry trainings / internships etc. The chart reveals that the students' feedback on the curriculum give hands on experience through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

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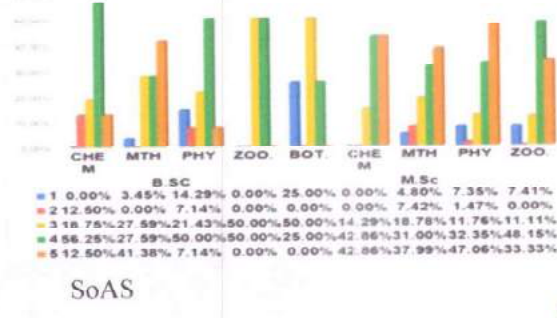
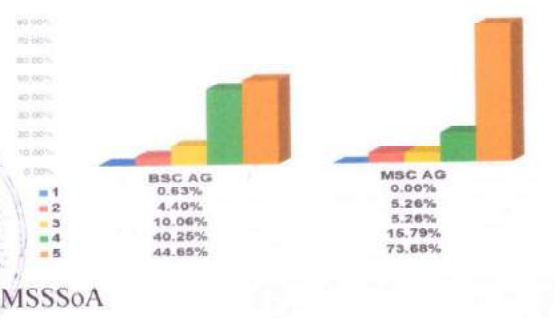
Graph 3.1.9

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



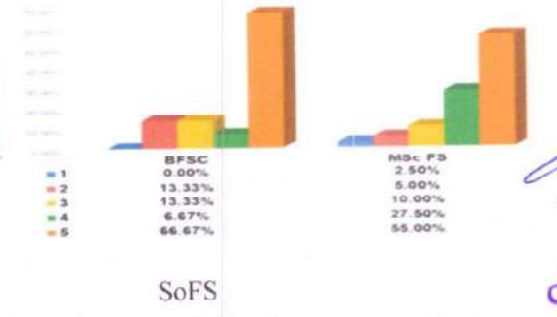
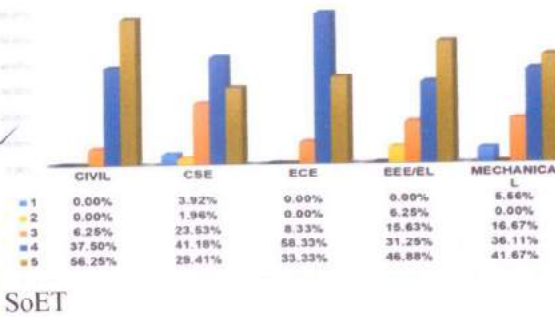
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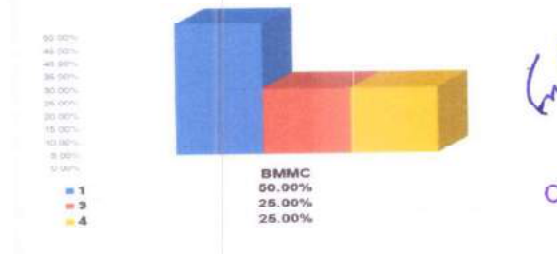
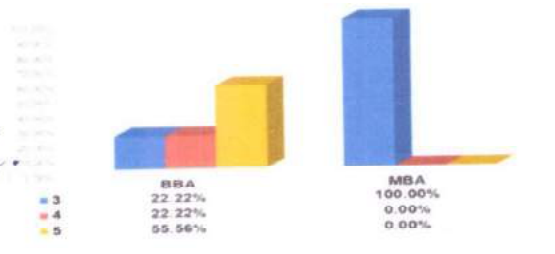
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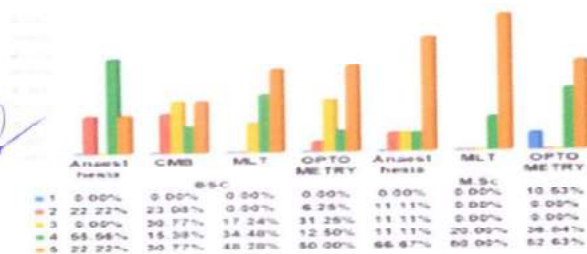
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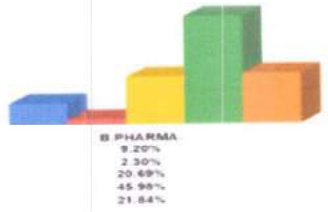
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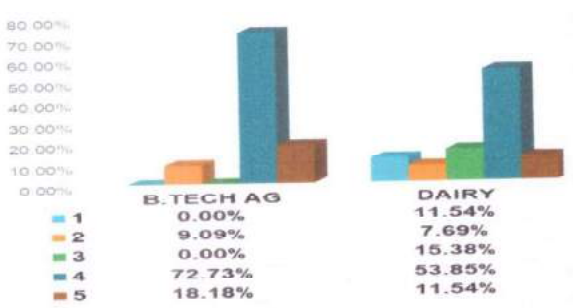
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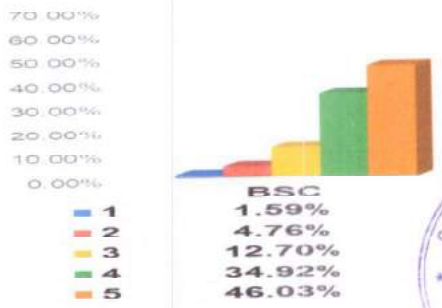
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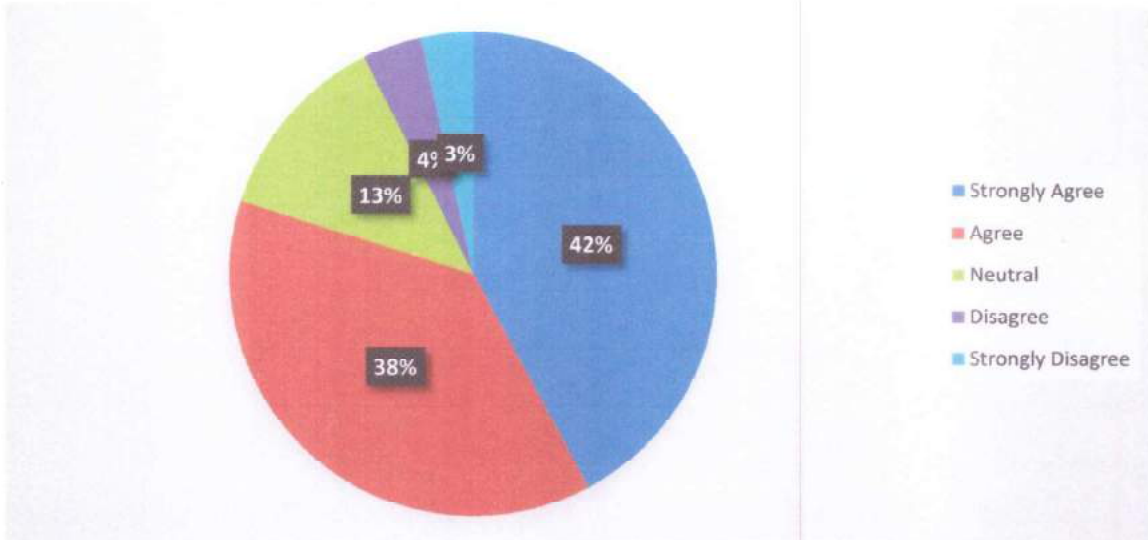
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The students were surveyed on the effectiveness of lab experiments and academic tasks. Approximately 45% are strongly agreed and 34% agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts. 4% students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

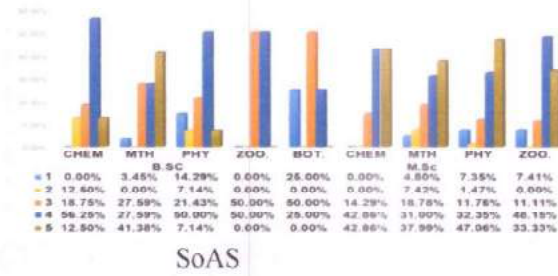
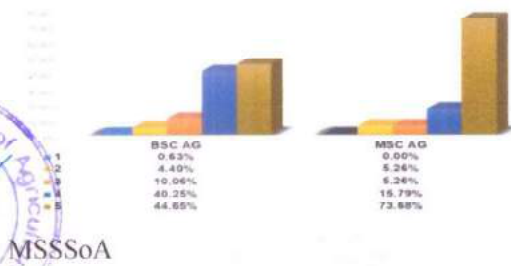
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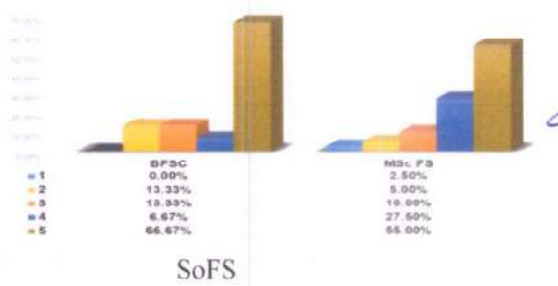
Graph 3.1.10
You are satisfied with the course combination you have chosen as per CBCS



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

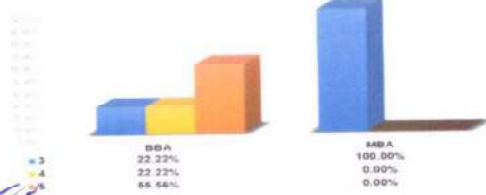


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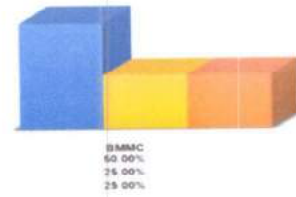


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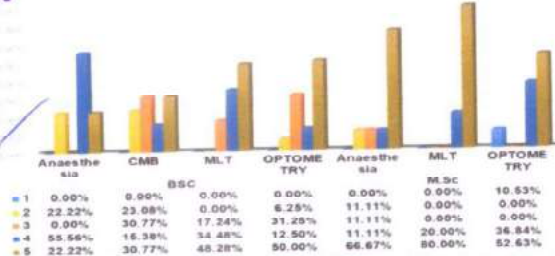


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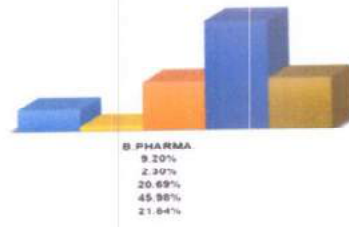


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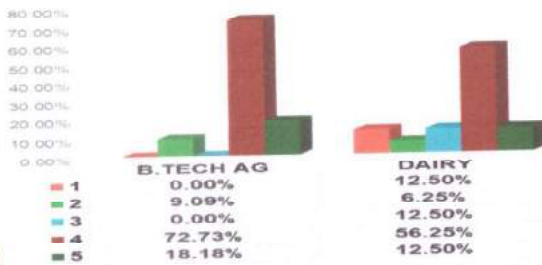


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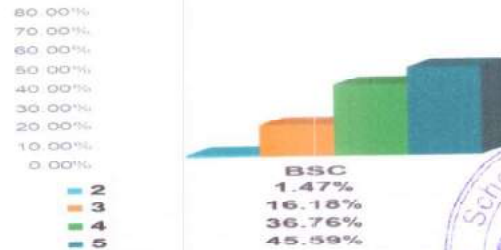
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As per Choice Based credit System (CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 42% of the students are strongly agreed and 38% agreed and around 7% of students are dissatisfied (3%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

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

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

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TEACHER FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

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

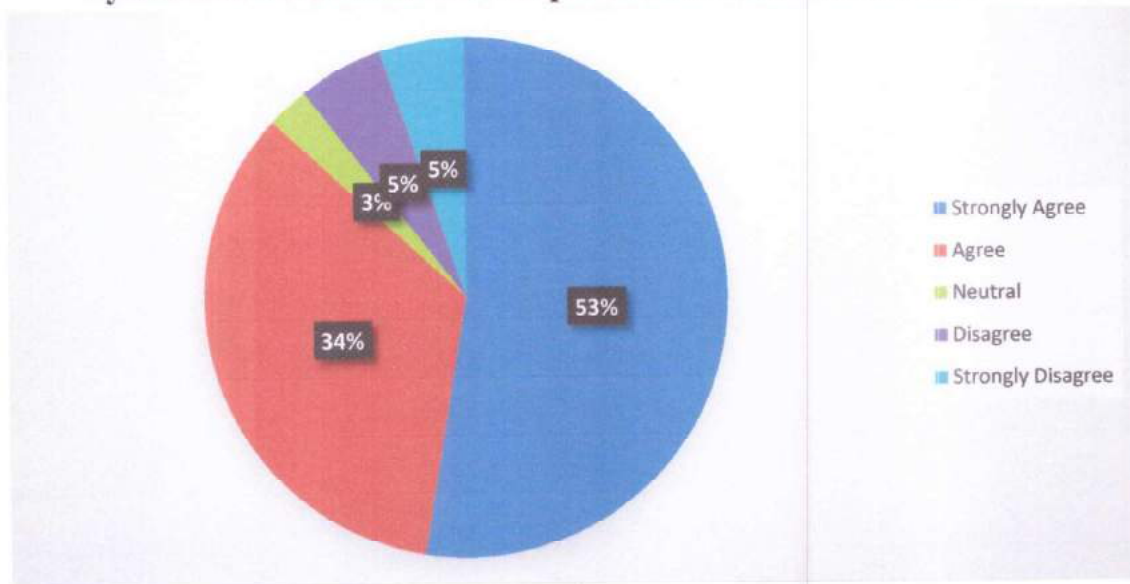
Feedback of around **38** teachers of various courses was collected in the session 2019-2020

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	20	13	1	2	2
Q.2	Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.	17	15	2	2	2
Q.3	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	19	13	1	3	2

Q.4	The curriculum has right mix of Theory ,Practical and Project	20	11	2	3	2
Q.5	The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship.	21	11	3	2	1

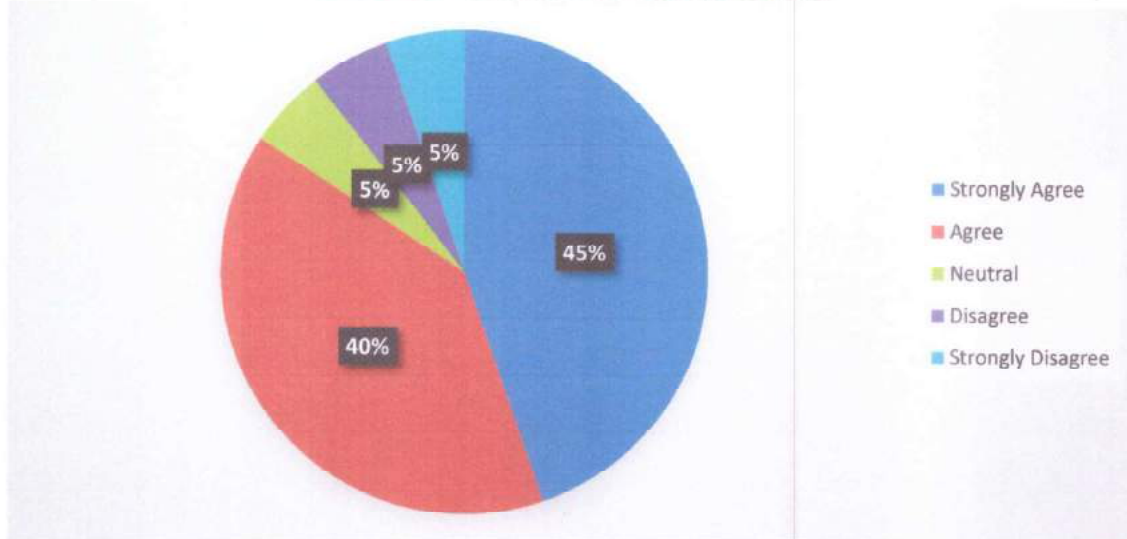
Graph 3.2.1
Syllabus is need based with respect to the recent advancements.



Keeping in consideration, the changes in trends and technologies of Industry and academics, syllabus is continuously updated by the Industry experts and academicians. External experts are invited for delivering expert lectures and have active interaction with students. Valuable suggestions which are provided by these experts are also incorporated periodically in the curriculum. Feedbacks from recruiters during the placement drives are also considered to make the students and curriculum prepared for Industry. The analysis depicts that more than 53% of faculty members strongly agreed and 34% agreed with recent curriculum advancements. Whereas 5% strongly are disagreed and 5% disagreed.

Graph 3.2.2

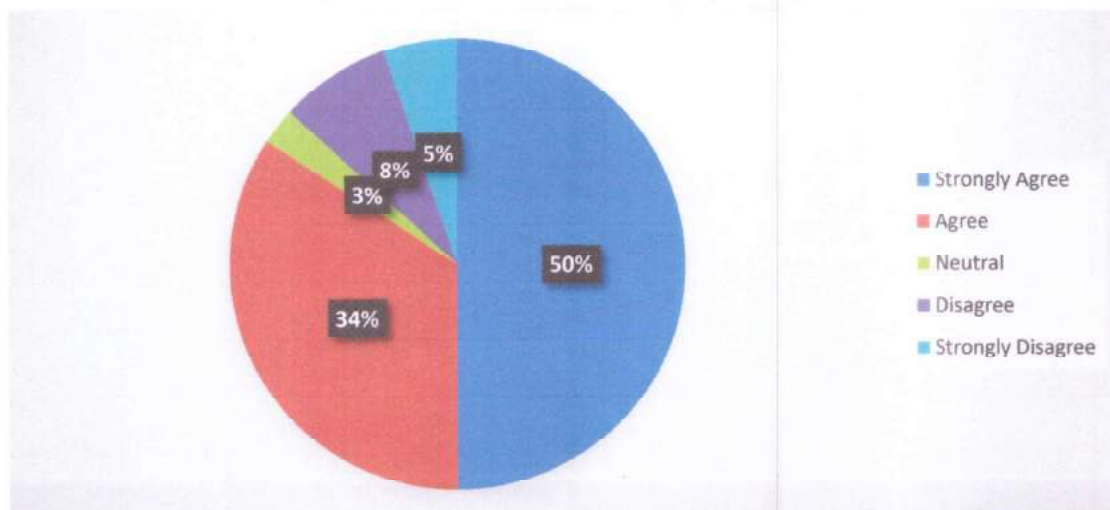
Course objectives and Learning outcomes of the syllabus are well defined and clear to teachers and students.



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

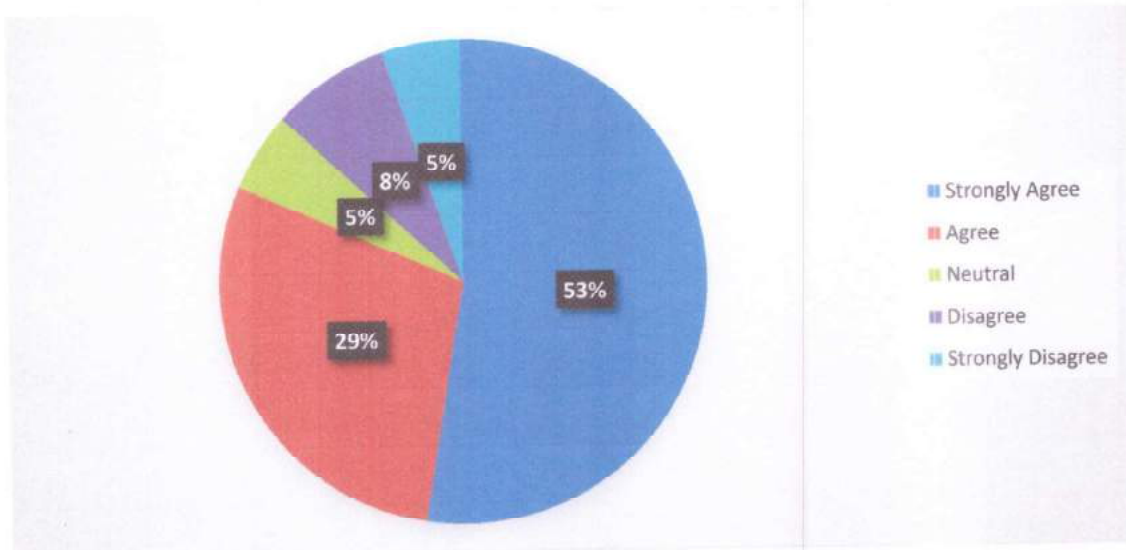
Graph 3.2.3

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



Textbooks, reference books and CUTM Courseware Contents are framework that helps students to organize and manage their learning. These are the most important resource of information about their course contents. Textbooks and reference books help students understand the concepts thoroughly and make them familiar with the course. CUTM Courseware contents are being used by teachers in the class, which contains YouTube links, practice test links as well course materials. The graph displays the percentage of respondents. As per the survey, 84 % (50% strongly agree and 34% agree) of teachers observed the availability of text books, reference books, and contents in Courseware for the students, whereas 5% are strongly disagreed and 8% disagreed.

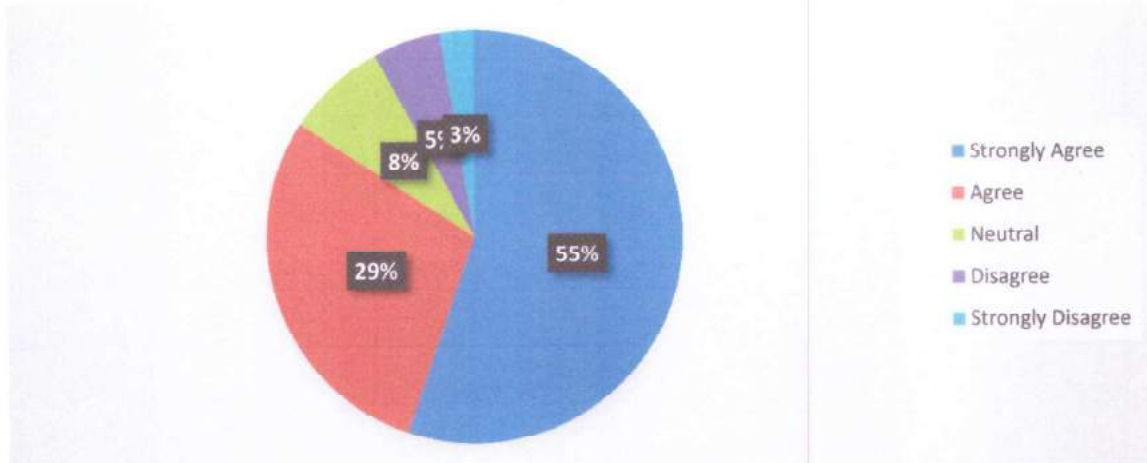
Graph 3.2.4
The curriculum has right mix of Theory ,Practical and Project



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

Graph 3.2.5

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



The content of courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship. Learning levels from academic task are evaluated through various activities for example worksheets, class tests, assignments, presentations quizzes, sessions, practical design problems, projects etc. which provides an ideal platform to develop knowledge and skills to pursue higher education, job and entrepreneurship. The above chart explains the percentage of respondents. A majority of 55% teachers strongly agreed and 29% agreed with the level of learning from academic tasks, 3% showed strong disagreement and 5% disagreement with the above mentioned statement.

Further, the following points were also expressed by the Teachers

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

ALUMNI FEEDBACK ANALYSIS

Centurion University of Technology and Management, Odisha

In the session 2019-2020, our University collected and analyzed the feedback from around 98 alumni of various courses. Valuable suggestions made by the alumni are put forward before the Academic Council for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

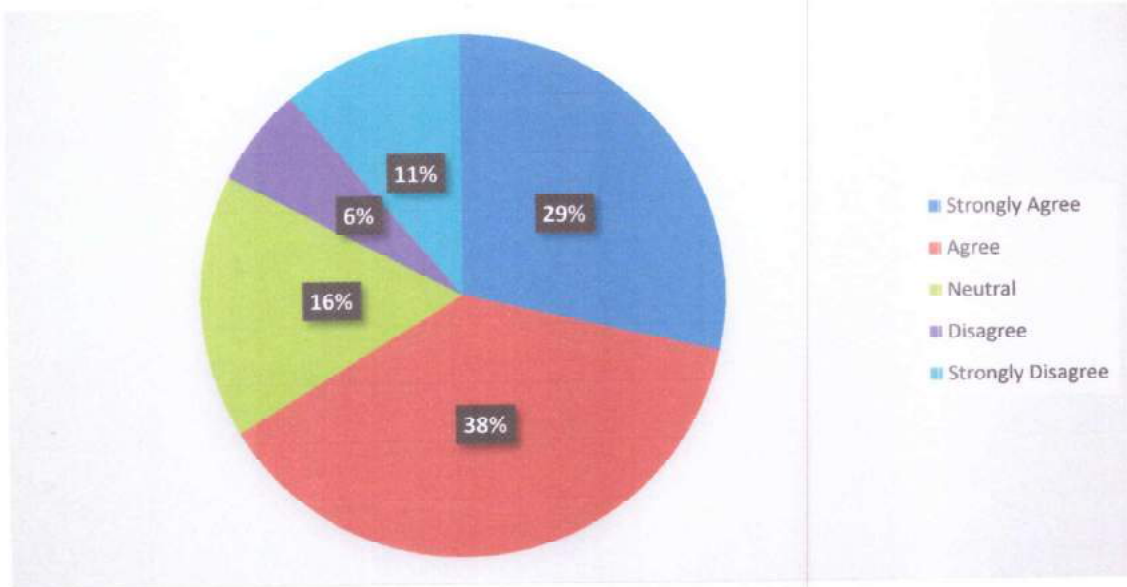
RESPONSE COUNT

Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	28	37	16	6	11
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	32	35	11	12	8
Q.3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	33	38	12	9	6
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	28	39	16	9	6
Q.5	How do you rate the curriculum in written and oral communication abilities?	37	31	16	6	8
Q.6	Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements?	29	32	21	7	9

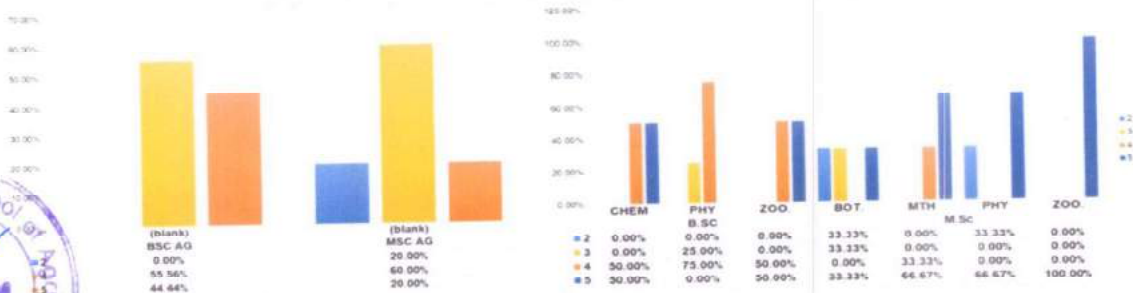
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	28	41	16	8	5
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Graph 3.3.1

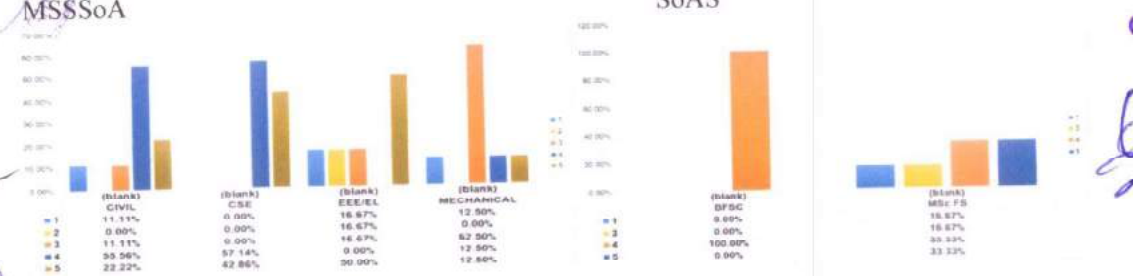
The current syllabus is adequately updated from the one followed during your course of study.



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



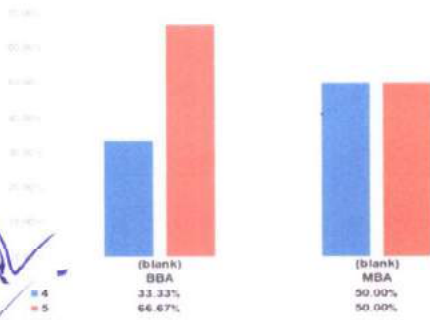
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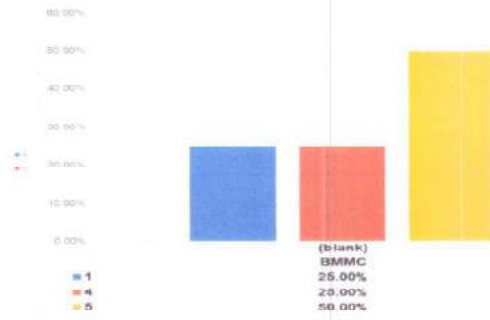
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Centurion University of Technology & Management
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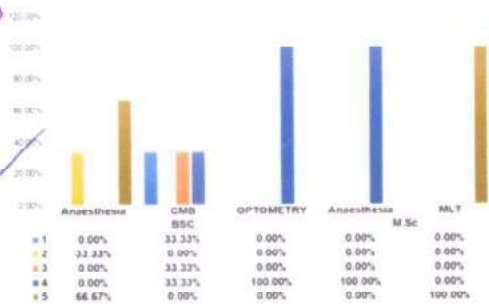


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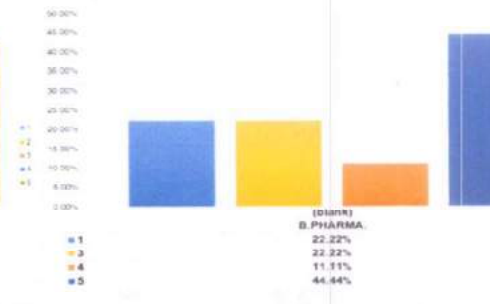


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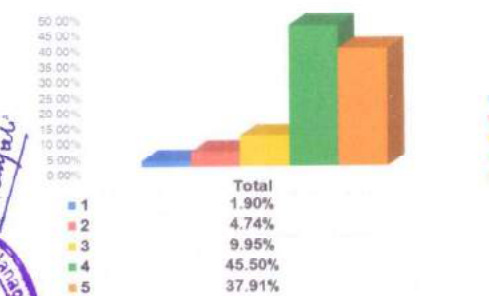
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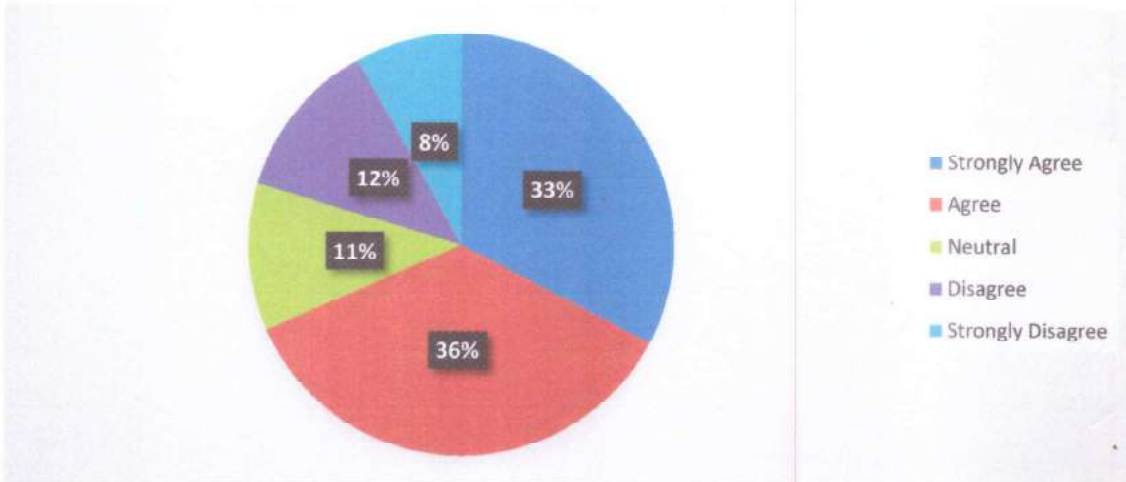
Keeping the ever changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers. 29% of alumni strongly agreed and 38% agreed with the courses being offered while 11% showed strong disagreement and 6% disagreed for the above stated criteria.

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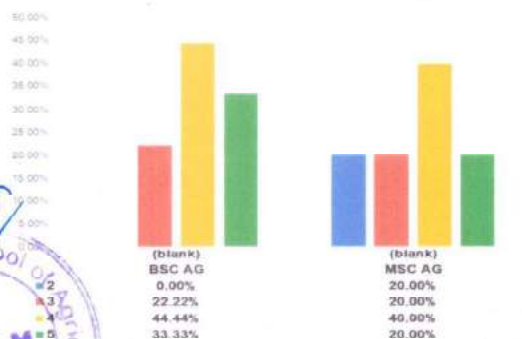
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Graph 3.3.2

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

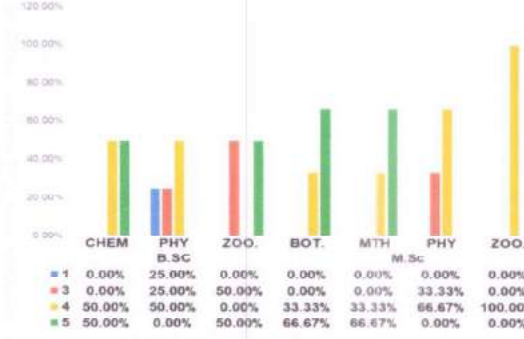


5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree




Response	Percentage
1	0.00%
2	22.22%
3	44.44%
4	33.33%
5	0.00%

MSSSoA



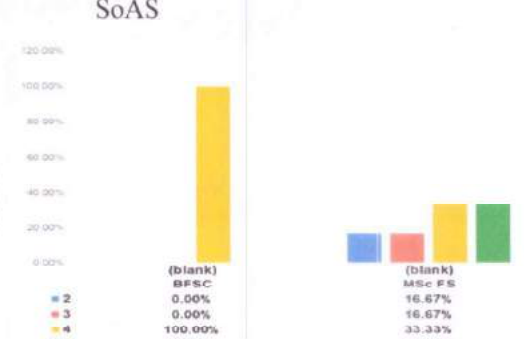
Response	CHEM	PHY B.S.C	ZOO.	BOT.	MTH	PHY M.Sc	ZOO.
1	0.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	0.00%	25.00%	50.00%	0.00%	0.00%	33.33%	0.00%
3	50.00%	50.00%	0.00%	33.33%	33.33%	66.67%	100.00%
4	50.00%	0.00%	50.00%	66.67%	66.67%	0.00%	0.00%
5	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

SoAS



Response	CIVIL	CSE	EEE/EL	MECHANICAL
1	11.11%	0.00%	16.67%	12.50%
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%

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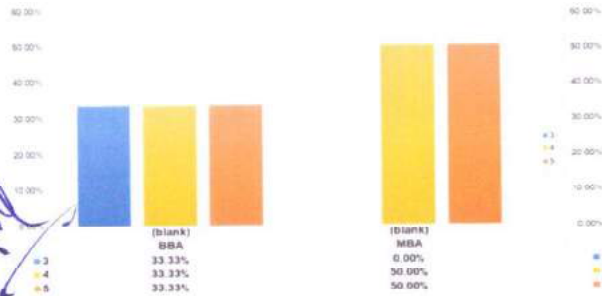


Response	BFSC	MSc FS
1	0.00%	16.67%
2	0.00%	16.67%
3	100.00%	33.33%
4	0.00%	33.33%
5	0.00%	0.00%

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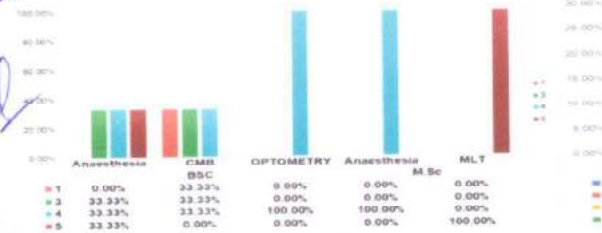
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 Centurion University of Technology & Management
 Bhubaneswar, Khurda, Odisha-752050



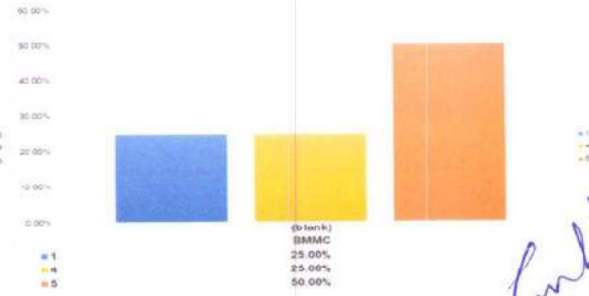
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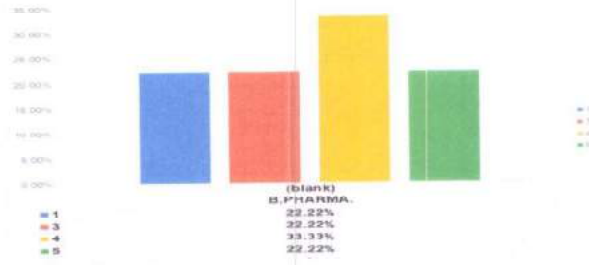


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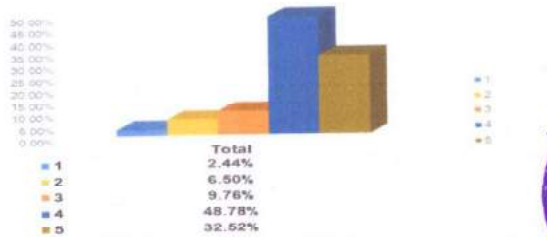
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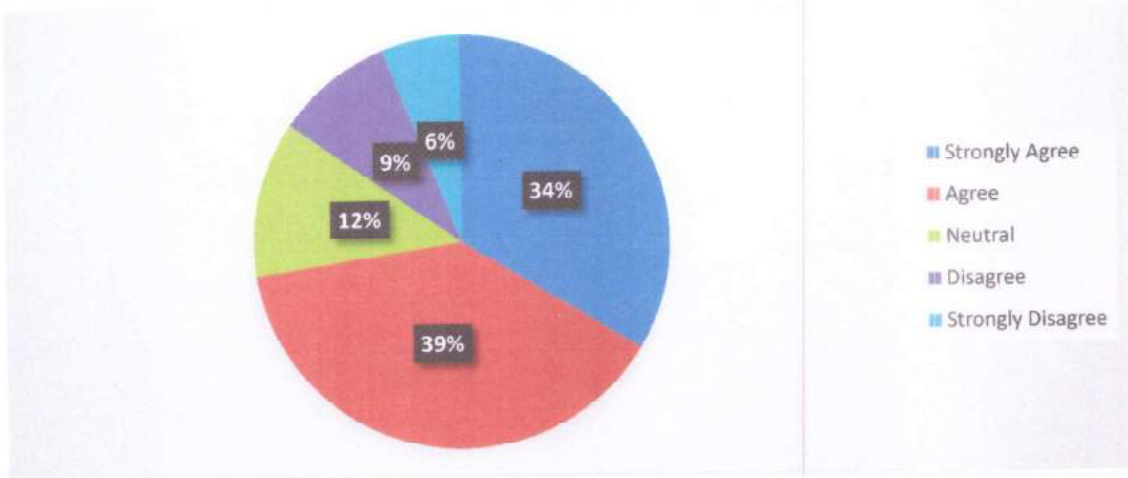
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The majority of alumni have agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content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

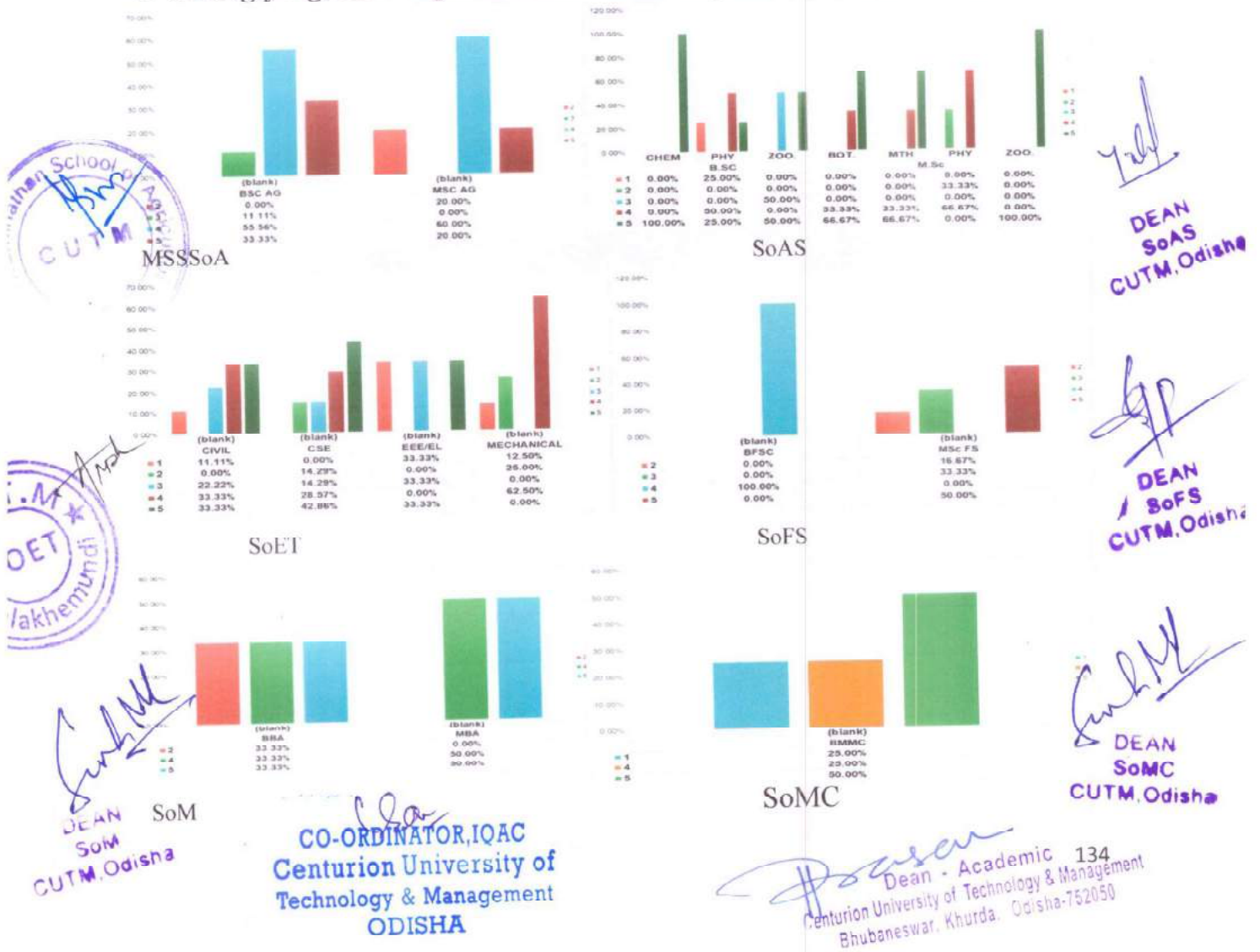
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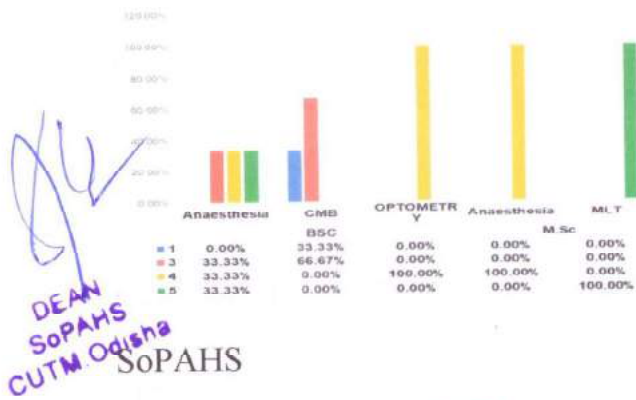
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Graph 3.3.3
Does the curriculum have reasonable practical and laboratory skills for analysis and design?

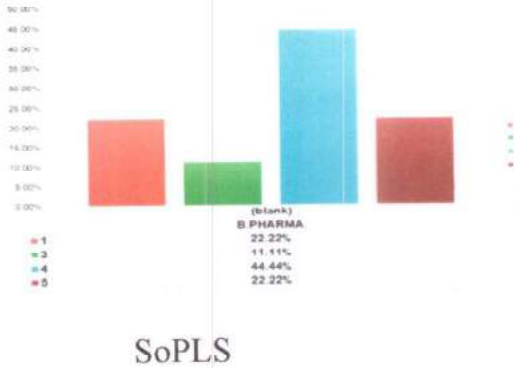


5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree

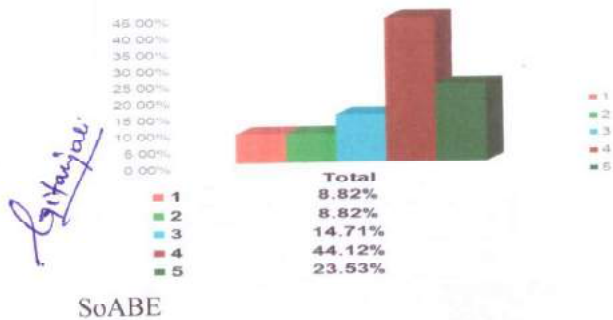




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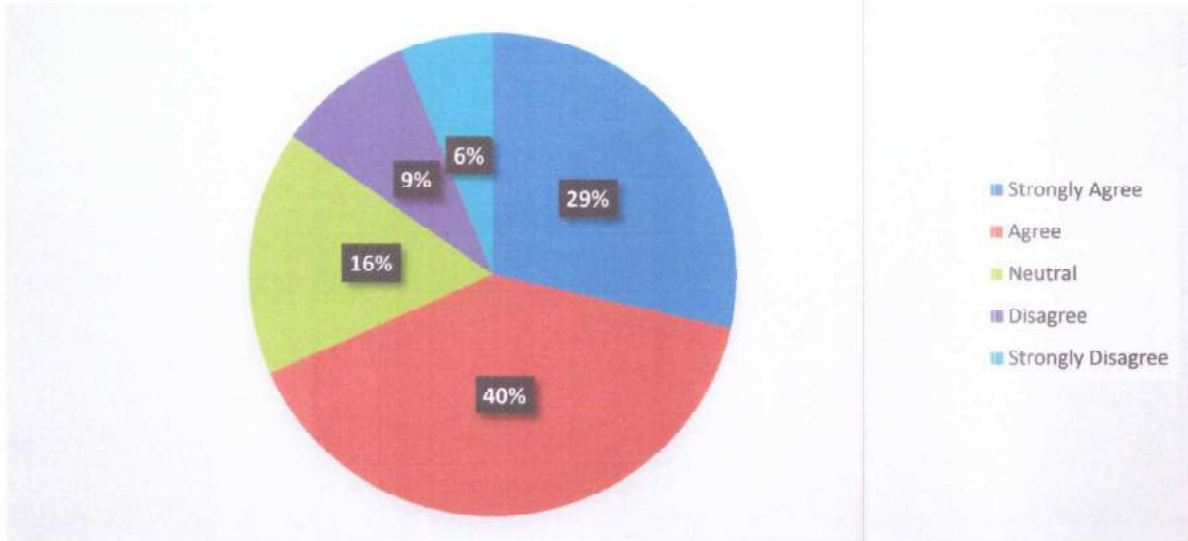
In order to assure that students learn in an efficient way, theory and practical courses are included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester so that they will be able to analyze and design. The graph depicts the percentage of respondents. As per this analysis, it was found that 34 % of alumni strongly agreed and 39% agreed with the preparedness of academic tasks and practical experiments as per the instruction plans. It was found that a small strength of 6% alumni showed strong disagreement and 9% disagreed.

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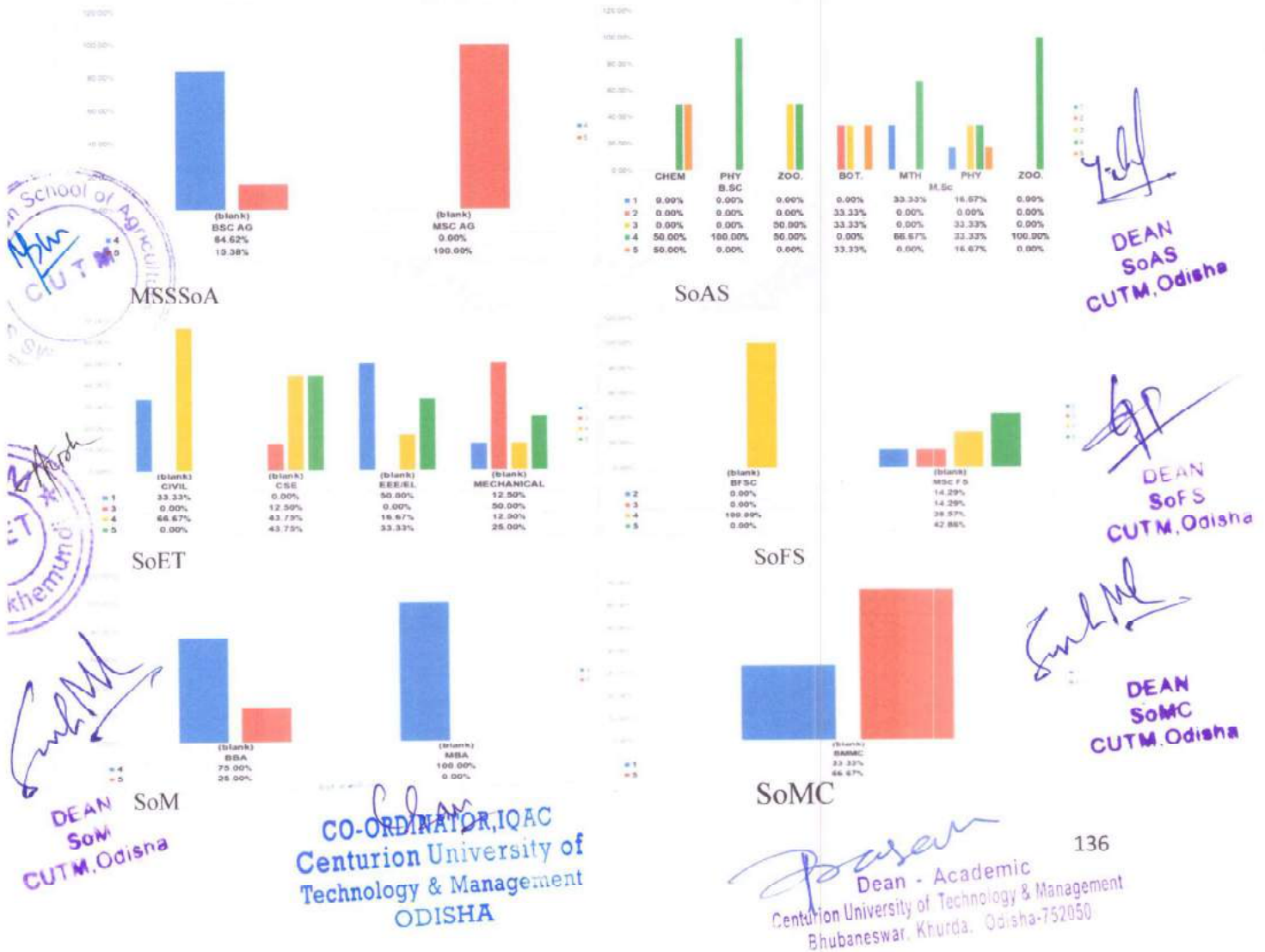
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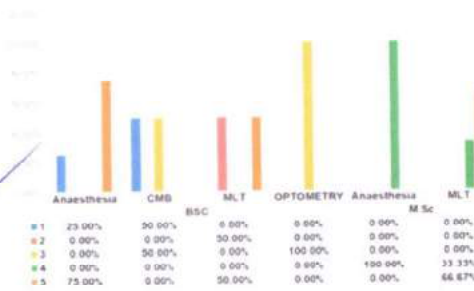
Graph 3.3.4

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



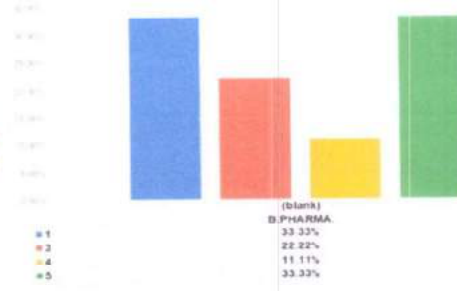
5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree





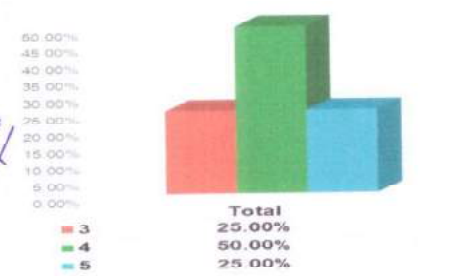
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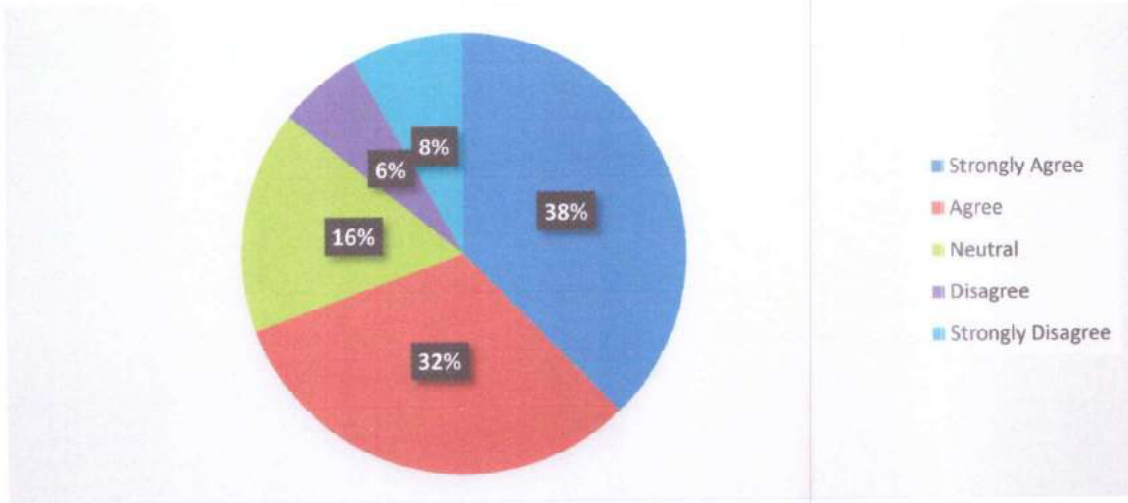
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Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioral ethics in the student so as to make them presentable and ready for outside world. Around 29% of alumni are strongly agreed and 40% agreed with the Professional ethics and behavior inputs in the curriculum while around 6% of alumni strongly disagreed and 9% disagreed.


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

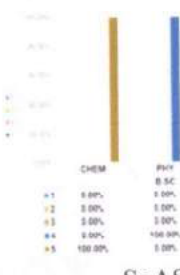


5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



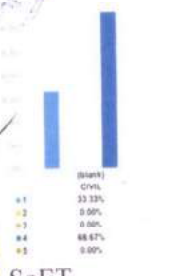
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5	0.00%
4	27.88%
3	71.88%
2	0.00%
1	0.00%




SoAS

5	100.00%
4	0.00%
3	0.00%
2	0.00%
1	0.00%



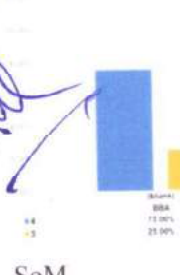
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5	0.00%
4	88.67%
3	37.50%
2	0.00%
1	0.00%




SoMC

5	0.00%
4	100.00%
3	0.00%
2	0.00%
1	0.00%



SoM

5	25.00%
4	75.00%
3	0.00%
2	0.00%
1	0.00%



SoS

5	0.00%
4	0.00%
3	0.00%
2	0.00%
1	100.00%

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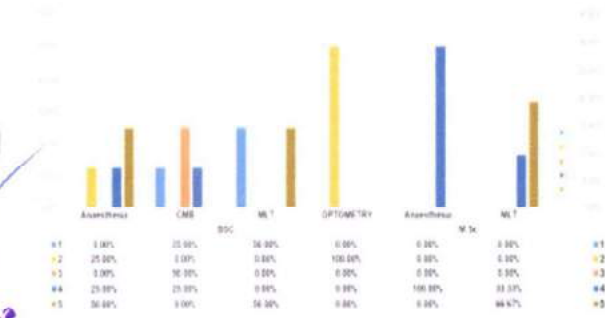
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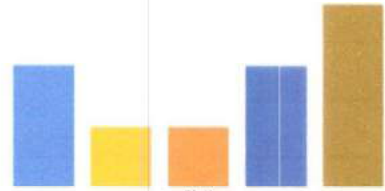
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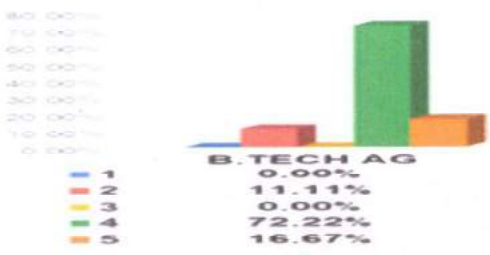


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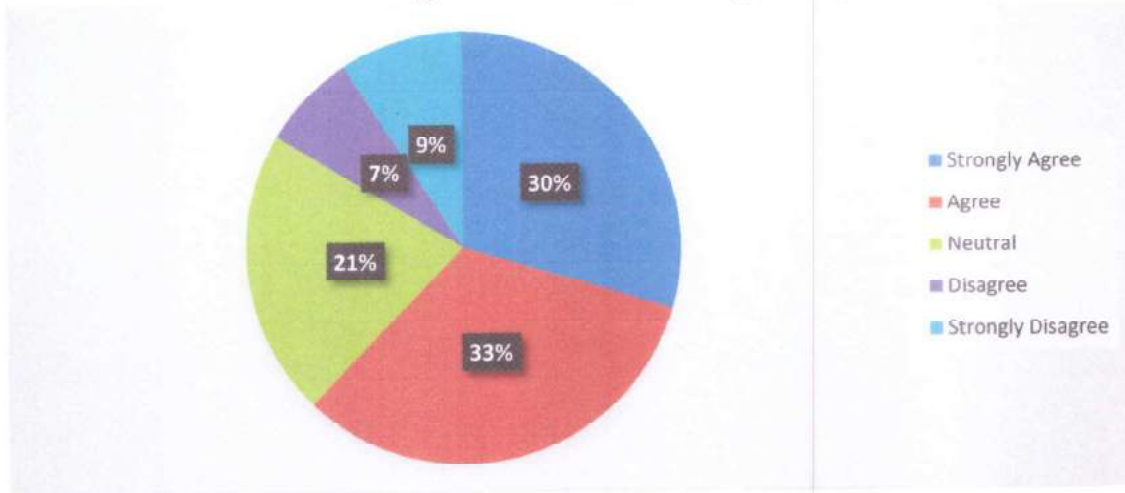
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Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult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

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Graph 3.3.6
Does the curriculum has ability and will to engage in a process of continuous learning to meet the current job requirements



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



Response	Percentage
1	0.00%
2	7.69%
3	41.84%
4	30.77%
5	19.80%

MSSoA



Response	Percentage
1	0.00%
2	0.00%
3	0.00%
4	50.00%
5	50.00%

SoAS



Response	Percentage
1	0.00%
2	33.33%
3	0.00%
4	66.67%
5	0.00%

SoET



Response	Percentage
1	0.00%
2	0.00%
3	0.00%
4	100.00%
5	0.00%

SoFS



Response	Percentage
1	0.00%
2	25.00%
3	25.00%
4	25.00%
5	50.00%

SoMC



Response	Percentage
1	0.00%
2	0.00%
3	0.00%
4	100.00%
5	0.00%

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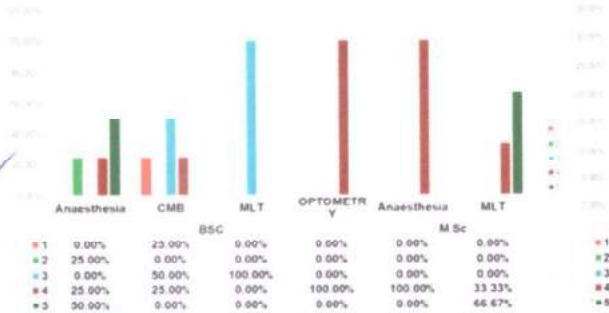
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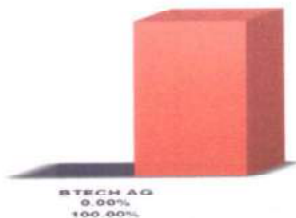


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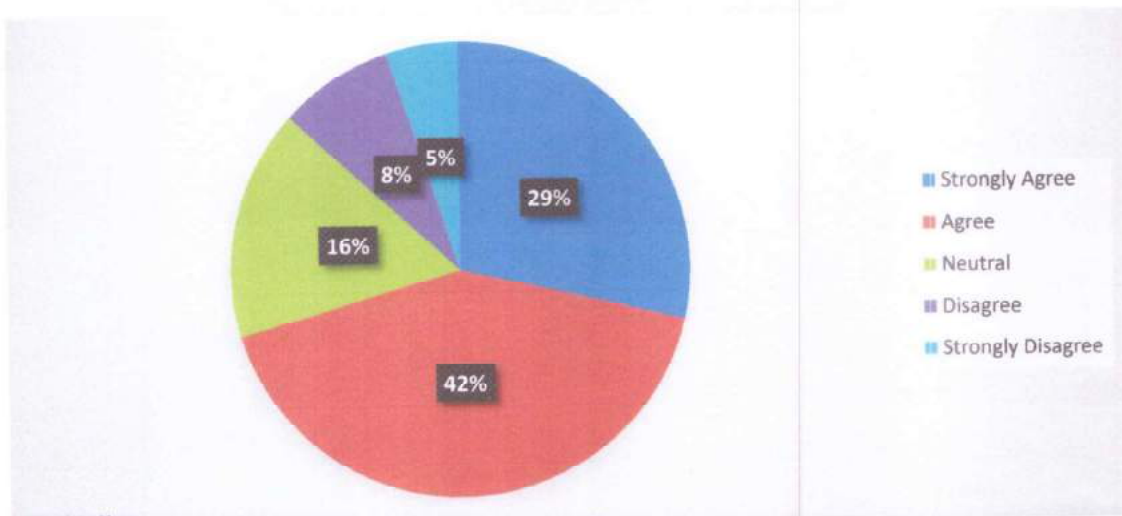
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Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities. The graph depicts the percentage of respondents. As per this analysis, it was found that 30 % of alumni were strongly agreed and 33% agreed in this context. 9% Alumni strongly disagreed and 7% disagreed.

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



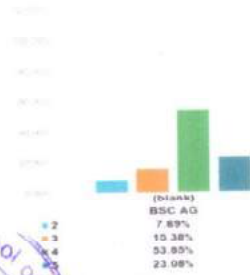
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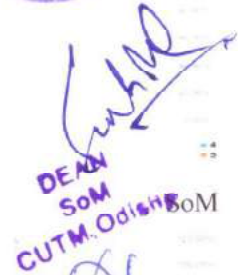
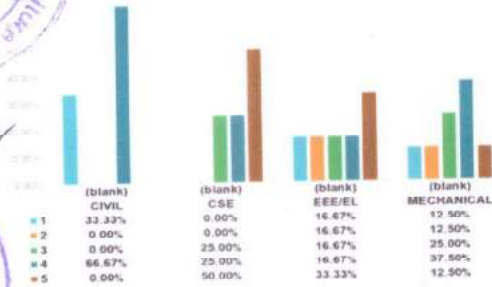
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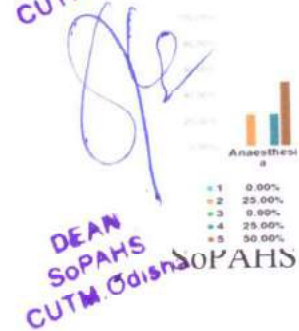
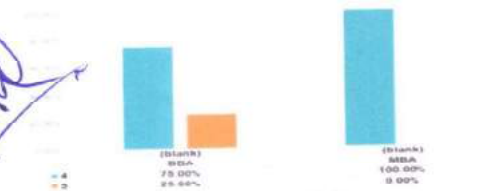
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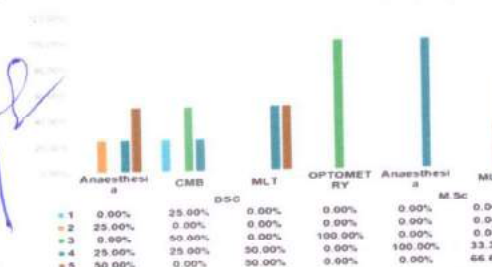
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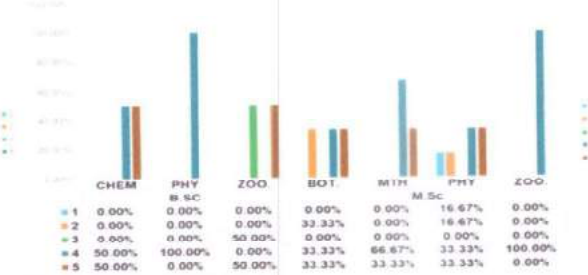
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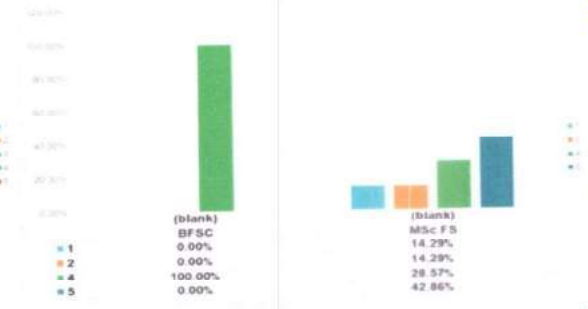


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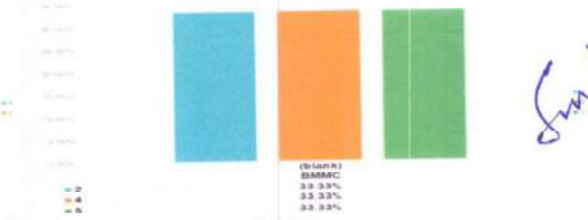
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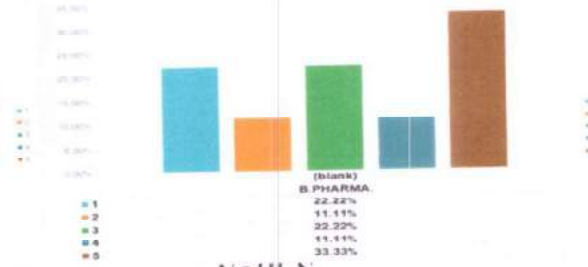
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Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that more than 29% of alumni strongly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

Further, the following points were also expressed by the Alumni

- Students should interact with more number of Industry people. University should arrange number of programs where should will get opportunity to interact.
- Corporate environment should be created for pre-final year and final year students, where student will learn necessary etiquettes and body language apart from Communication skills.
- Practical skills should be focused.
- The course should have strong link with industry, especially practical course and projects.
- Equal importance should be given to Theory, Practice and Projects.
- Teachers should be Techno-savvy to deal with technical issues during practice as well in theory classes.
- Classes should be intersecting. Teacher should generate more interest in the subject.


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EMPLOYERS FEEDBACK ANALYSIS

For session 2019--2020, feedback was collected from **30** employers on various programme and syllabus offered by the University through online/offline mode. Proper and periodic analysis of feedbacks provided by various stakeholders helps a lot in constantly improving teaching-learning process. Regular feedback from industry experts, employers during placement drives, workshops, guest lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

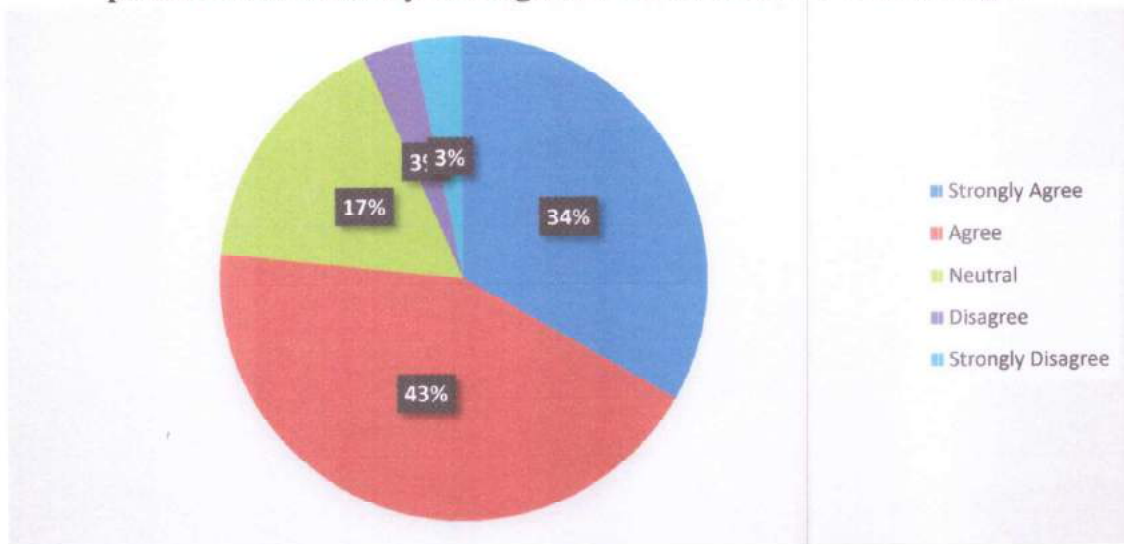
RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	10	13	5	1	1
Q.2	Do our students have reasonable knowledge and hands on skills for analysis and design?	7	16	5	1	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	10	14	3	1	2
Q.4	How do you rate our students in written and oral communication abilities?	8	16	4	1	1
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	11	15	2	1	1

Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	13	12	2	1	2
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Graph 3.4.1

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

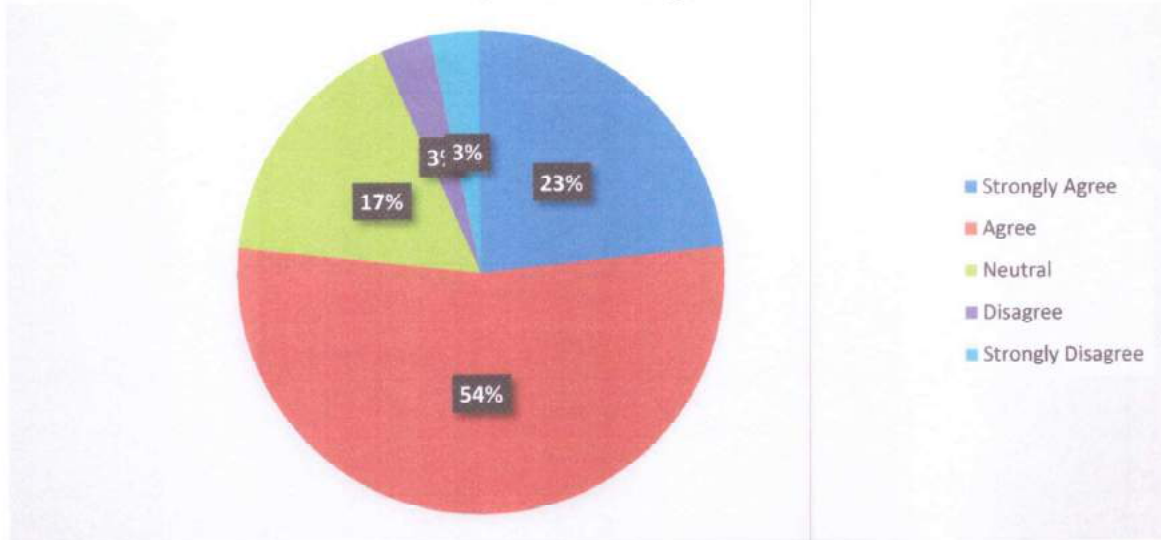


As per the feedback analysis, a large number of employers are contended with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 34% employers were strongly agreed and 43% agreed with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

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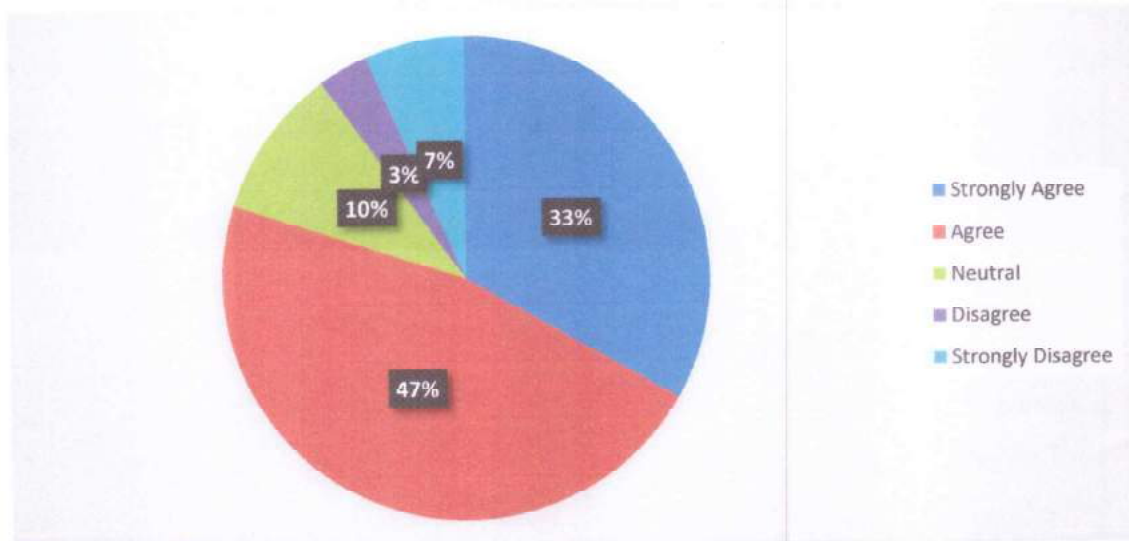
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Graph 3.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design?



Curriculum is designed to have theoretical and practical amalgamation of the course. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same semester. More than 23 % of our employers strongly agree and 54% agree with the Practical and theoretical knowledge of our students required for analysis and design whereas nearly 3% of the respondents strongly disagree and 3% disagree with the same.

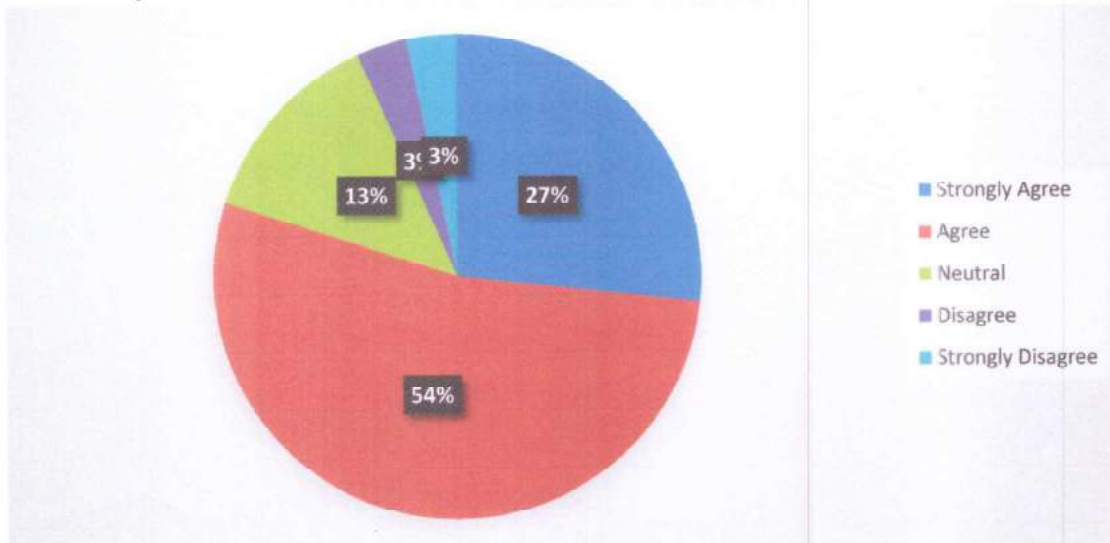
Graph 3.4.3
How do you rate our students with respect to professional ethics and behavior?



Course Curriculum is designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and Industry ready. Besides the subject knowledge, students are taught moral values and ethics to become a responsible citizen. This can be easily seen through the chart as 33 % employers are strongly agreed and 47% agreed on this ground of Professional ethics and behavior of our students. Only 7% are strongly disagree and 3% disagree with the same.


Graph 3.4.4

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



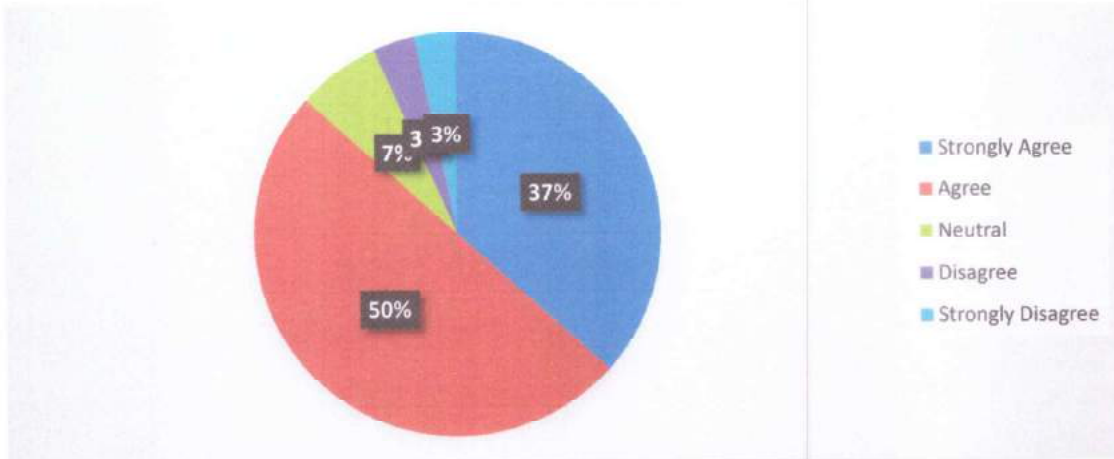
Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. Around 3% strongly disagree and 3% don't agree with Professional enhancement/Communication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


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Graph 3.4.5

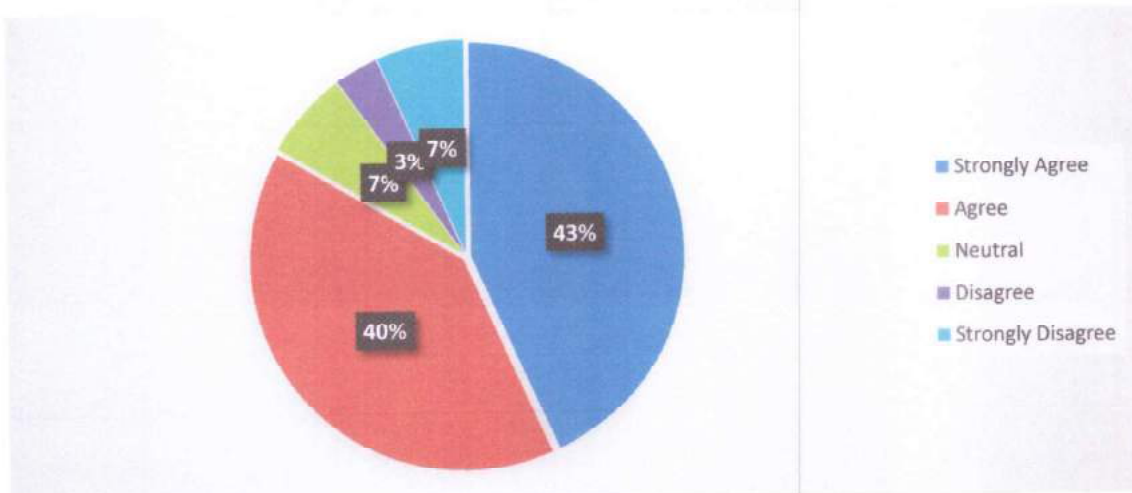
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



Faculty, mentors and trainers guide and motivate students so that they can believe in themselves and encourage them to take part in every cultural, technical, academic event, as doing so adds to the students' personality. As the chart shows that our students are very willing to learn the job requirements, 37% of our employers are strongly agreed and 50% agreed and around 6% feel dissatisfied in this regard (3% strongly disagree and 3% disagree).

Graph 3.4.6

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



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

technology trends which help the student to be updated with latest software and hardware technologies. As the chart depicts that almost 43% all of our employers are strongly agreed and 40% agreed with the Professional capabilities of our students with respect to students of other institutions. Only 7% employers strongly disagreed and 3% disagreed.

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

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

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2019-2020

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

SCHOOL OF ENGINEERING AND TECHNOLOGY

Electronics and Communication Engineering

Recommendations: Electromagnetic Theory course should have some practice components.

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

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Electrical and Electronics Engineering

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

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

Mechanical Engineering

Recommendations: Industry specific subjects should be there in syllabus

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

School of Management

MBA

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

Action Taken: IPR introduced in MBA programme.

MBA (Data Analytics)

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

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

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

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



SCHOOL OF AGRICULTURAL BIOENGINEERING

Phytopharmacy

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

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

SCHOOL OF PARAMEDICS AND HEALTH SCIENCE

M.Sc. Clinical Microbiology

Recommendations: The syllabus is too heavy to cover

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

B.Sc. Medical Laboratory Technician

Recommendations: Syllabus should focus on industry need

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

SCHOOL OF FORENSIC SCIENCE

M.Sc. Cyber Security and Digital Forensic

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

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

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

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

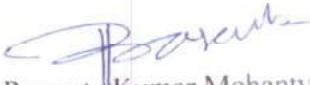
Conclusion

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

Board of Studies conducted on : 22nd June 2019

Date of Compilation: 12th July 2019


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Dr. Prasanta Kumar Mohanty
Dean Academic Dean Academics
CUTM. Centurion University of Technology & Management
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ACADEMIC YEAR 2018-2019

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

STUDENT FEEDBACK ANALYSIS

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

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

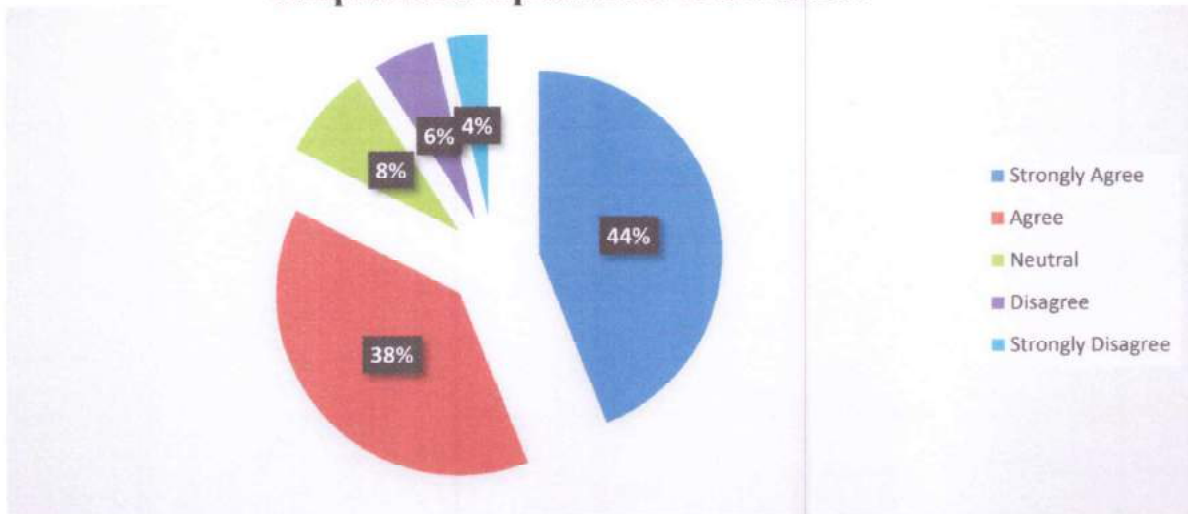
RESPONSE COUNT

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The Syllabus of the courses that you have studied synchronizes with the competencies expected out of the course	432	378	82	54	36
Q.2	The curriculum has right mix of theory, practical and project.	460	350	86	49	37
Q.3	Got access to learning material (books/ handouts /e-content) for syllabus covered in courses in the library/others	423	352	105	57	45
Q.4	The syllabus and pedagogy generated interest in course	407	360	117	48	50
Q.5	Curriculum is effective in developing ICT & communication skills.	455	341	94	54	38

Q.6	Curriculum equipped you with necessary technical skills required by the industry	396	378	114	49	45
Q.7	Curriculum is structured, comprehensive, relevant and arranged properly.	428	368	102	39	45
Q.8	The Practical courses give you an effective hands-on experience	421	350	122	39	50
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	417	351	114	47	53
Q.10	You are satisfied with the course combination you have chosen as per CBCS	431	355	101	42	53

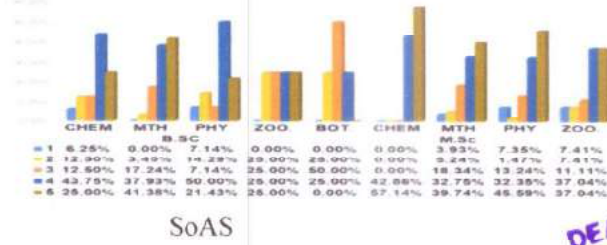
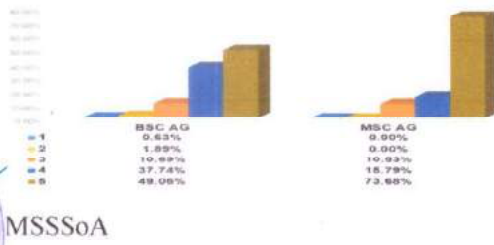
Graph 4.1.1

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

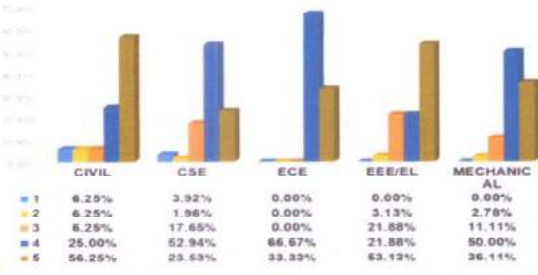




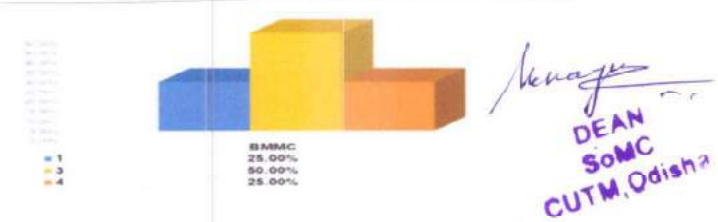
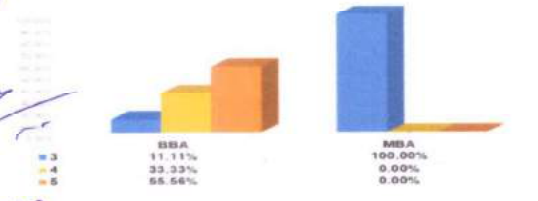
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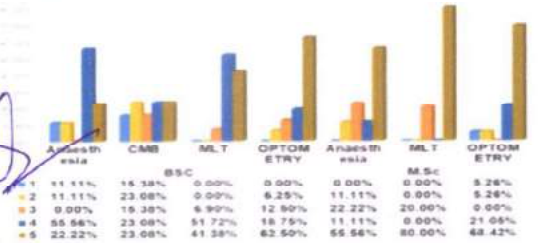
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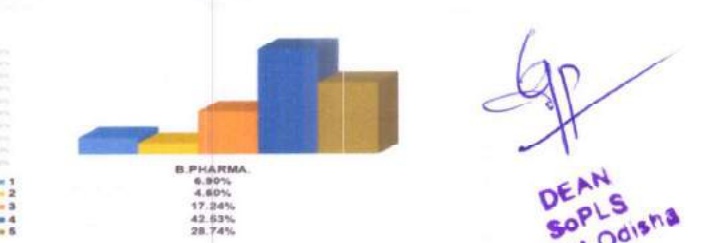
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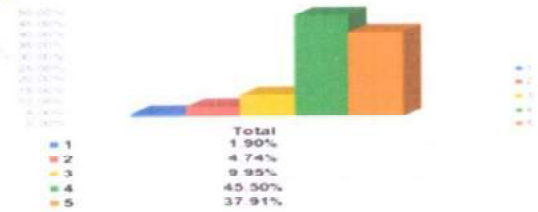
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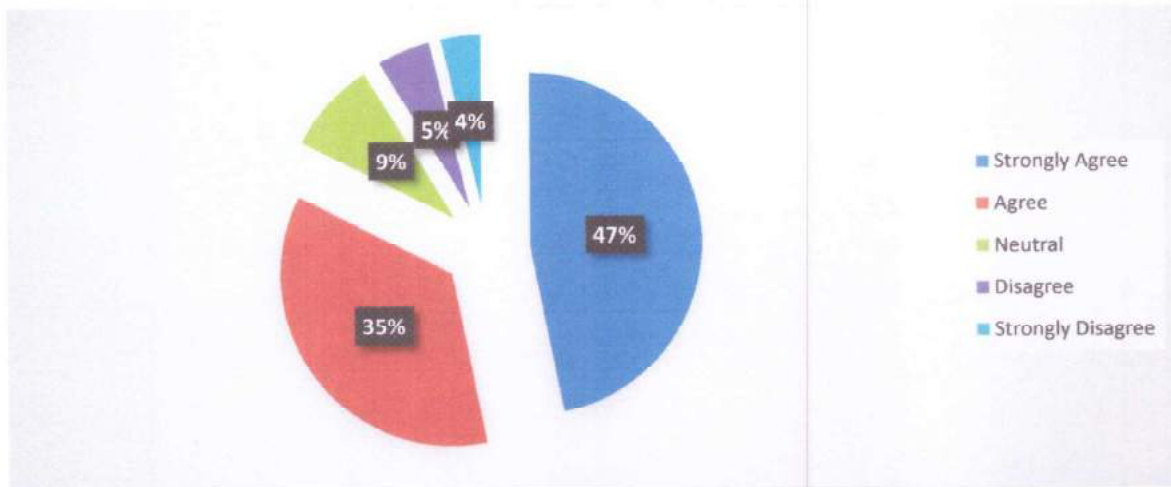
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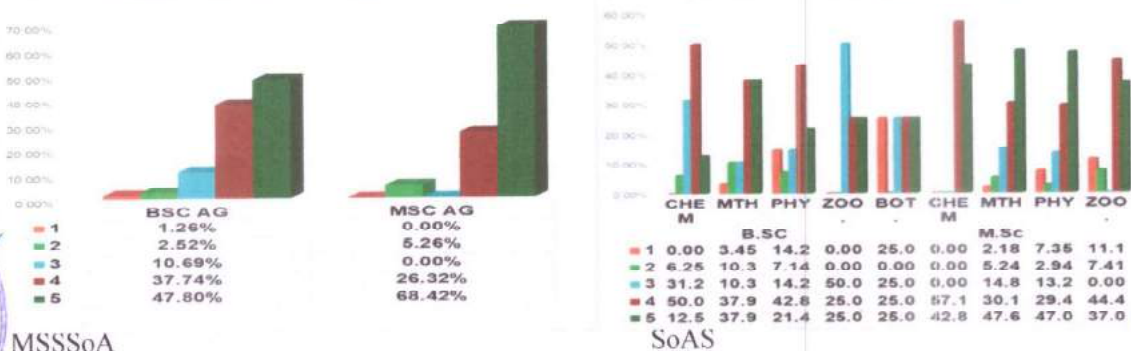
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Around 44 % of students strongly agreed and 38% agreed that the courses are matching with the expected outcomes while 4% of students strongly disagreed and 6% disagreed in this regard. University is always striving to match the course outcomes with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

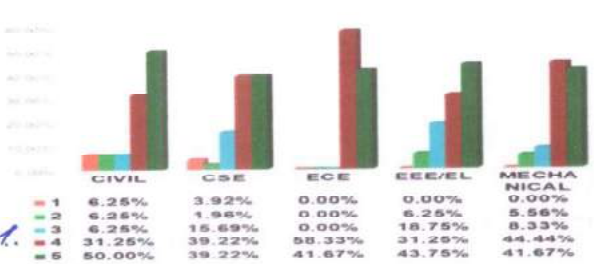
Graph 4.1.2
The curriculum has right mix of theory, practical and project



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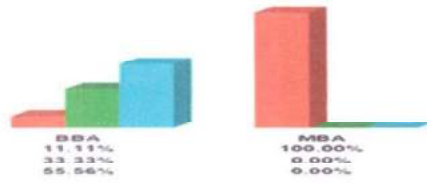


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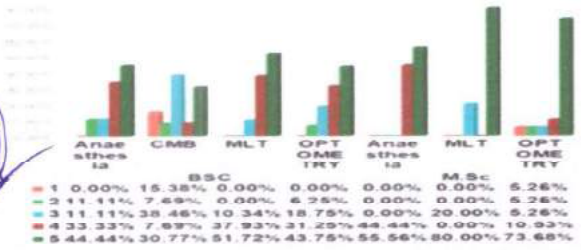


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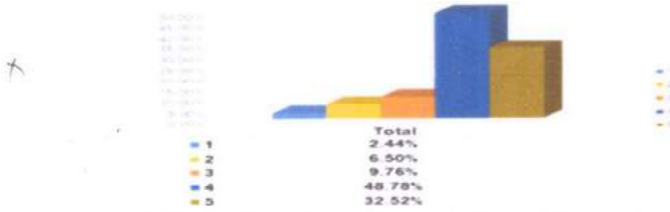
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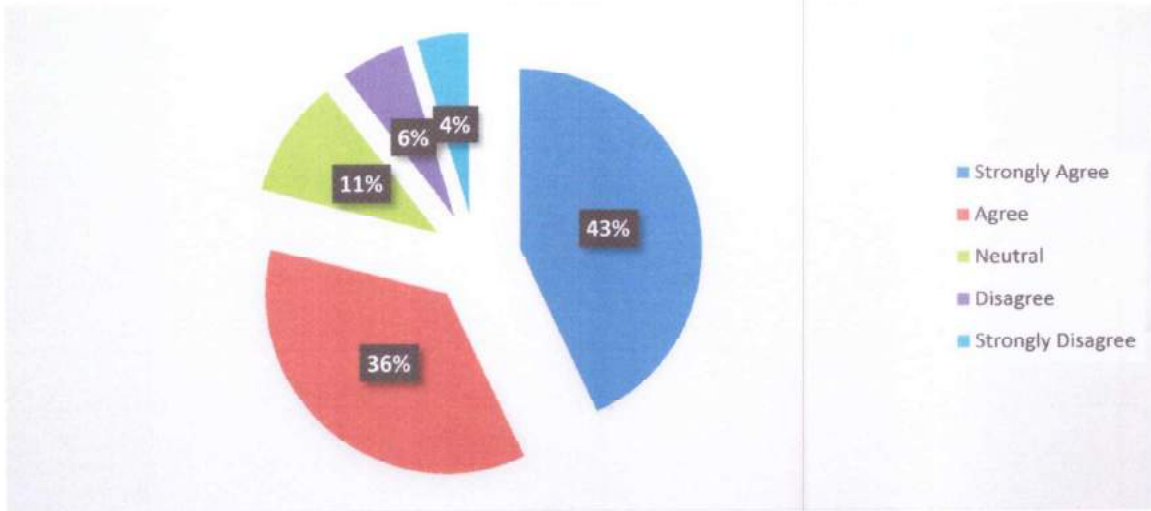
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The graph depicts that around 47% students strongly agreed and 35% agreed with curriculum which is a right mix of theory, practical and project. Whereas 4% of students were strongly disagreed and 5% disagreed. Practical knowledge and exposure to different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

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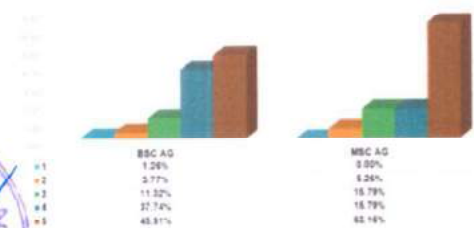
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Graph 4.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the library/others

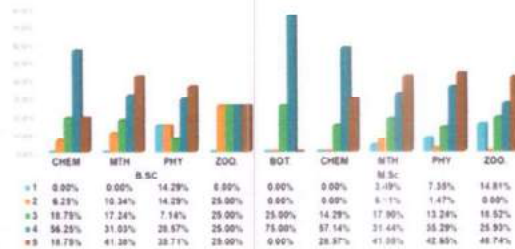


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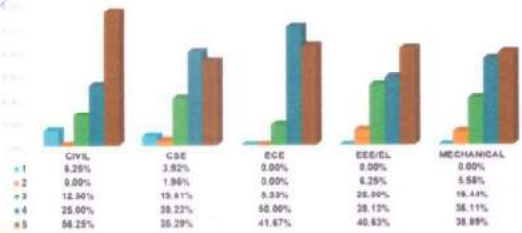


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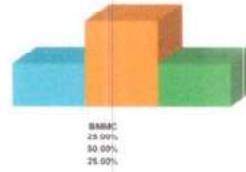
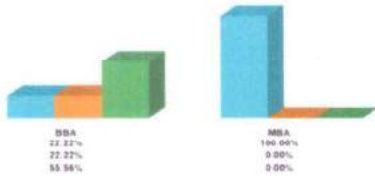
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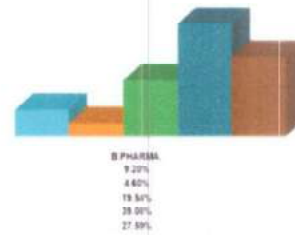
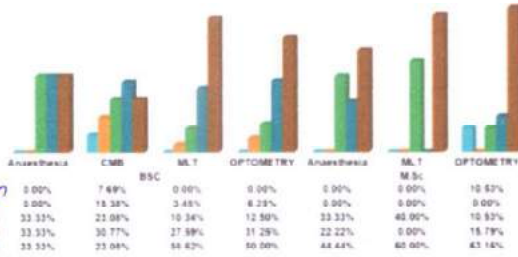
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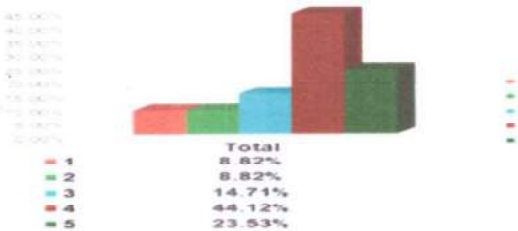
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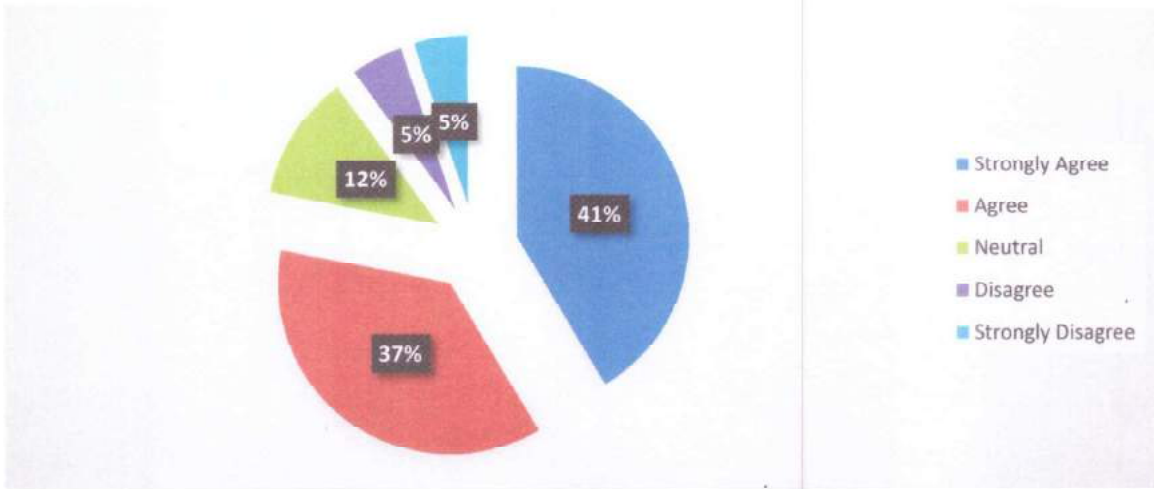
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The above graph shows that 43 % of the respondents are strongly agree and 36 % agree with the access to learning materials where as 4% students are strongly disagreed and 6% disagreed . Faculty members are putting strong effort in preparing the contents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

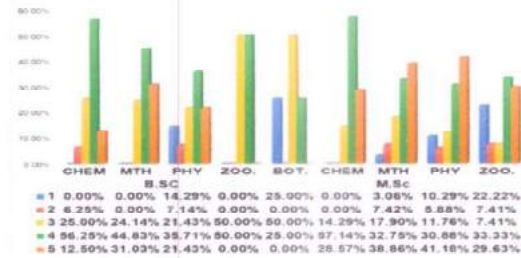
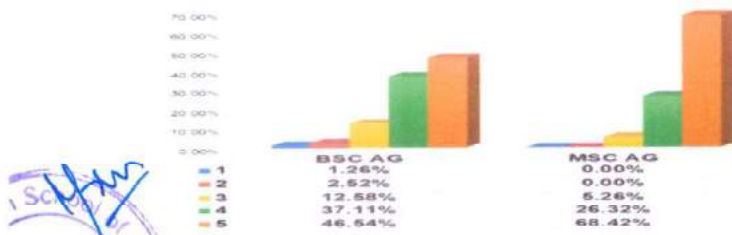
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Centurion University of Technology & Management
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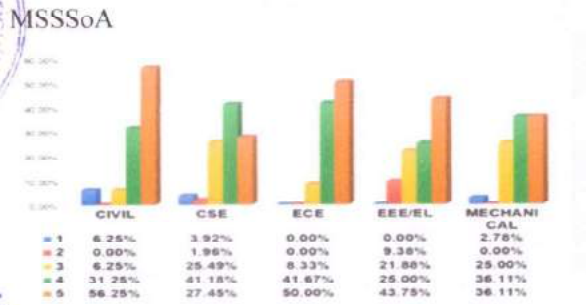
Graph 4.1.4
The syllabus and pedagogy generated interest in course.



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

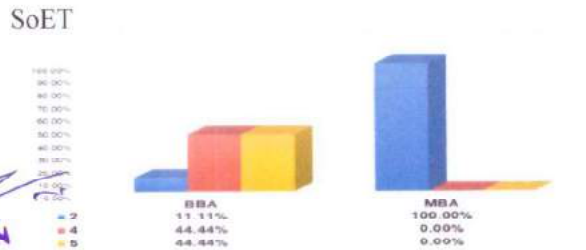


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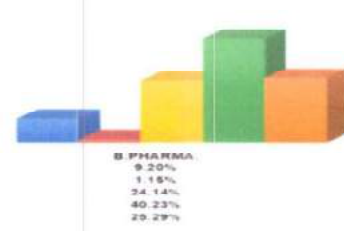
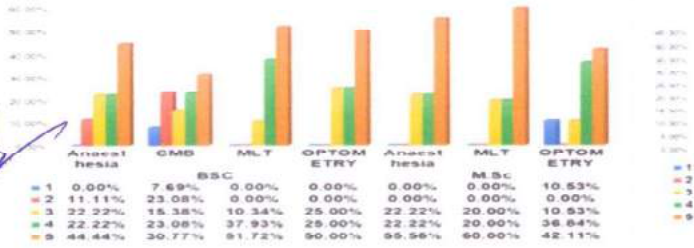
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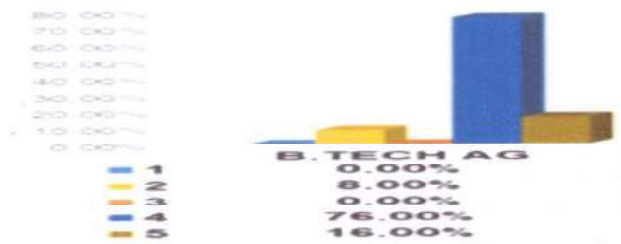
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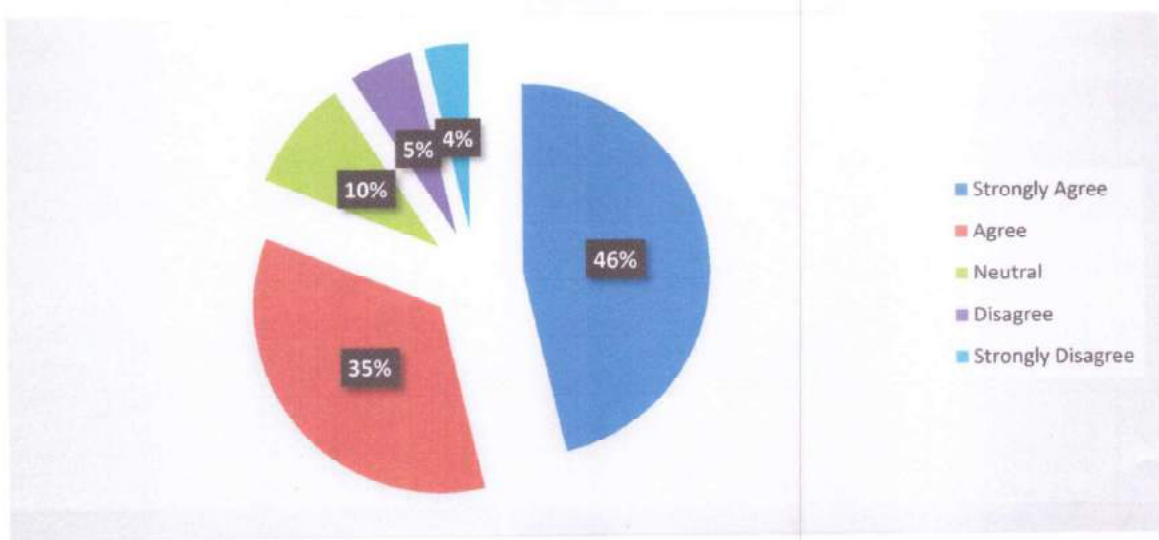


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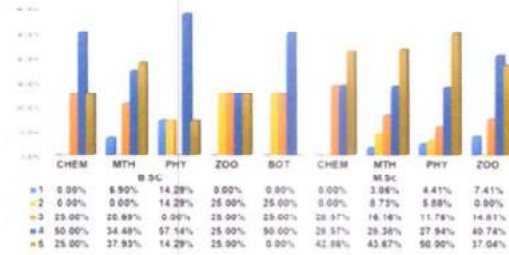
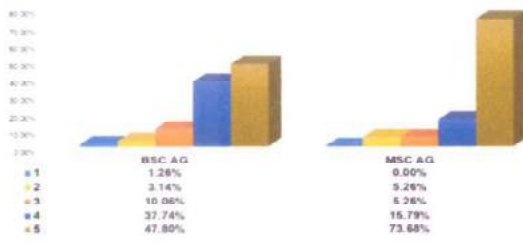
In the graph it shows around 41 % of the respondants strongly agreed and 37% agreed that the syllabus and pedagogy generate interest. Around 5%% of students strongly disagree and 5% disagree. To generate interest among students ,teachers use different online resources and with you tube videos in the class . Faculty members conduct internal examination in different modes like presentations and quizzes to generate interest

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

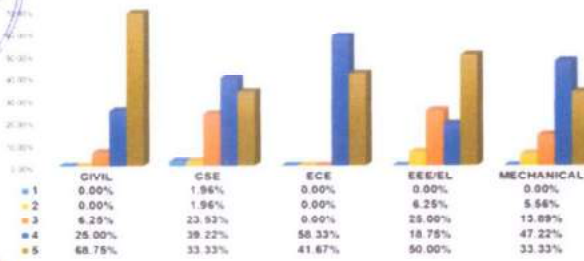


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5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



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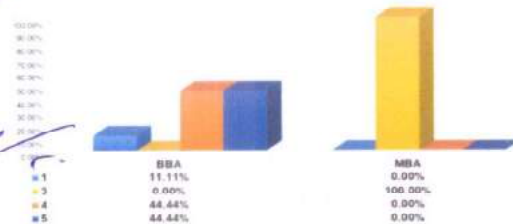


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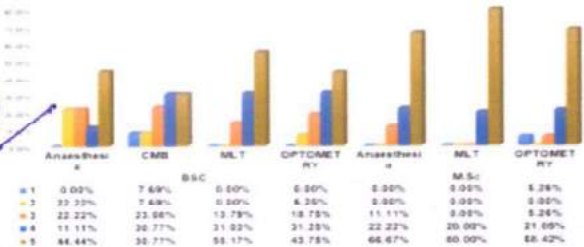
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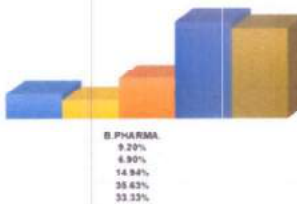
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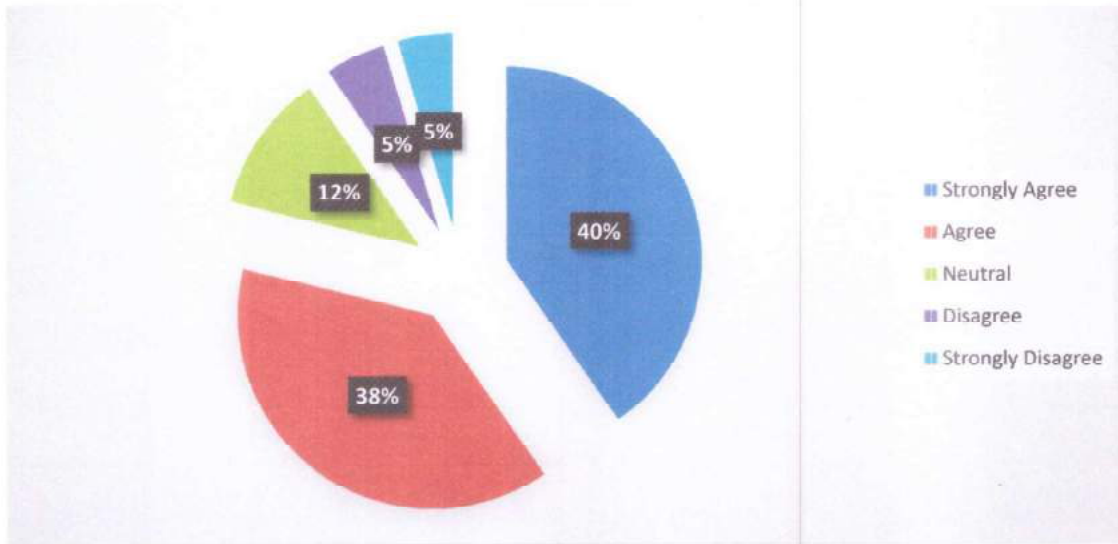
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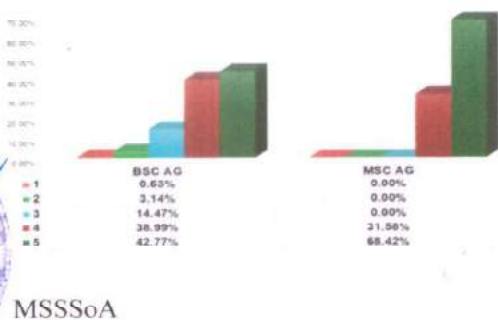
Most of the teaching learning practices involve presentations, quizzes which develops the communication skills of the students. The chart reveals the percentage of respondents. 46 % of the students strongly agreed and 35% agreed that the content of courses is able to increase their knowledge in ICT and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

Graph 4.1.6

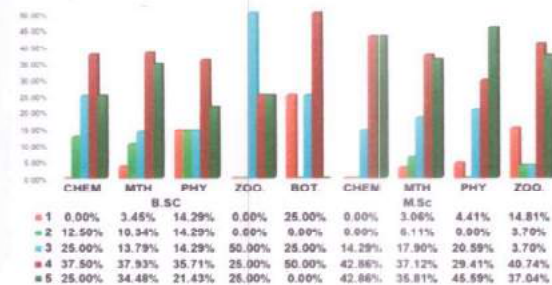
Curriculum equipped you with necessary technical skills required by the industry



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



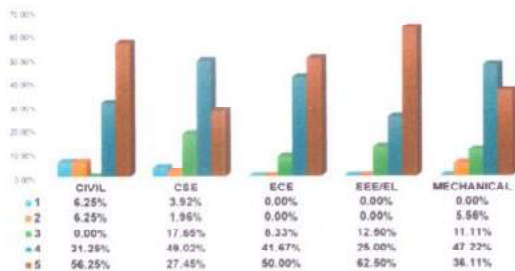
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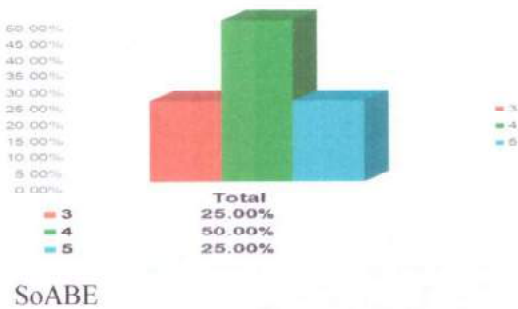
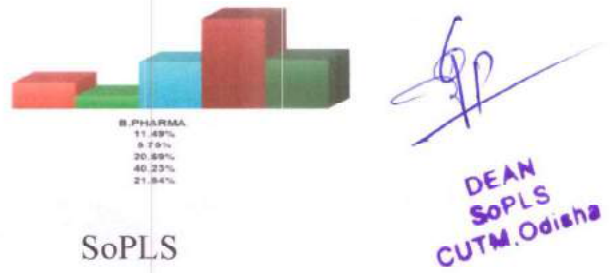
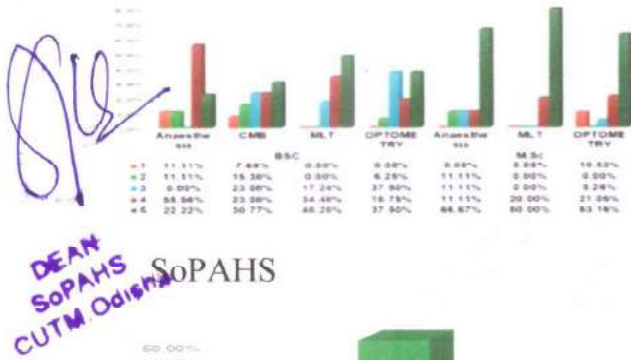
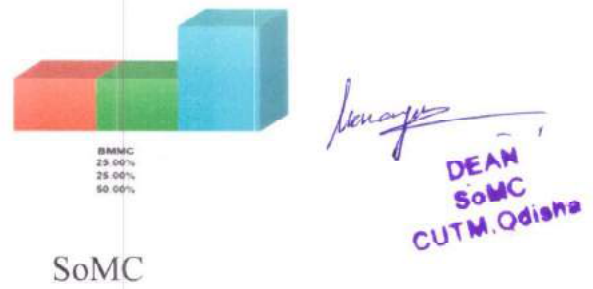
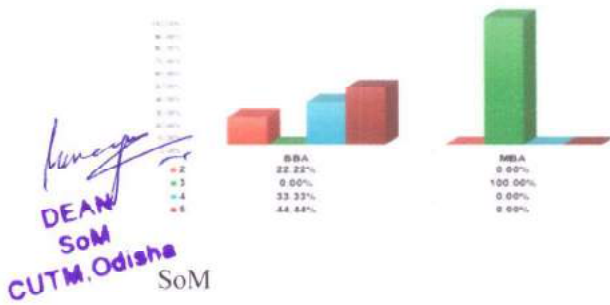
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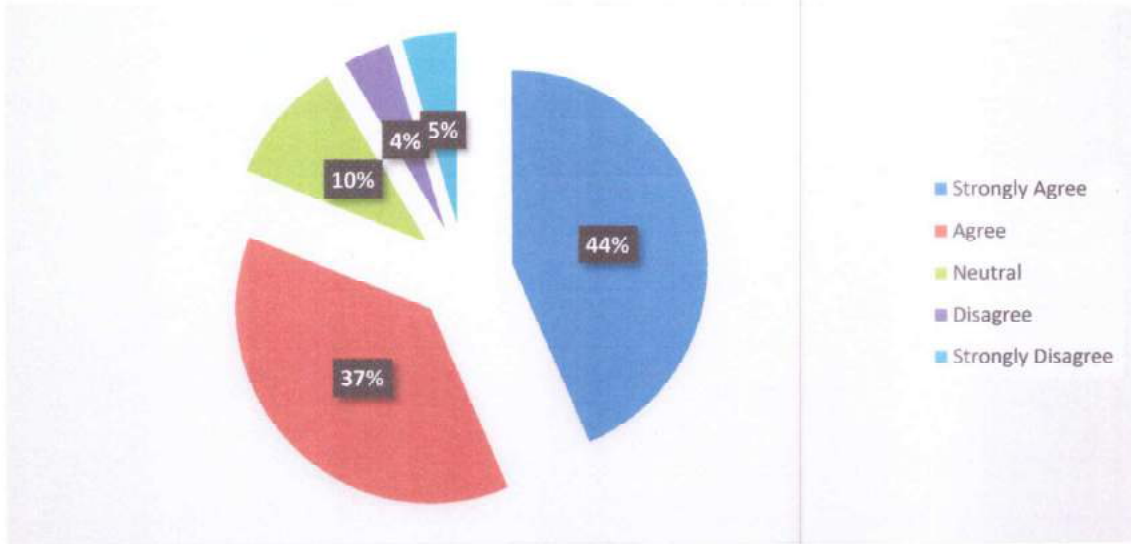
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The graph shows that around 40% of the respondents strongly agreed and 38% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 5% are strongly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

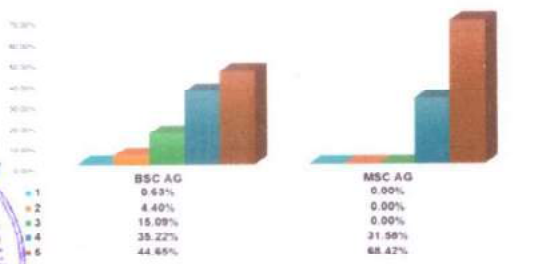
Graph 4.1.7

Curriculum is structured, comprehensive, relevant and arranged properly.



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

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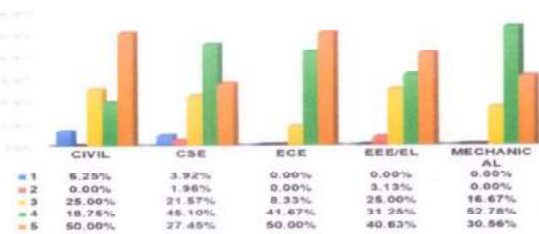


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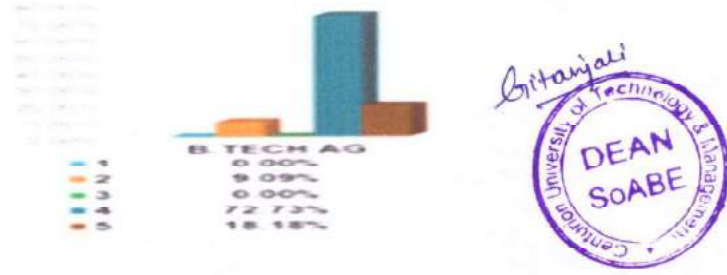
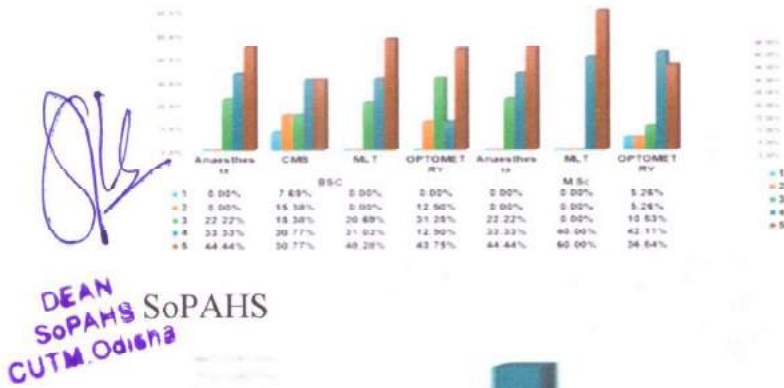
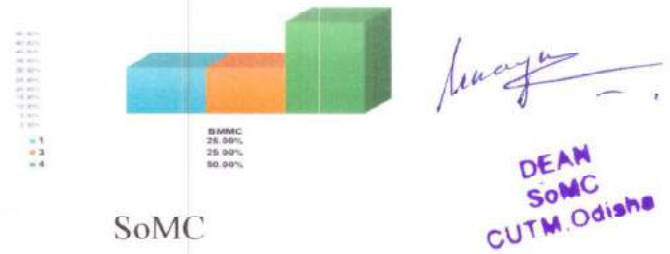
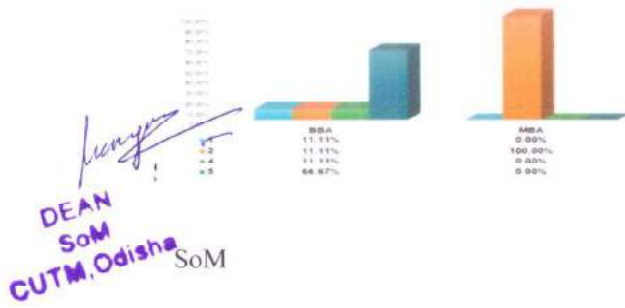


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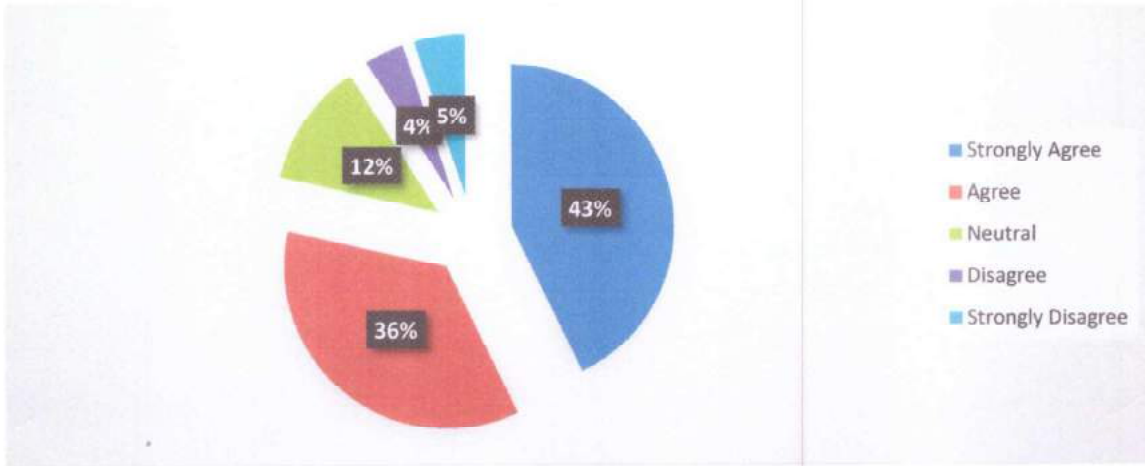
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Analysis of feedback received shows around 44% of students strongly agreed and 37% agreed and found the courses offered to them are structured, comprehensive and interesting; Students can opt for courses of their interest from diverse courses offered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

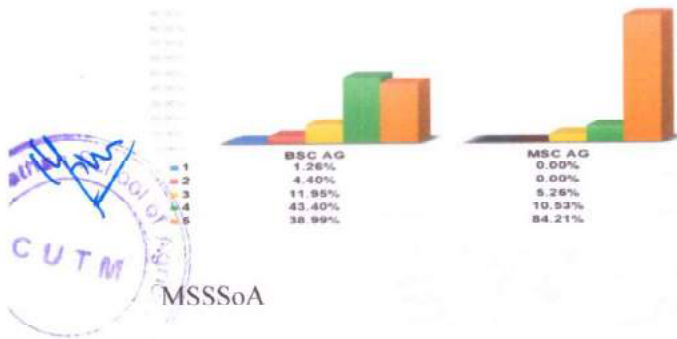
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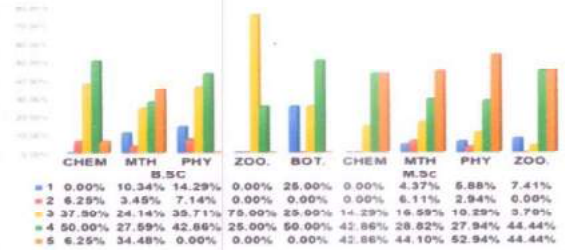
Graph 4.1.8
The Practical courses give you an effective hands-on experience.



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

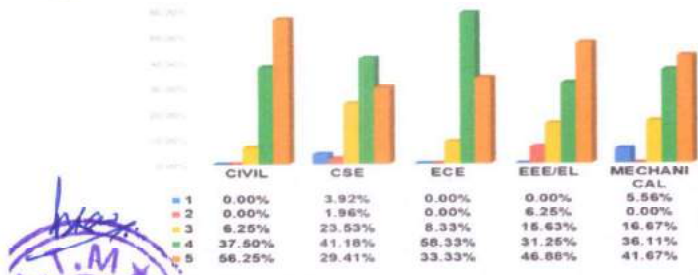


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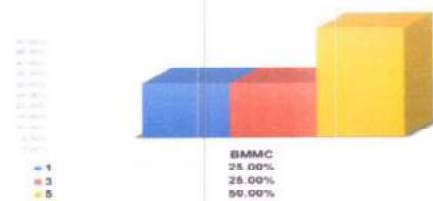
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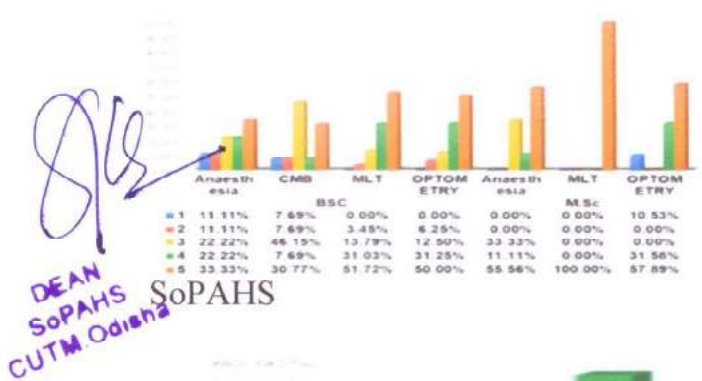
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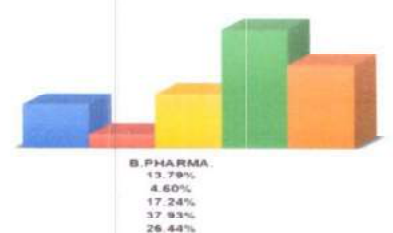


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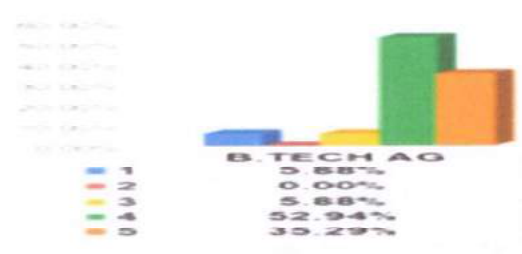


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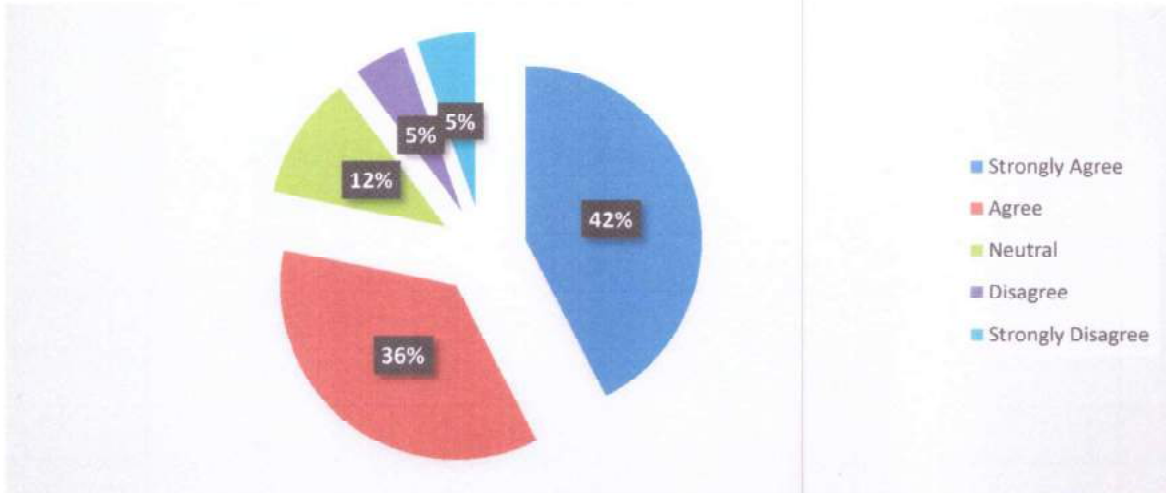
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The curriculum gives hands on experience to the students through projects, live projects, workshops, use of industry relevant software, study tours, industrial visits, industry trainings / internships etc. The chart reveals that the students' feedback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

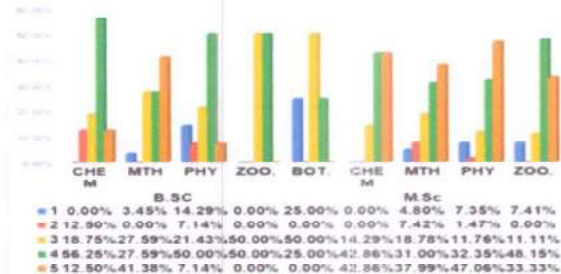
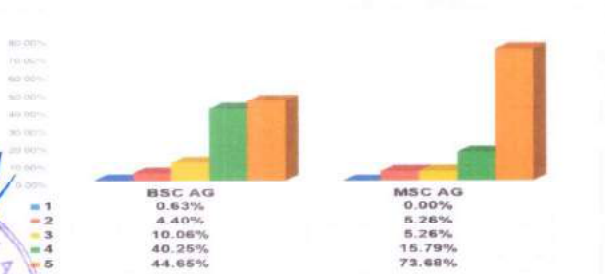
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Graph 4.1.9
The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.



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

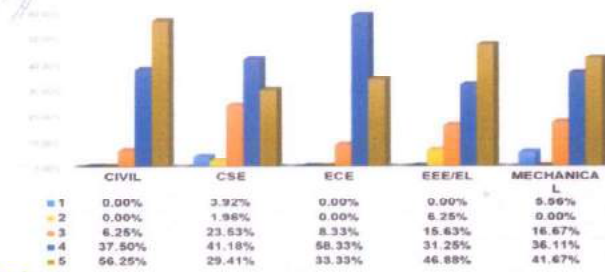


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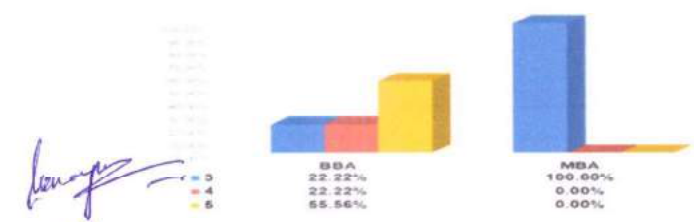


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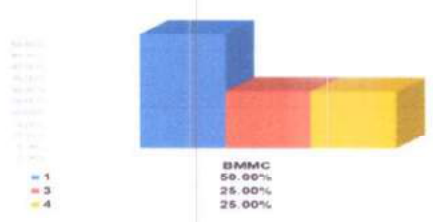
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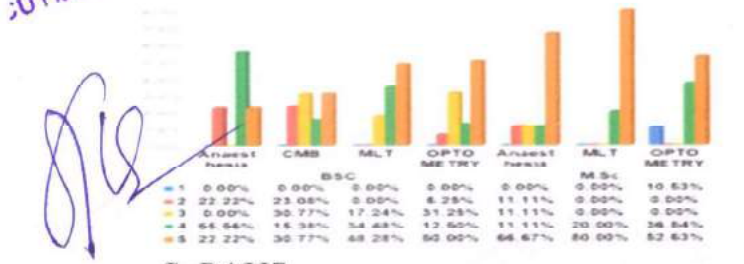
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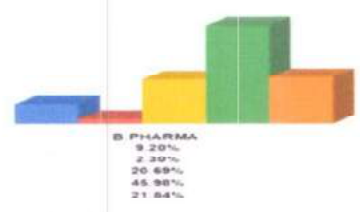
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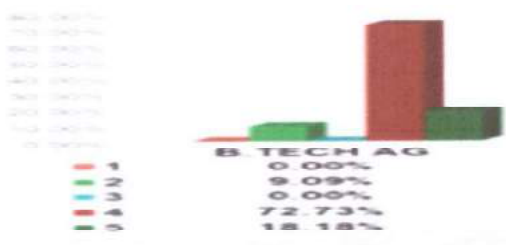
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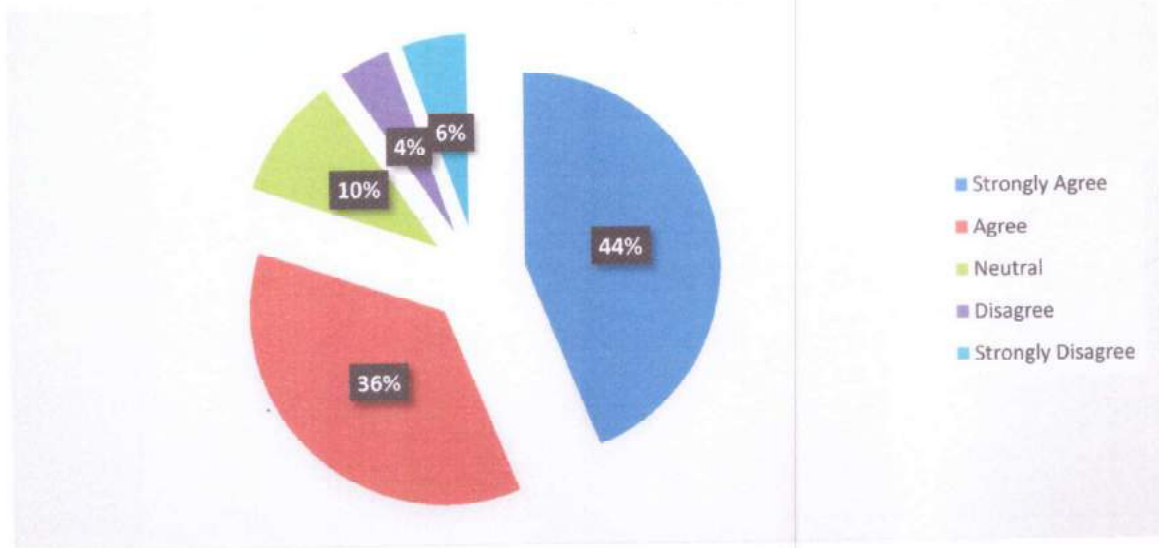
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The students were surveyed on the effectiveness of lab experiments and academic tasks. Approximately 42% are strongly agreed and 36% agreed that Academic tasks/Lab experiments are helpful in understanding the applicability of concepts. Whereas 5% students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

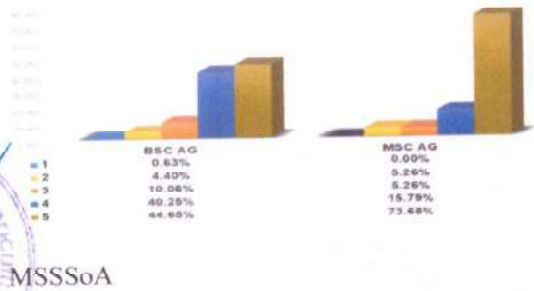
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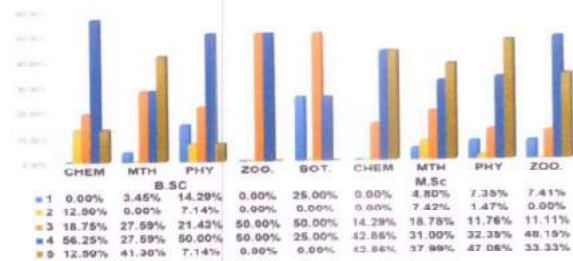
Graph 4.1.10
You are satisfied with the course combination you have chosen as per CBCS



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

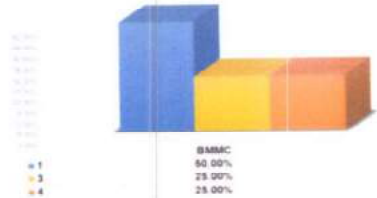


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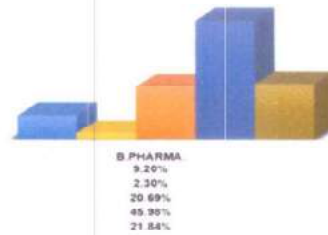
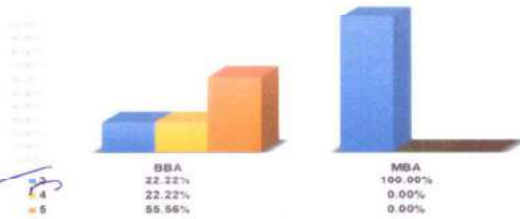
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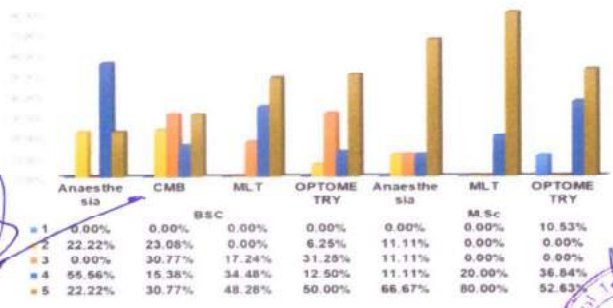
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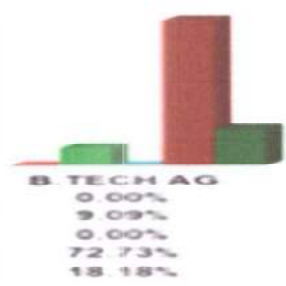


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As per Choice Based credit System(CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 44% of the students are strongly agree and 36% agreed and around 10% (6% strongly disagree and 4% disagree)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

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

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

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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 2018-2019

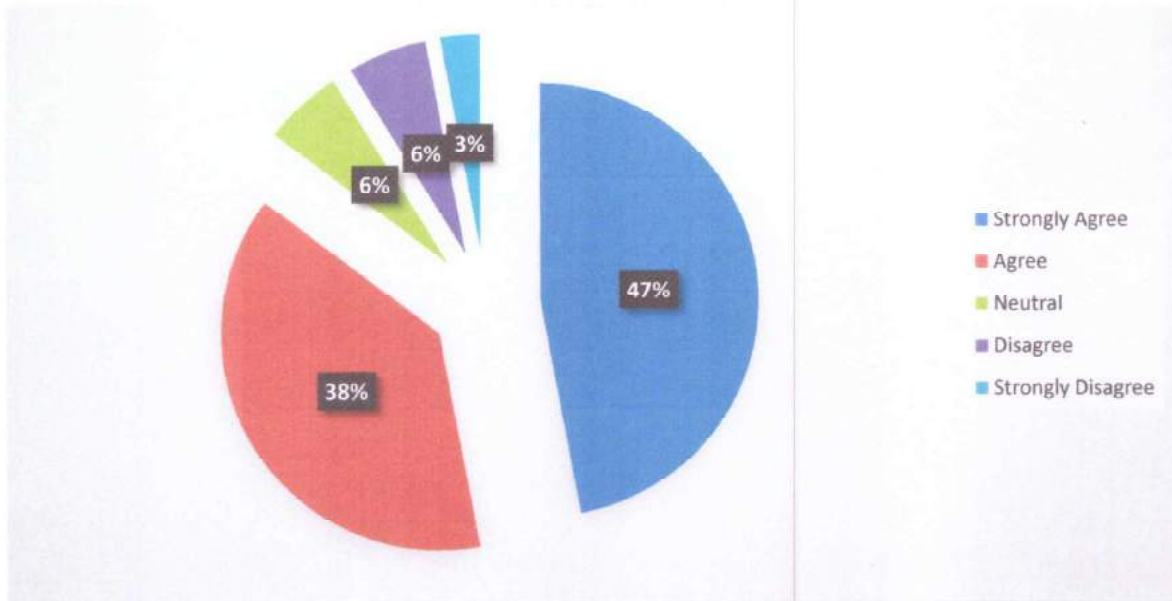
RESPONSE COUNT

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


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Graph 4.2.1
Syllabus is need based with respect to the recent advancements.

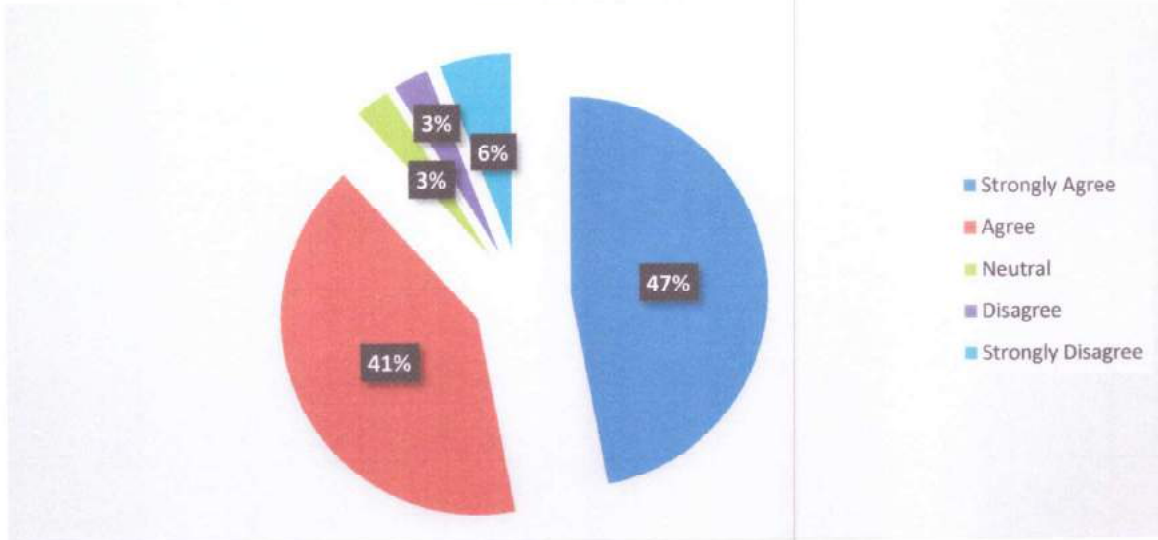


Keeping in consideration, the changes in trends and technologies of Industry and academics, syllabus is continuously updated by the Industry experts and academicians. External experts are invited for delivering expert lectures and have active interaction with students. Valuable suggestions which are provided by these experts are also incorporated periodically in the curriculum. Feedbacks from recruiters during the placement drives are also considered to make the students and curriculum prepared for Industry. The analysis depicts that more than 47% of faculty members are strongly agreed and 38% agreed with recent curriculum advancements. Whereas 3% of the respondents were strongly disagreed and 6% disagreed.


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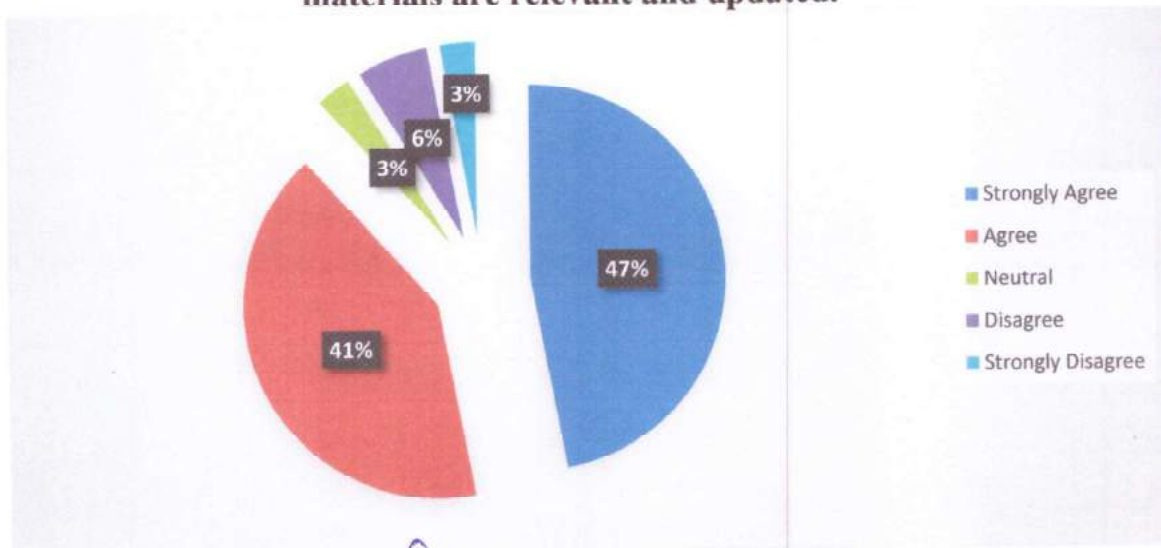

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Graph 4.2.2
Aims and objectives of the syllabus are well defined and clear to teachers and students.



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

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

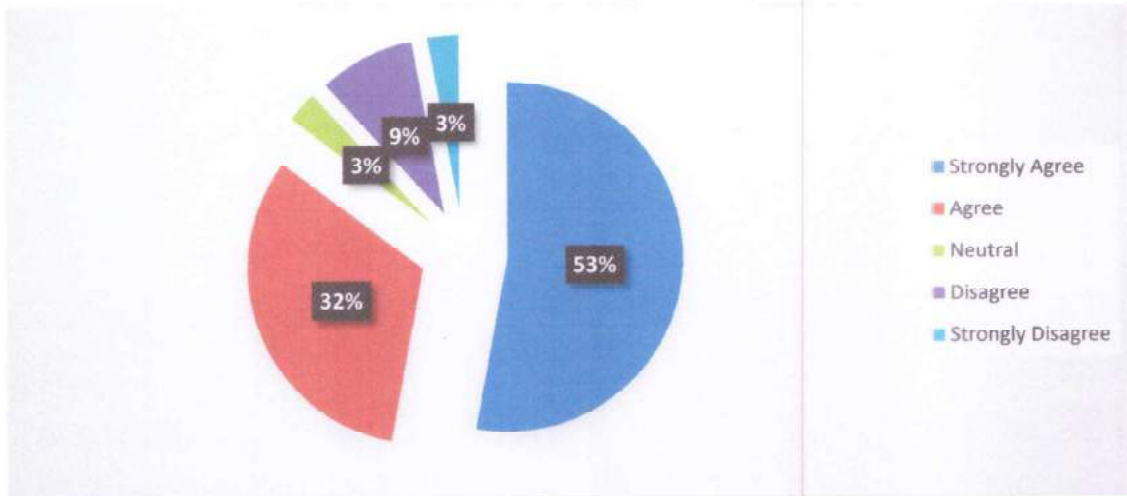


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Textbooks, reference books and Contents in MRC Portal are framework that helps students to organize and manage their learning. These are the most important resource of information about their course contents. Textbooks and reference books help students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

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

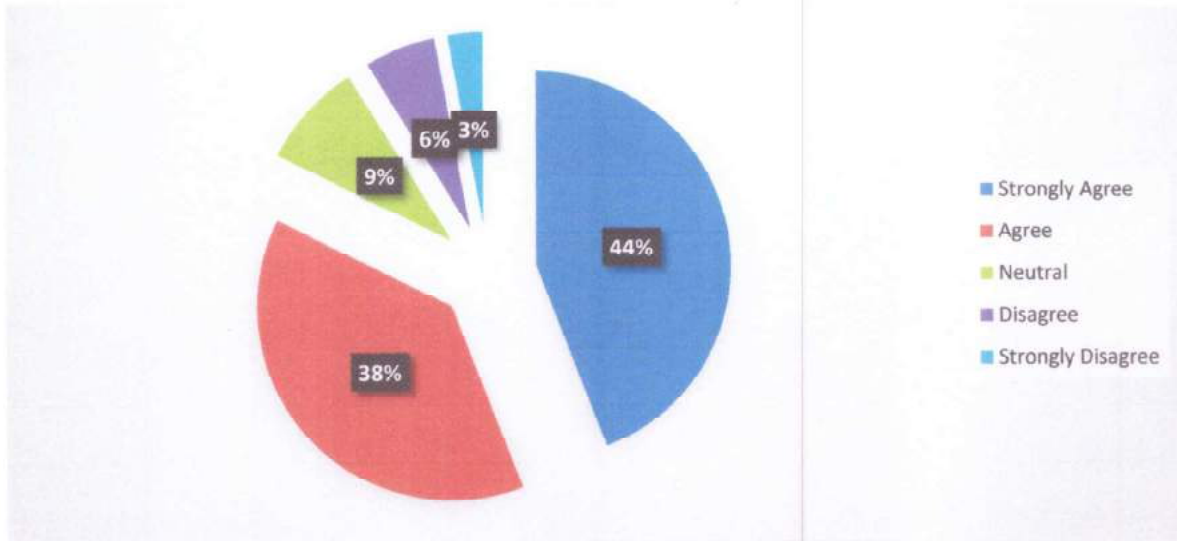


The graph depicts the percentage of respondents. As per this analysis, it was found that 53 % of faculty members were strongly agreed and 32% agreed about the preparedness of academic tasks and practical experiments and projects as per the instruction plans. Whereas 3% “strongly disagree and 9% “disagree”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

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



Learning levels from academic task are evaluated through various activities for example worksheets, class tests, assignments, presentations quizzes, sessions, practical., design problems, projects etc. which provides an ideal platform to develop knowledge and skills to pursue higher education. The above chart explains the percentage of respondents. A majority of 44% teachers were strongly agreed and 38% agreed with the level of learning from academic tasks. Whereas 3% were strongly disagreed and 6% disagreed for the above criteria.

Further, the following points were also expressed by the Teachers

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

ALUMNI FEEDBACK ANALYSIS

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In the session 2018-2019, University collected and analyzed the feedback from around 93 alumni of various courses. Valuable suggestions made by the alumni are put forward before the Academic Council for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

RESPONSE COUNT

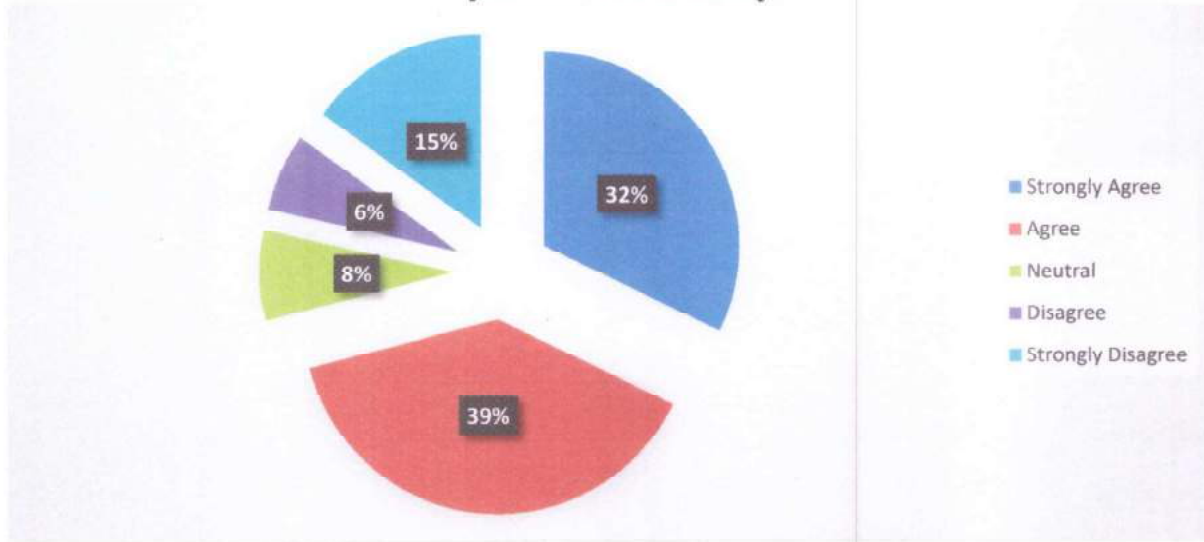
Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	30	36	7	6	14
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use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

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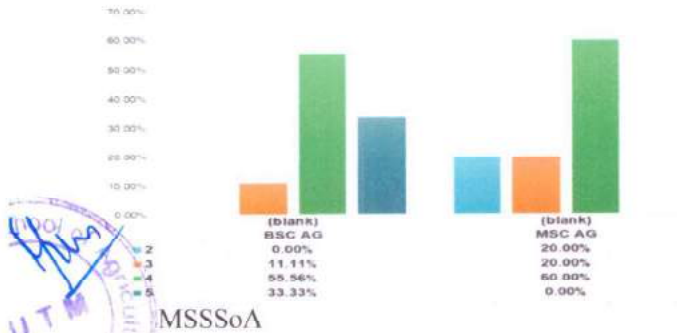
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Q.7	Overall satisfaction for the current program in meeting its educational objectives.	33	36	5	10	9
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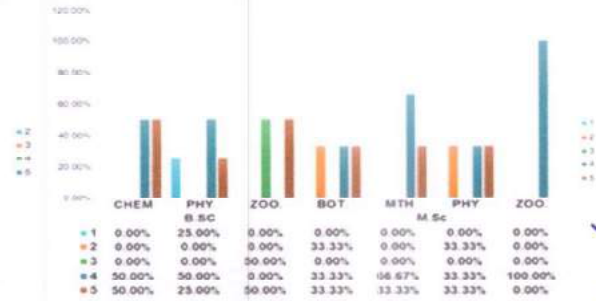
Graph 4.3.1
The current syllabus is adequately updated from the one followed during your course of study.



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

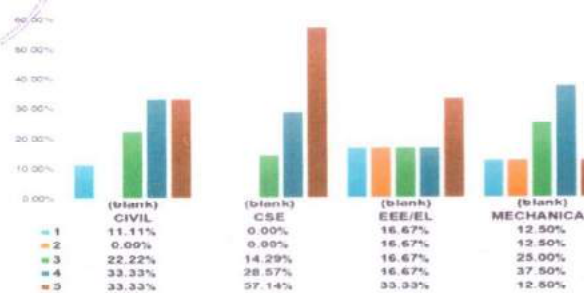


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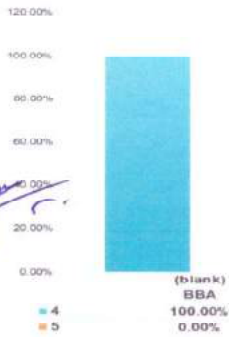
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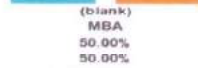
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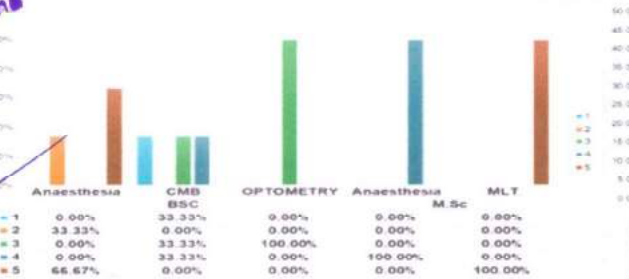
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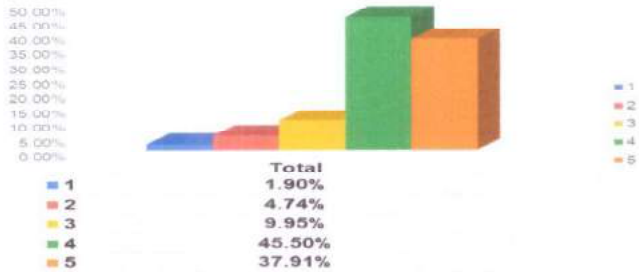


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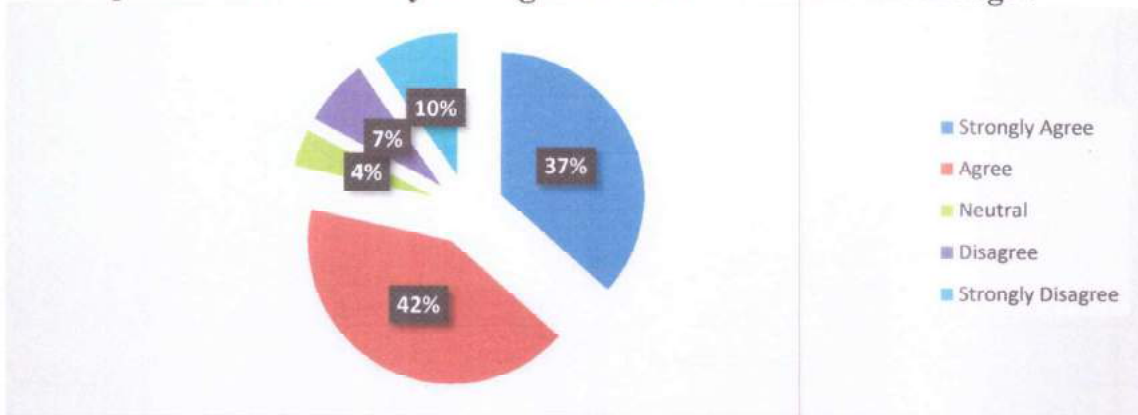
Keeping the ever-changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the Industry experts, academicians and employers. 32% of alumni are strongly agreed and 39% agreed with the courses being offered while 15% strongly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

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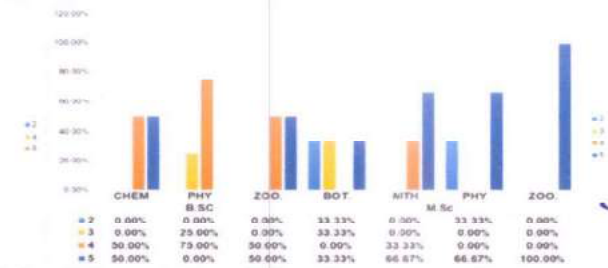
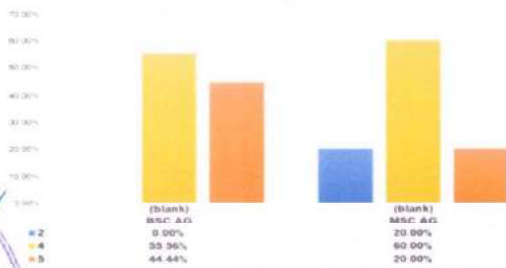
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Graph 4.3.2

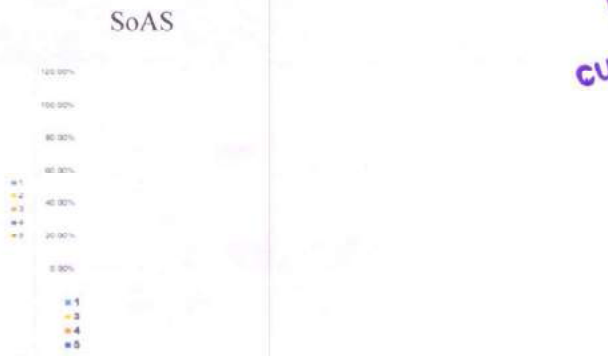
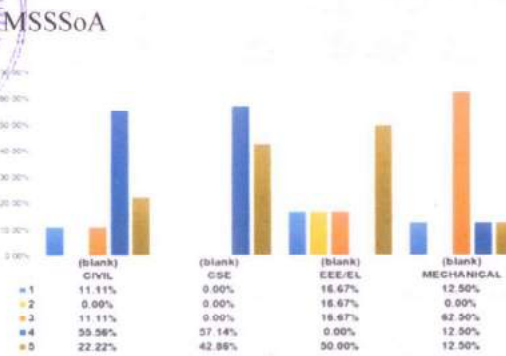
Does the curriculum have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?



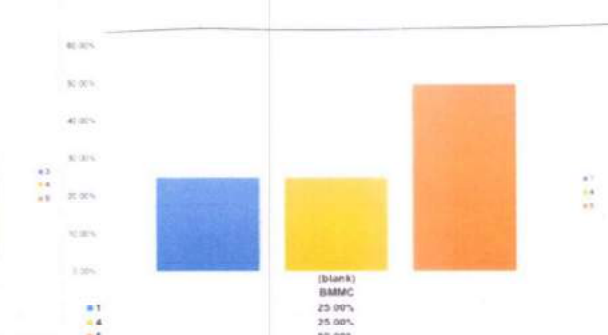
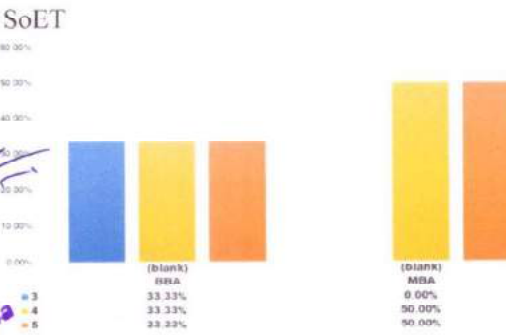
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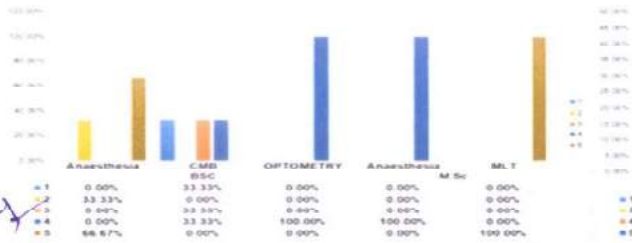
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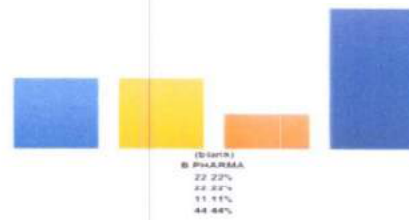
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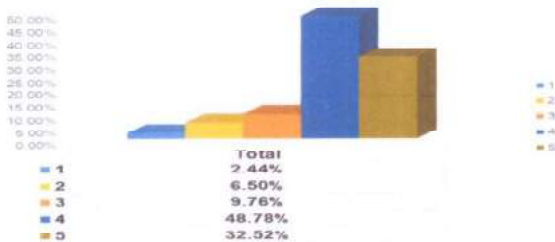
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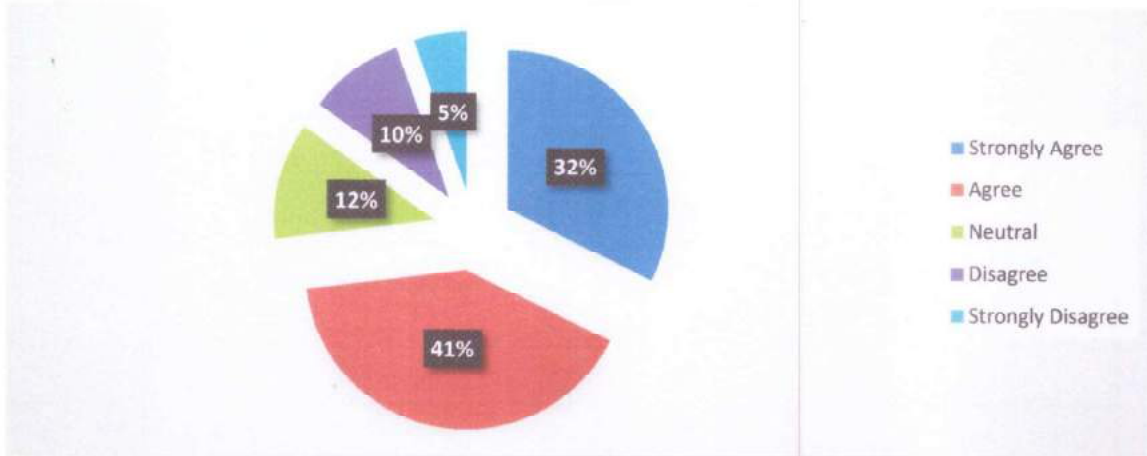
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Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content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

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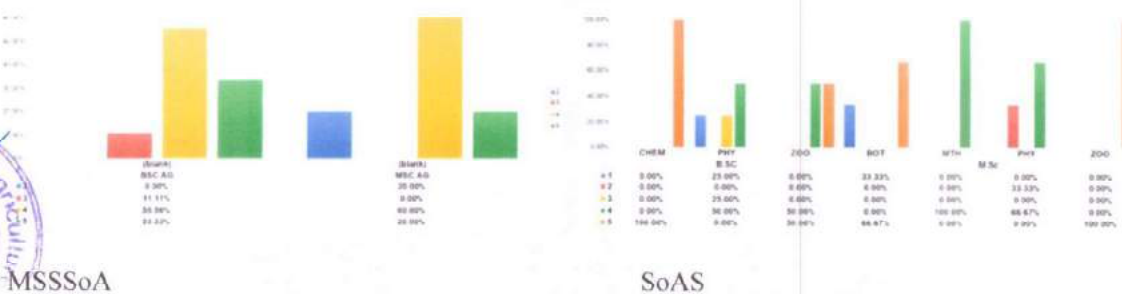
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Graph 4.3.3
Does the curriculum have reasonably practical and laboratory skills for analysis and design?



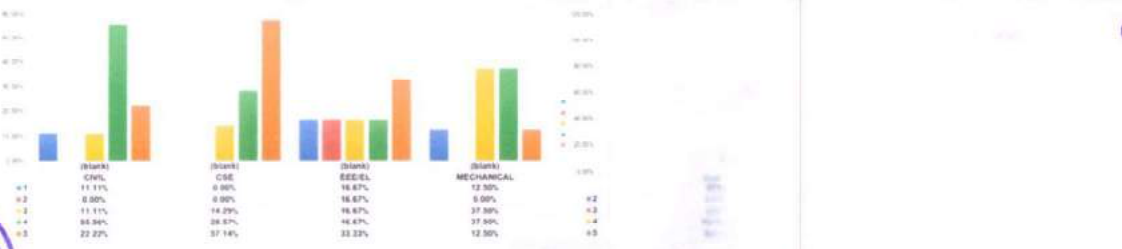
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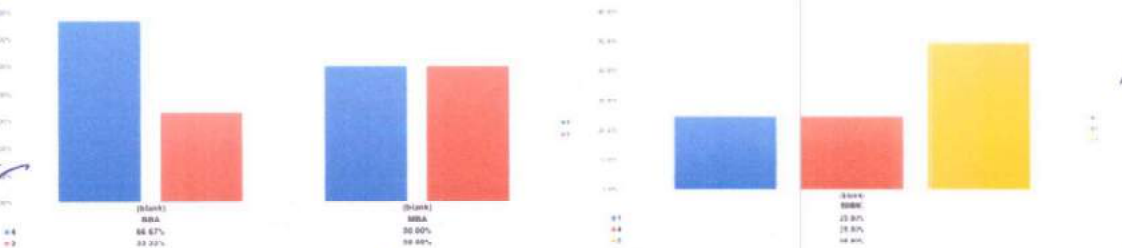


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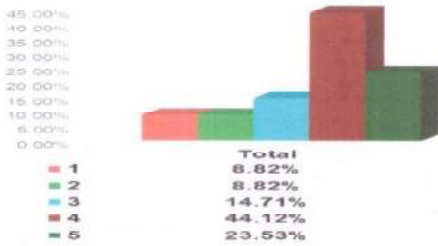
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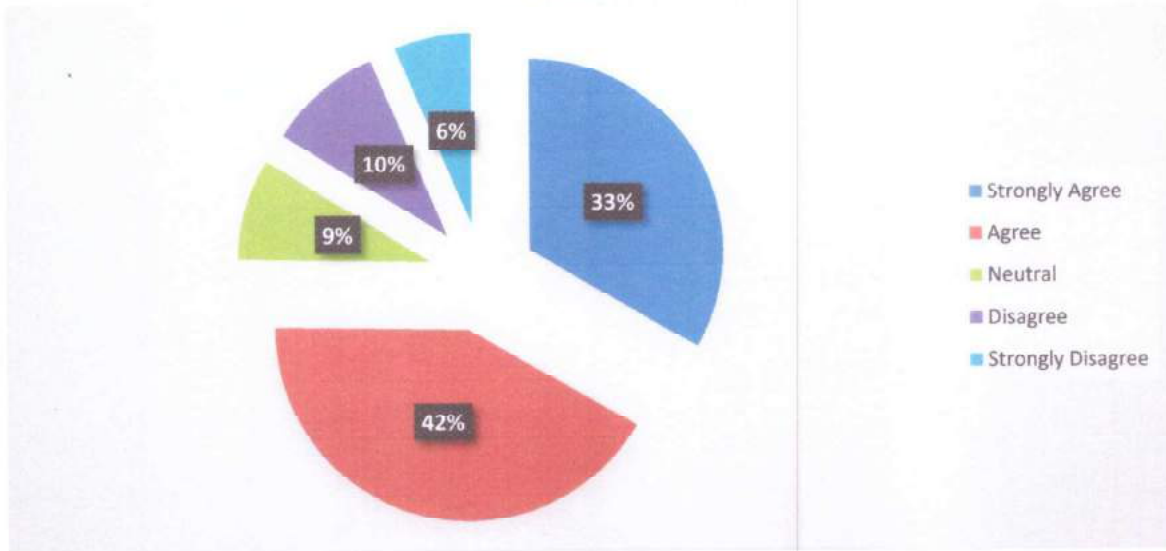
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In order to assure that students learn in an efficient way, theory and practical courses are be included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same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

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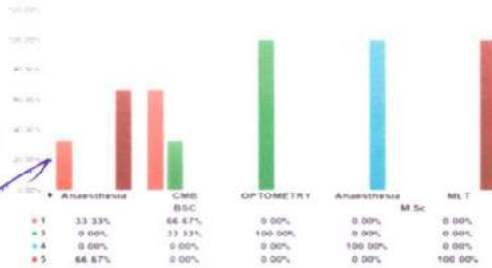
Graph 4.3.4
How do you rate the curriculum with respect to professional ethics and behavior



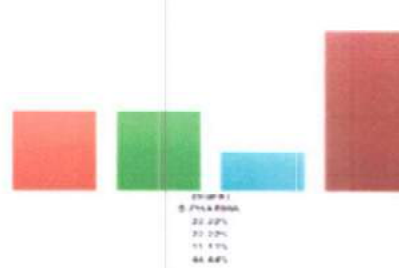
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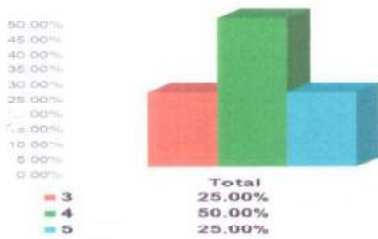


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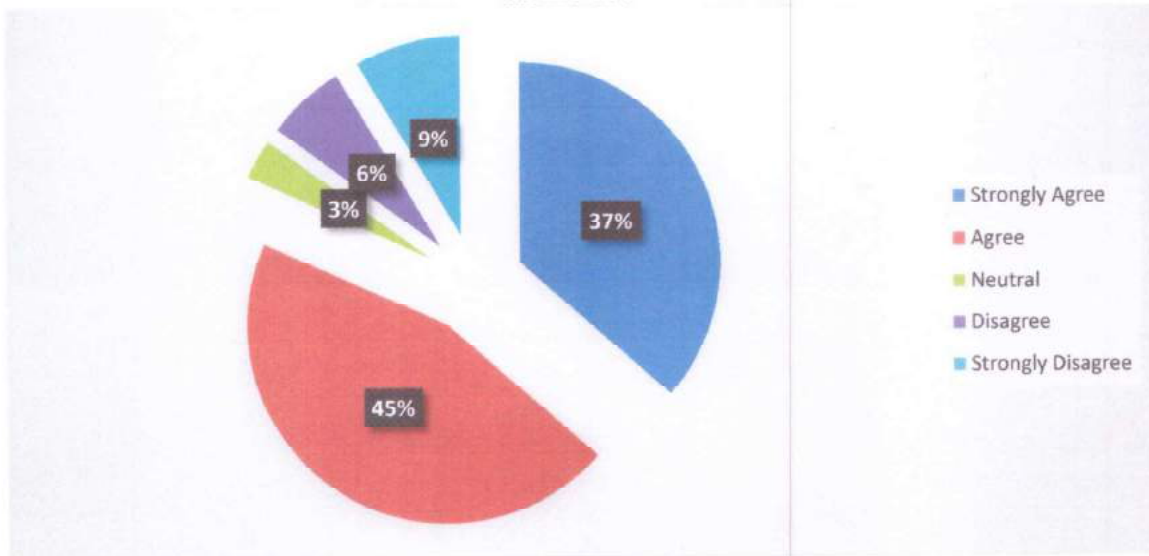


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Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and ready for outside world. Around 35% of alumni are strongly agree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

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

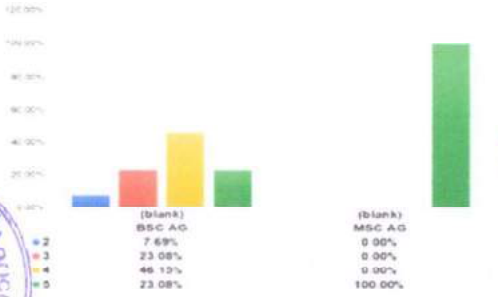


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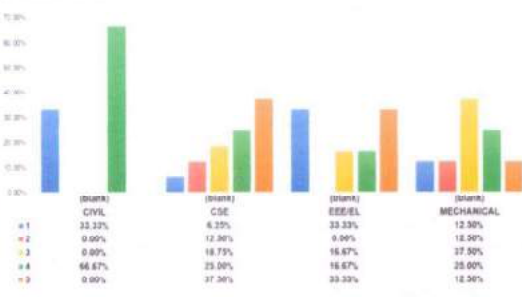


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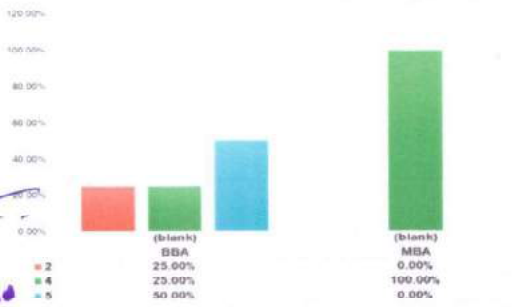
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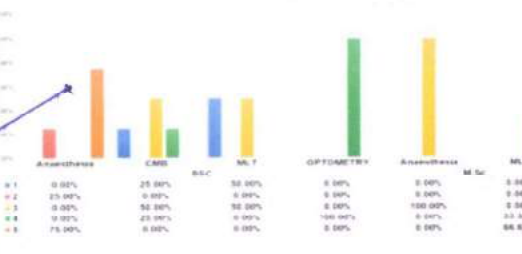
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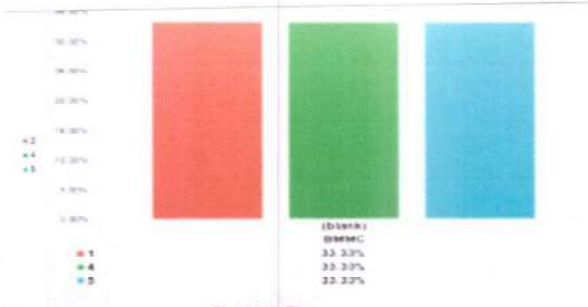


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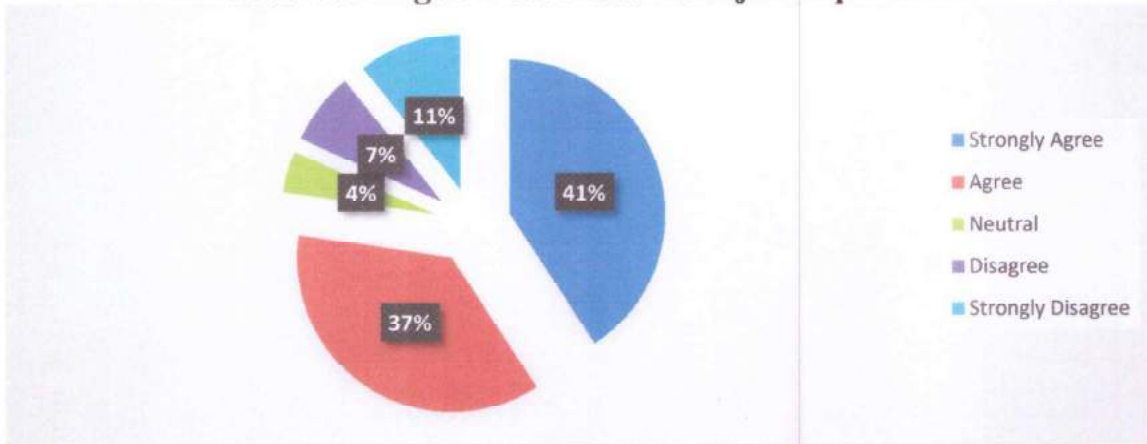
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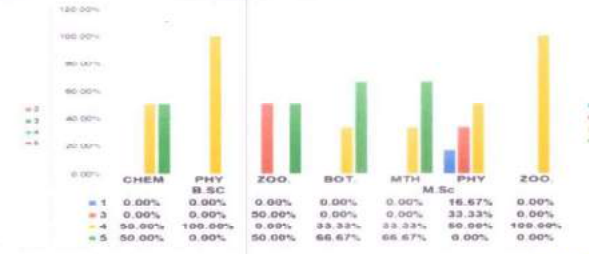
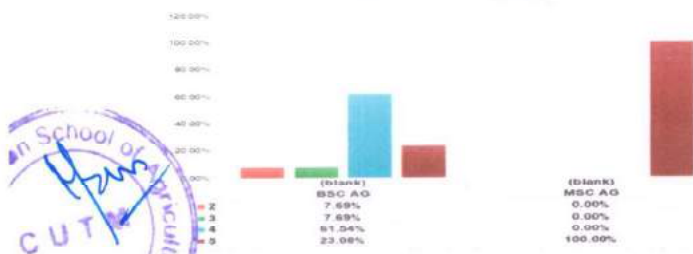
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication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

Graph 4.3.6

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

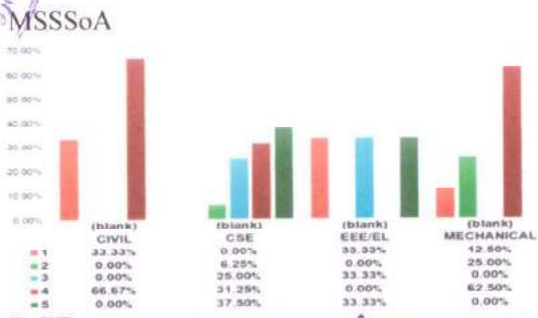


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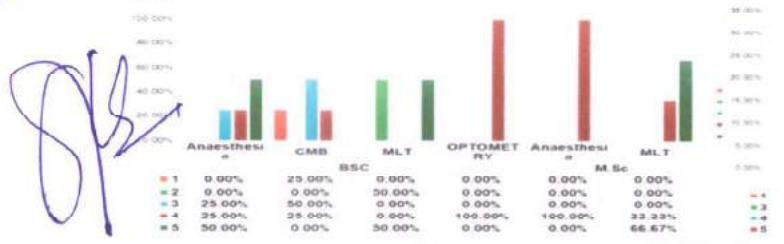
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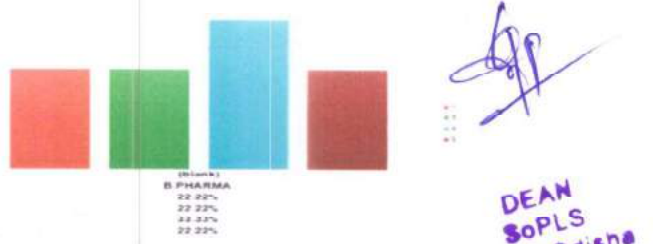
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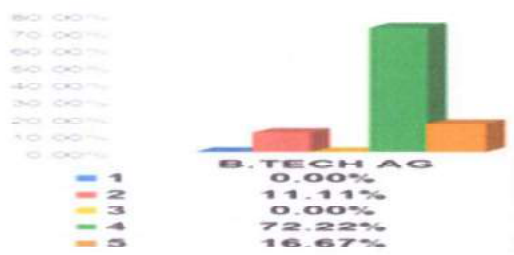
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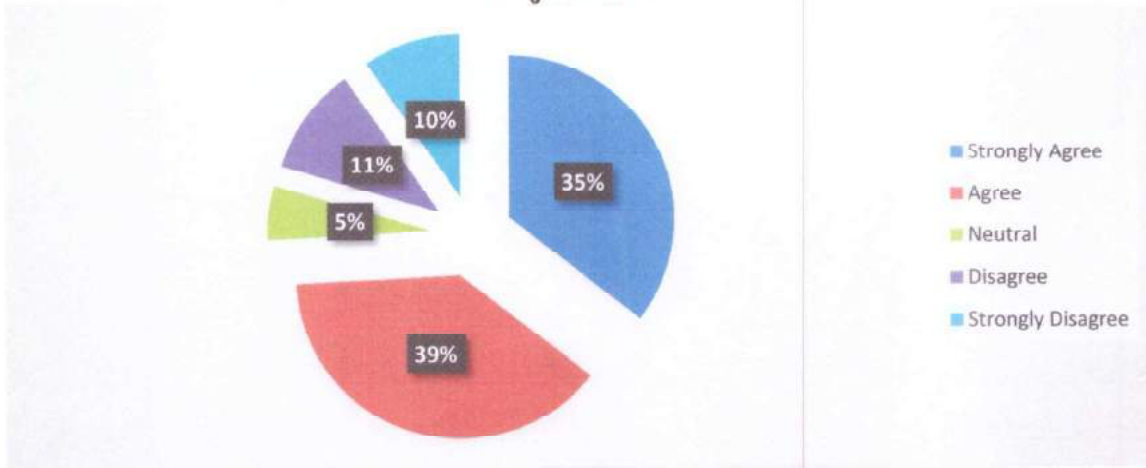
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Various communication skill courses and personality development courses are being taught in the class and many workshops are conducted as a part of curriculum which helps the students in getting better placement opportunities. The graph depicts the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

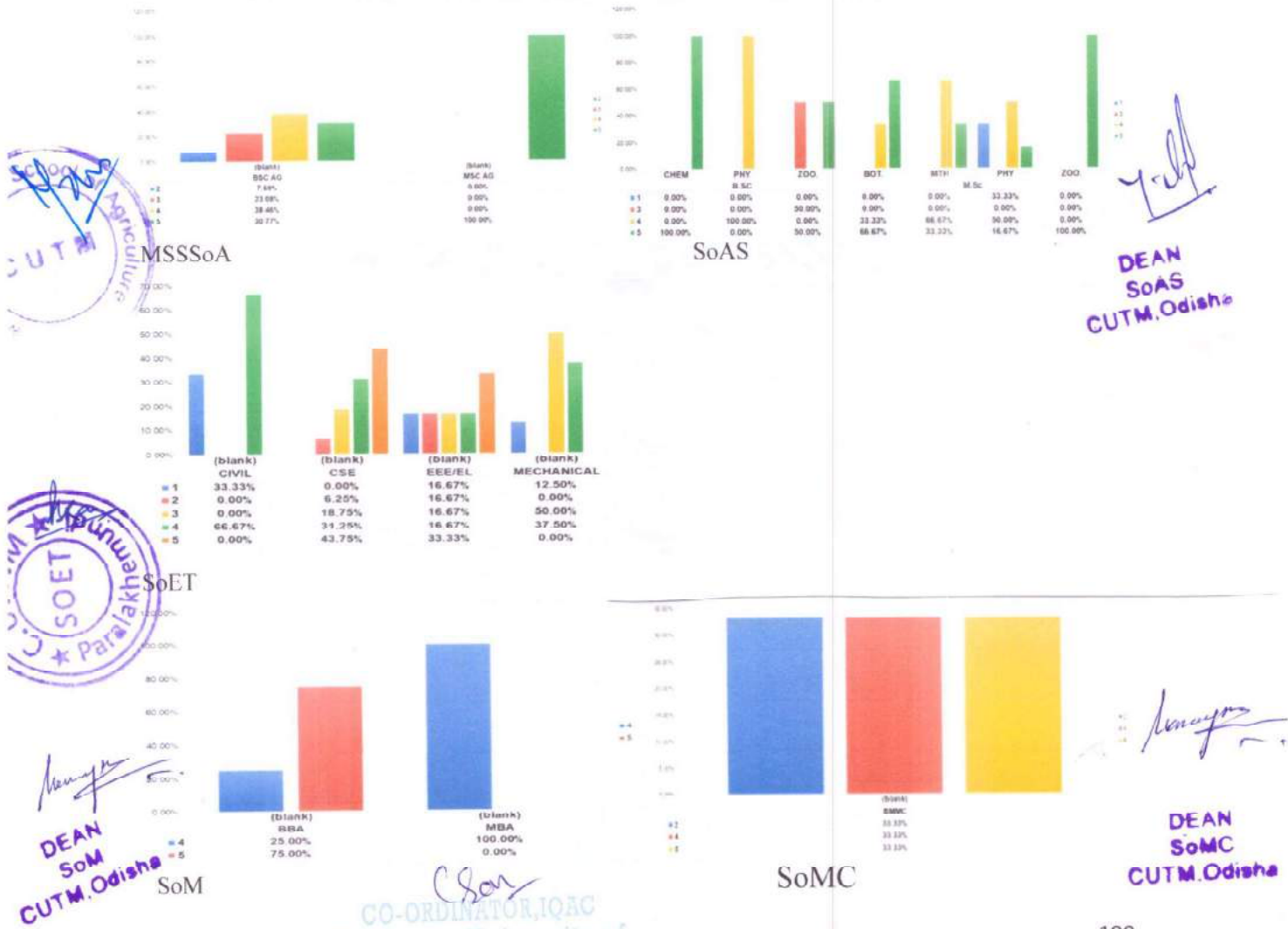
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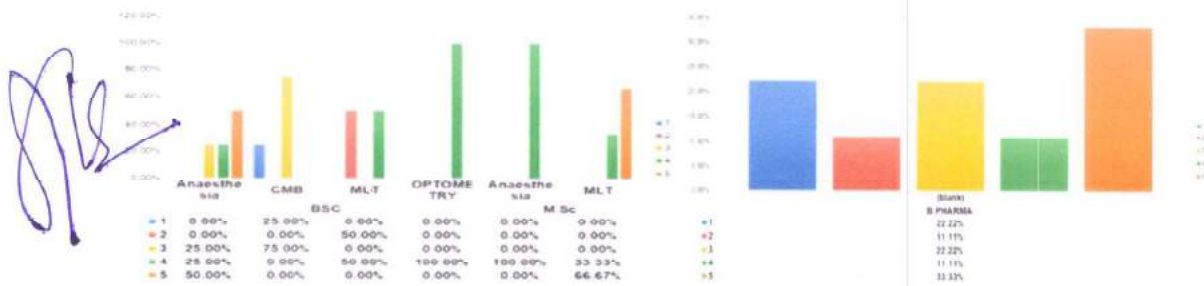
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Graph 4.3.7
Overall satisfaction with the current program in meeting its educational objectives.



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



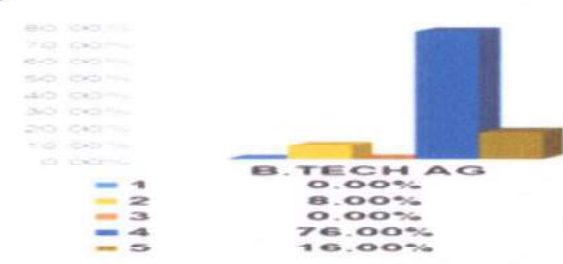


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Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that more than 35 % of alumni strongly agreed and 39% agreed with recent curriculum with respect to educational objectives. Around 10% alumni were strongly disagreed and 11% disagreed.

Further, the following points were also expressed by the Alumni

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

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EMPLOYER FEEDBACK ANALYSIS

For session 2018-2019, feedback was collected from **31** employers on various programme and syllabus offered by the University through online/offline mode. Proper and periodic analysis of feedbacks provided by various stakeholders helps a lot in constantly improving teaching-learning process. Regular feedback from industry experts, employers during placement drives, workshops, guest lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	12	15	1	2	1
Q.2	Do our students have reasonable practical and laboratory skills for analysis and design?	11	15	2	2	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	16	13	1	1	0
Q.4	How do you rate our students in written and oral communication abilities?	15	13	1	1	1
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?	17	10	2	1	1

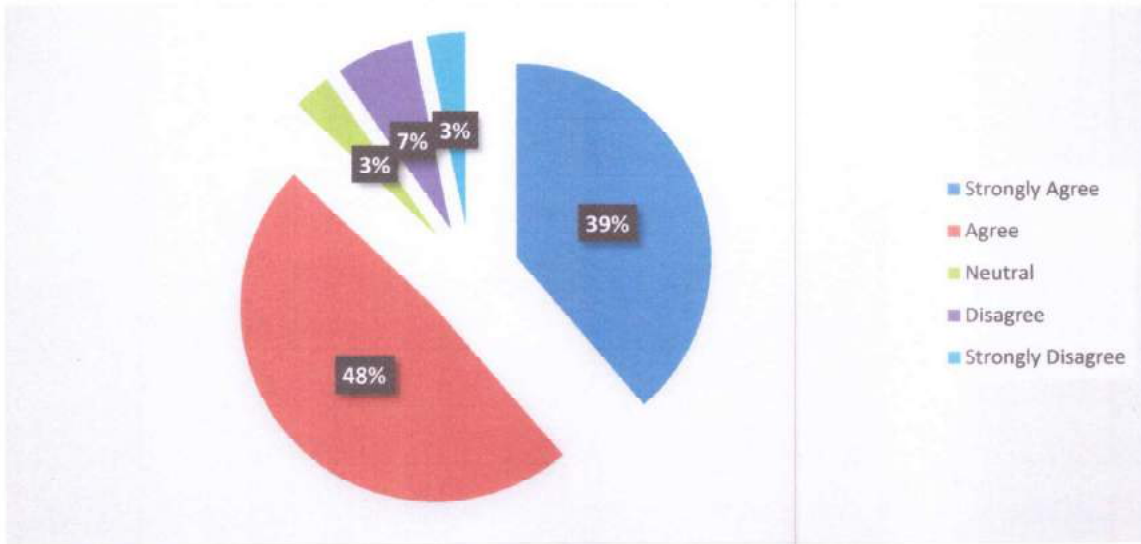
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Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	17	10	2	2	0
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Graph 4.4.1

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



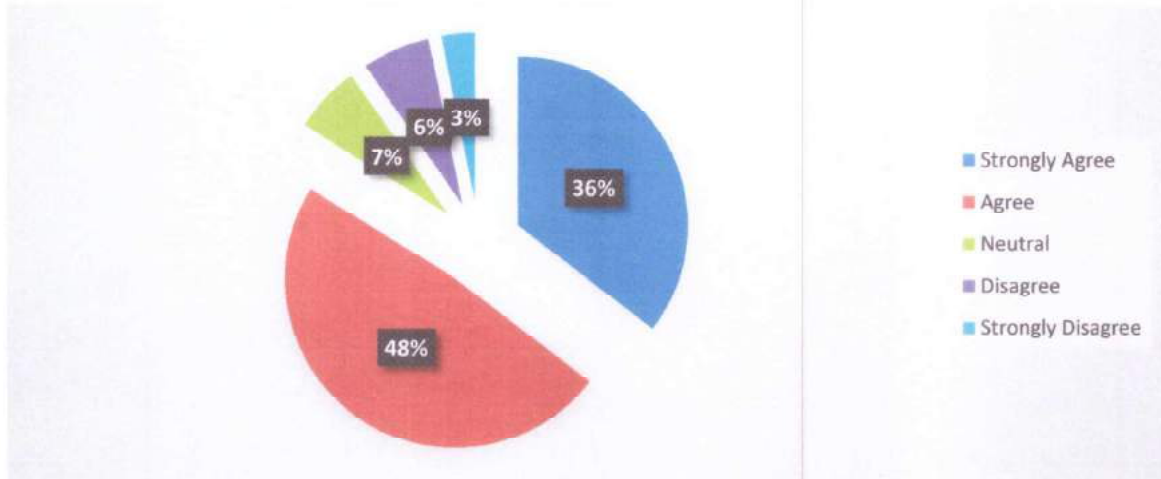
As per the feedback analysis, a large number of employers are contended with the course contents being taught as the syllabus is regularly updated to meet existing technological trends. The chart explains the percentage of respondents. A majority of 39% employers strongly agreed and 48% agreed with the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

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



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

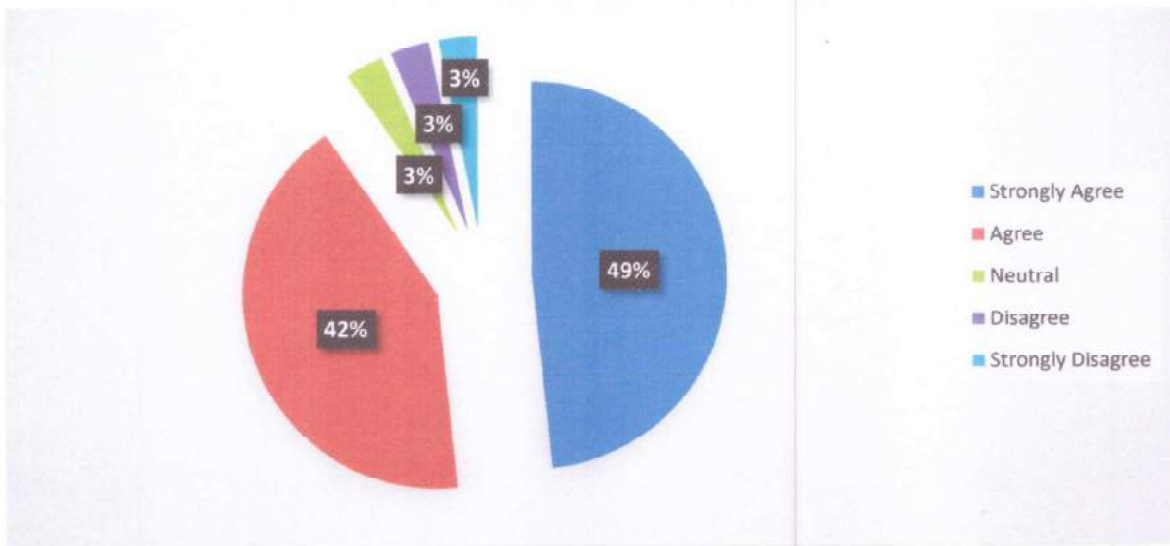
Graph 4.4.3
How do you rate our students with respect to professional ethics and behavior?



Course Curriculum is designed in a way to inculcate the professional and behavioural ethics in the student so as to make them presentable and Industry ready. Besides the subject knowledge, students are taught moral values and ethics to become a responsible citizen. This can be easily seen through the chart as 52% employers are strongly agreed and 42% agreed on this ground of Professional ethics and behavior of our students. Whereas 3% “strongly disagree” and 3% “disagree” for the same .

Graph 4.4.4

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



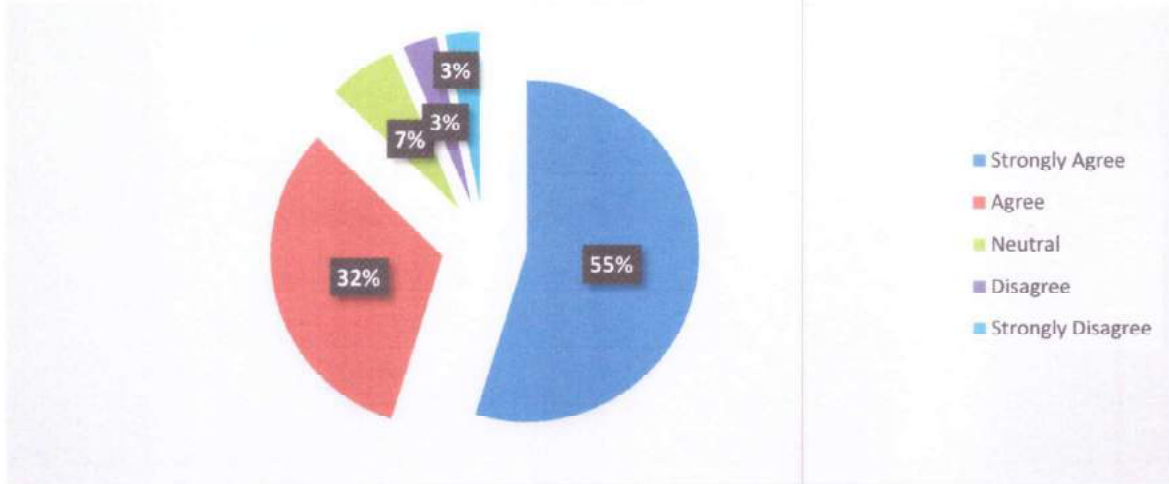
Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. A very few 3 % strongly disagreed and 3% disagreed with Professional enhancement/Communication skills capabilities of our students however more than 49% of them strongly agreed and 42% agreed.

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Graph 4.4.5

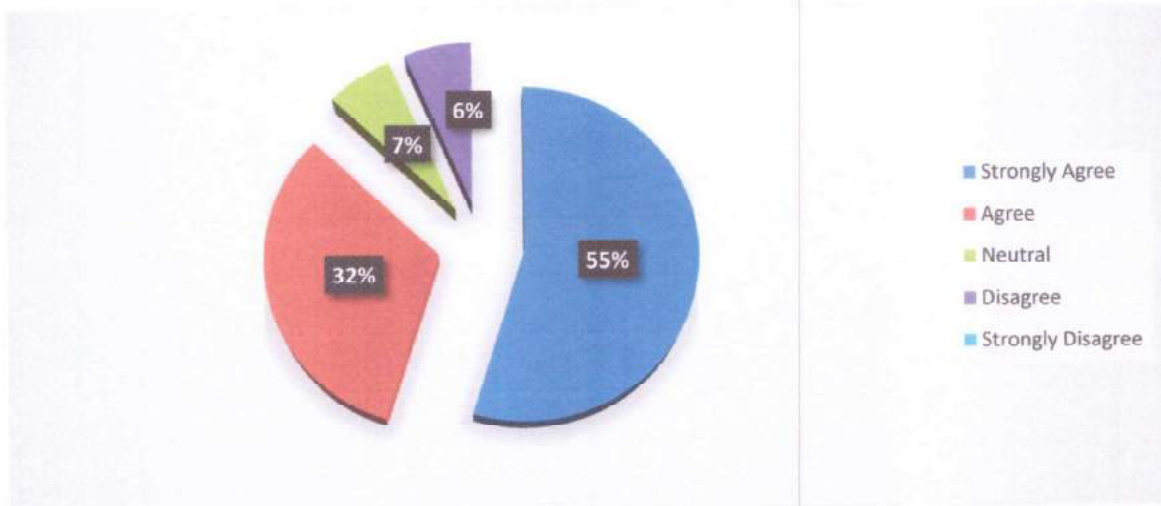
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements



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

Graph 4.4.6

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



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

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

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2018-2019

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

SCHOOL OF ENGINEERING AND TECHNOLOGY

Mechanical Engineering


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

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

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

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

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


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

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

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

Civil Engineering

Recommendations: Soil Mechanics should be in syllabus.

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

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

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

Electrical And Electronics Engineering

Recommendations: Advanced Architecture should be included in syllabus.

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

Electronics and Communication Engineering

Recommendations: Electronics Today should be included in syllabus

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

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

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



School of Applied Science

Mathematics

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

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

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

School of Forensic Science

M.Sc Forensic and Cyber Security

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

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

School of Media and Communication

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

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


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ACADEMIC YEAR 2017-2018

STUDENT FEEDBACK ANALYSIS

Feedback for the academic year 2017-2018 was collected from all the stakeholders in a structured feedback personally and through mail. Feedback was collected during Board of Studies from invited Academicians as well as from Industry experts. Besides these, feedback was collected from Industry during campus drives too.

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

RESPONSE COUNT

Q. NO	QUESTIONS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The Syllabus of the courses that you have studied synchronizes with the competencies expected out of the course	401	353	146	43	31
Q.2	The curriculum has right mix of theory, practical and project.	436	328	136	42	32
Q.3	Got access to learning material (books/ handouts/e-content) for syllabus covered in courses in the library/ others	416	343	114	54	47
Q.4	The syllabus and pedagogy generated interest in course	470	290	127	51	36
Q.5	Curriculum is effective in developing ICT & communication skills.	449	335	107	51	32
Q.6	Curriculum equipped you with necessary technical skills required by the industry	401	379	106	47	41
Q.7	Curriculum is structured, comprehensive, relevant and arranged properly.	415	372	93	51	43

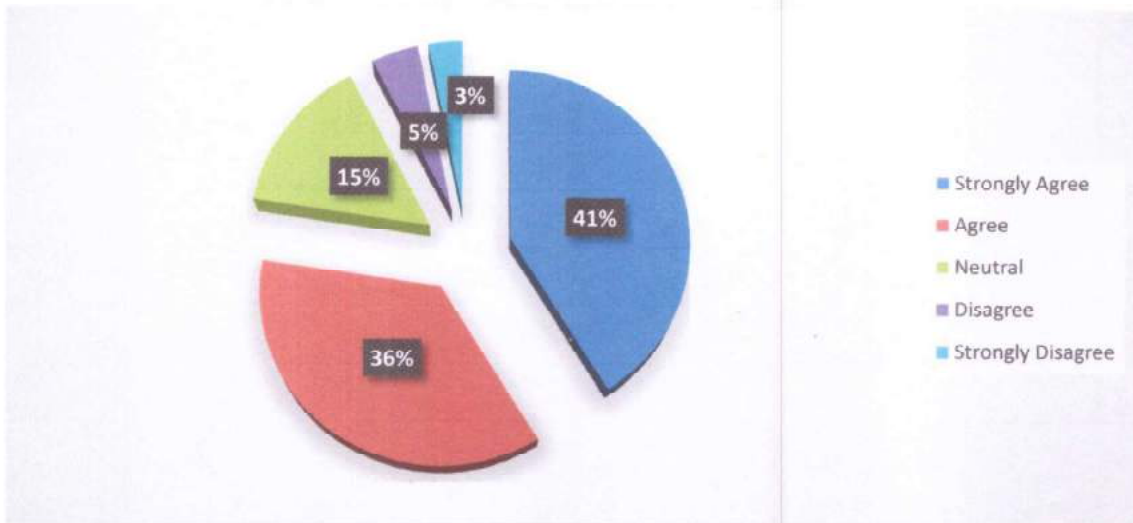
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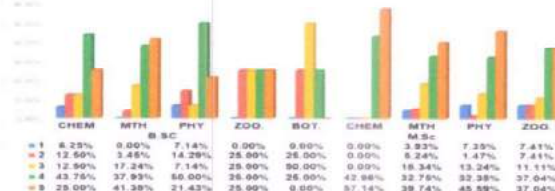
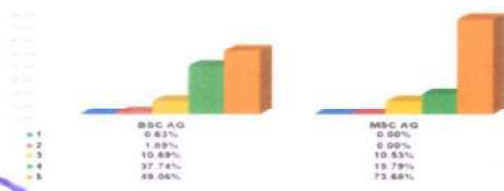
Q.8	The Practical courses give you an effective hands-on experience	420	356	104	40	54
Q.9	The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice.	431	302	141	48	52
Q.10	You are satisfied with the course combination you have chosen as per CBCS	414	371	101	33	55

Graph 5.1.1

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



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



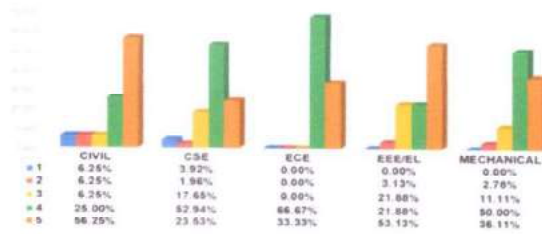
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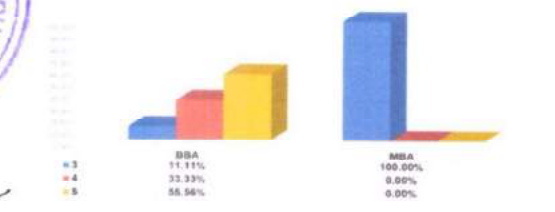
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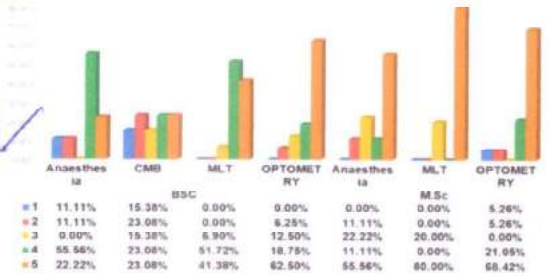
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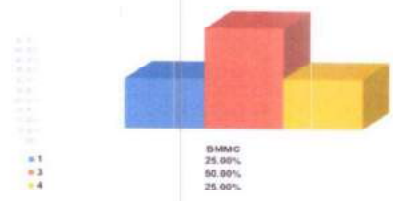


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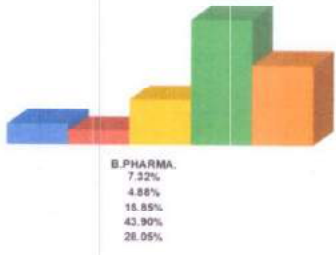


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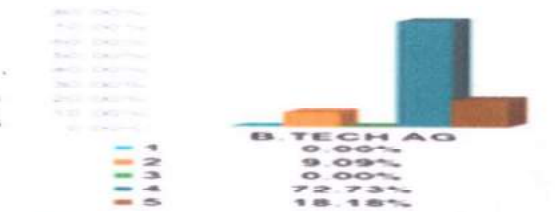
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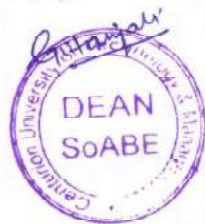


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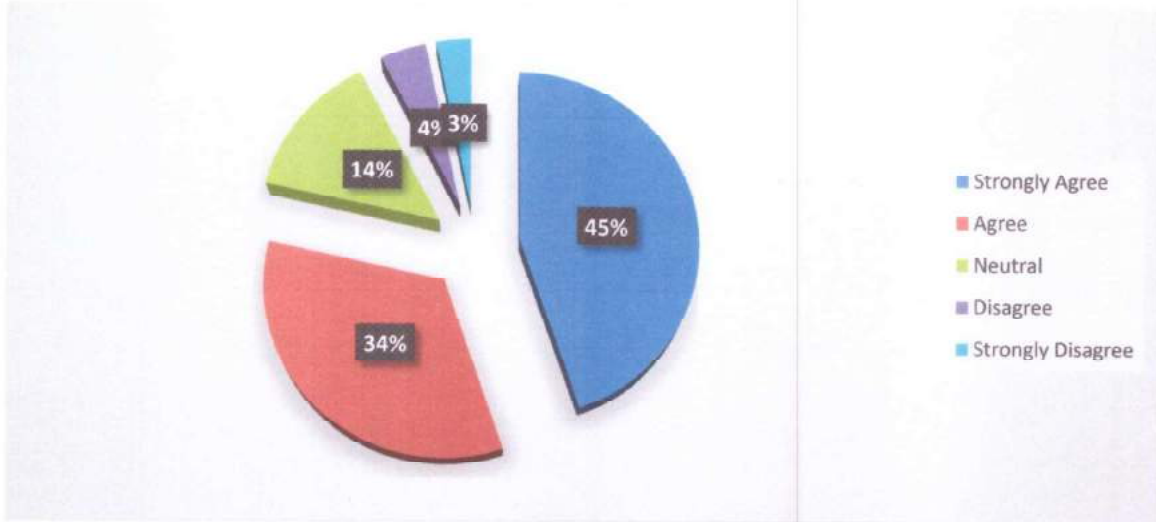
41% of students of the students strongly agreed and 36% agreed that the courses are matching with the expected outcomes while 3% of students strongly disagreed and 5% disagreed. University is always striving to match the course outcomes with courses so that students would use their competency in their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

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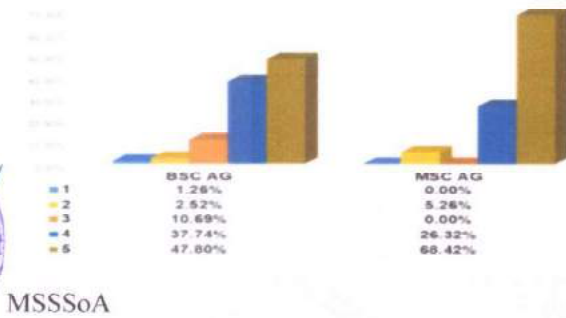
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Graph 5.1.2

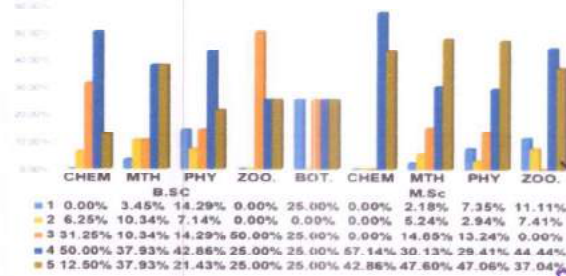
The curriculum has right mix of theory, practical and project



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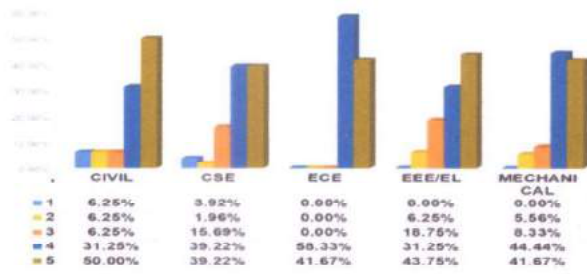


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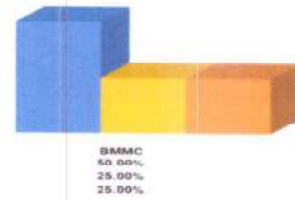
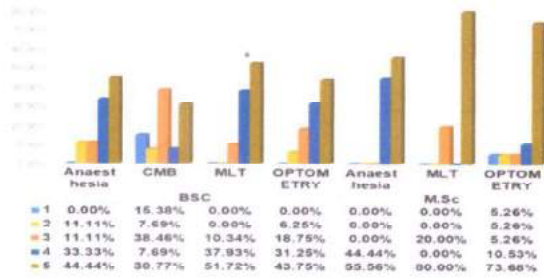
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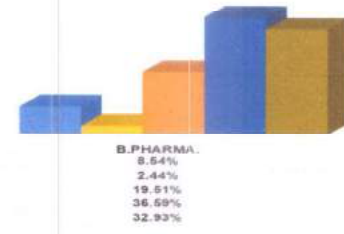
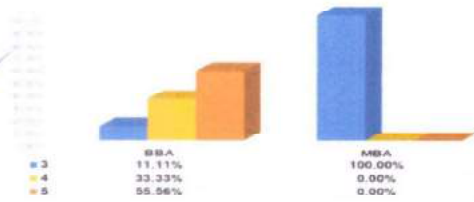
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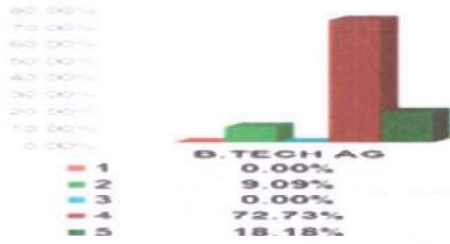


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The graph depicts that around 45% students strongly agreed and 34% agreed that the curriculum which is a right mix of theory, practical and project. Whereas 3% of students are strongly disagreed and 4% disagreed. Practical knowledge and exposure to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

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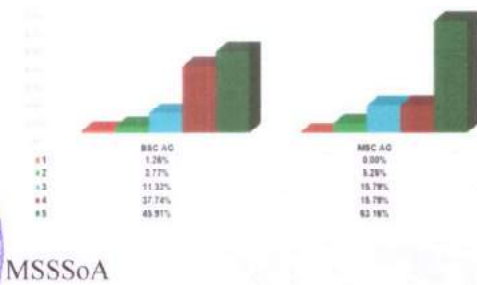
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Graph 5.1.3
Got access to learning material (books/handouts/e-content) for syllabus covered in courses in the library/others

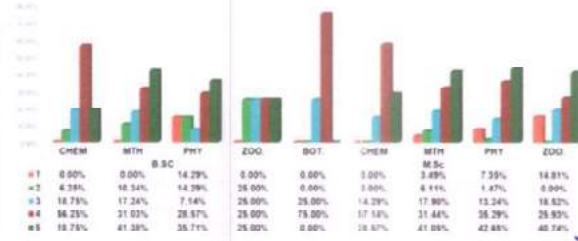


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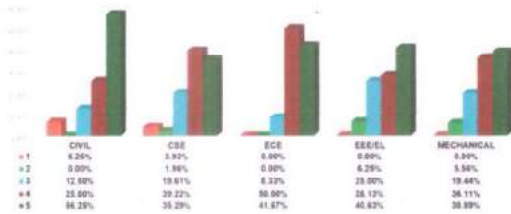
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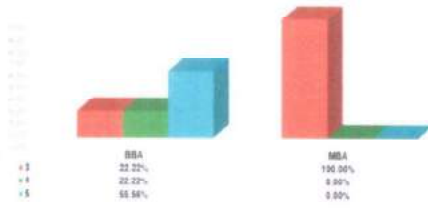
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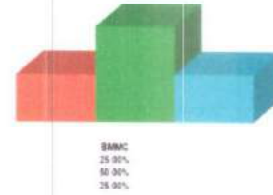
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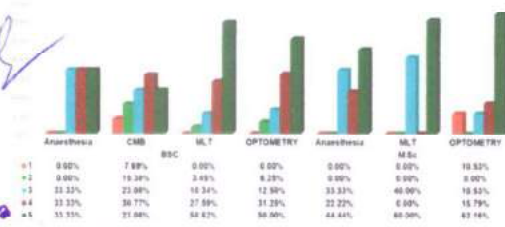
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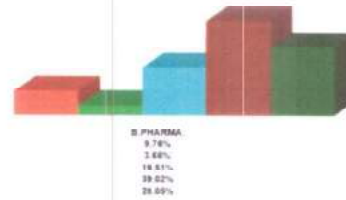
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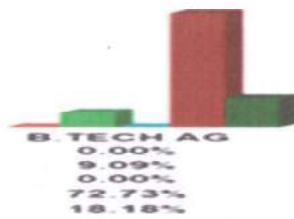
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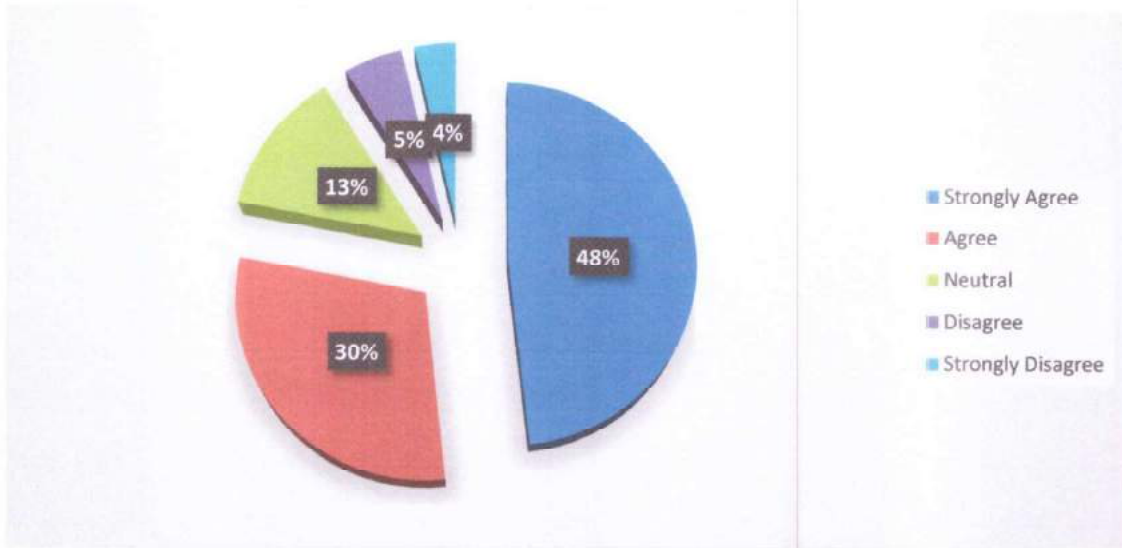
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The above graph shows that 43 % of the respondents are strongly agree and 35 % agree with the access to learning materials where as 5% students are strongly disagreed and 5% disagreed . Faculty memebers are putting strong effort in preparing the contents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

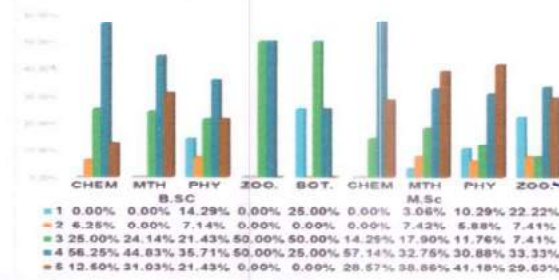
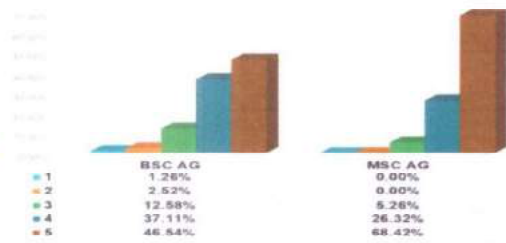
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Graph 5.1.4
The syllabus and pedagogy generated interest in course.



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

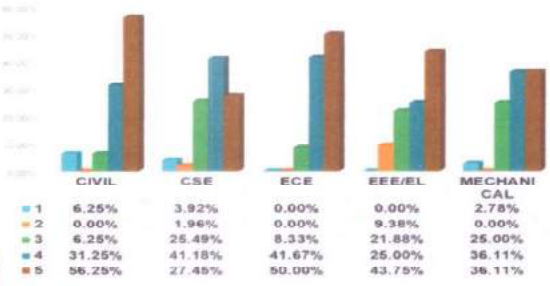


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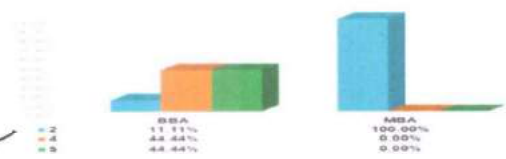
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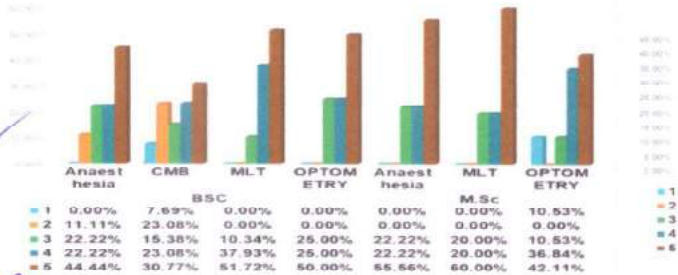
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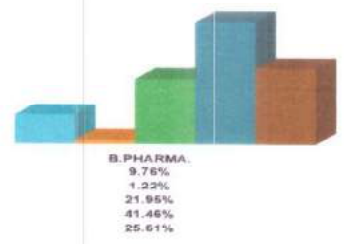
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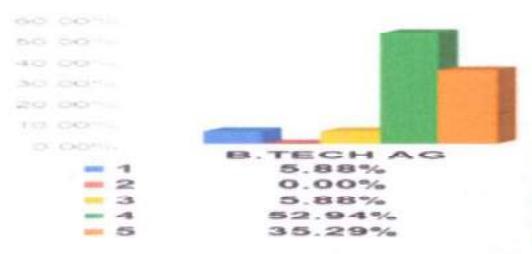


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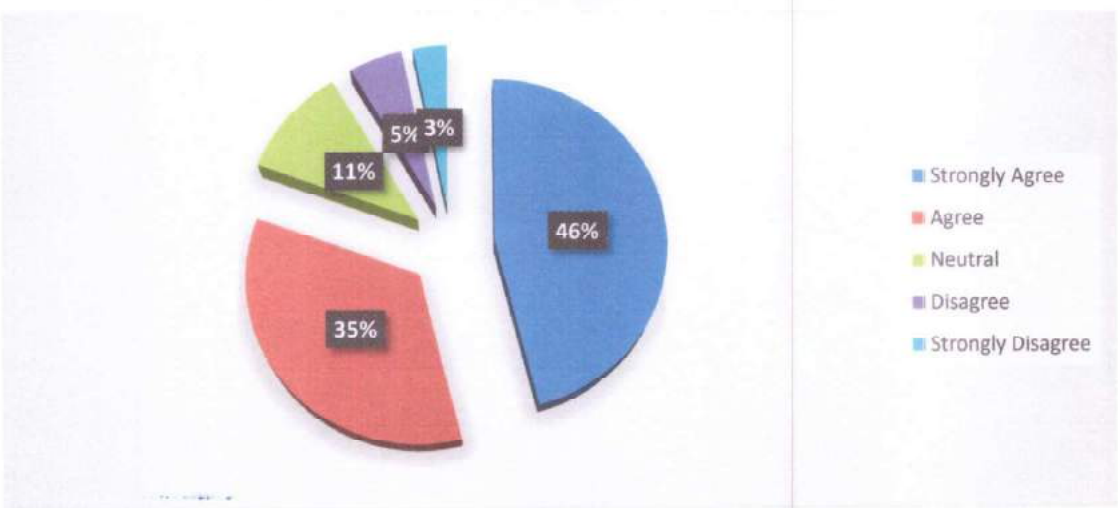


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In the graph it shows around 48 % of the respondents are strongly agreed and 30% agreed that the syllabus and pedagogy generate interest. Whereas 4% of students strongly disagreed and 5% disagreed. To generate interest among students, teachers use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

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

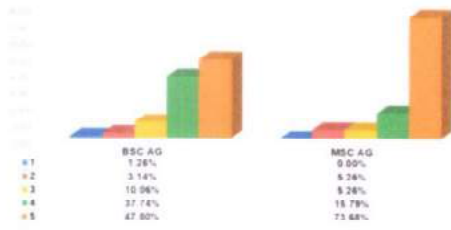


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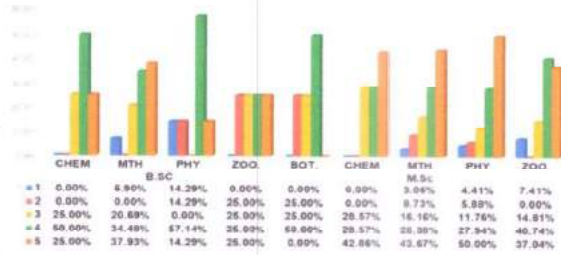
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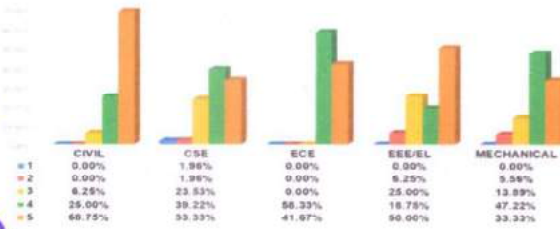


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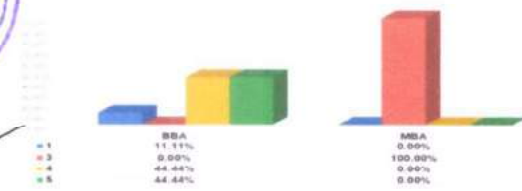


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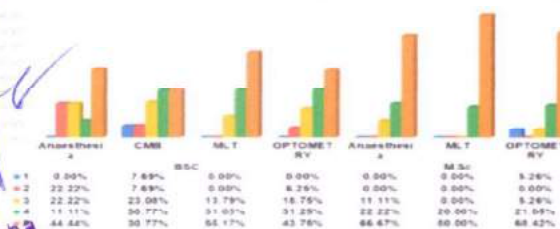


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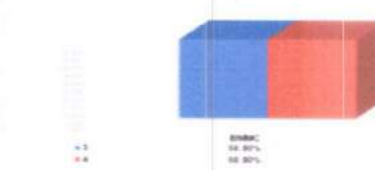
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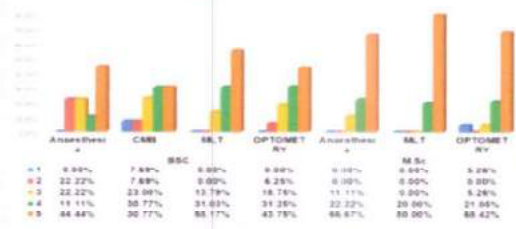


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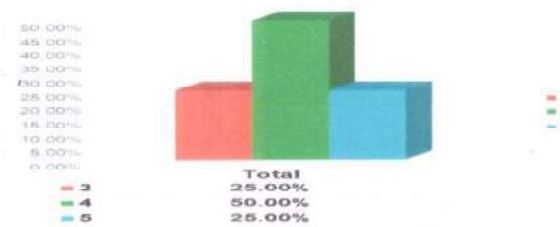


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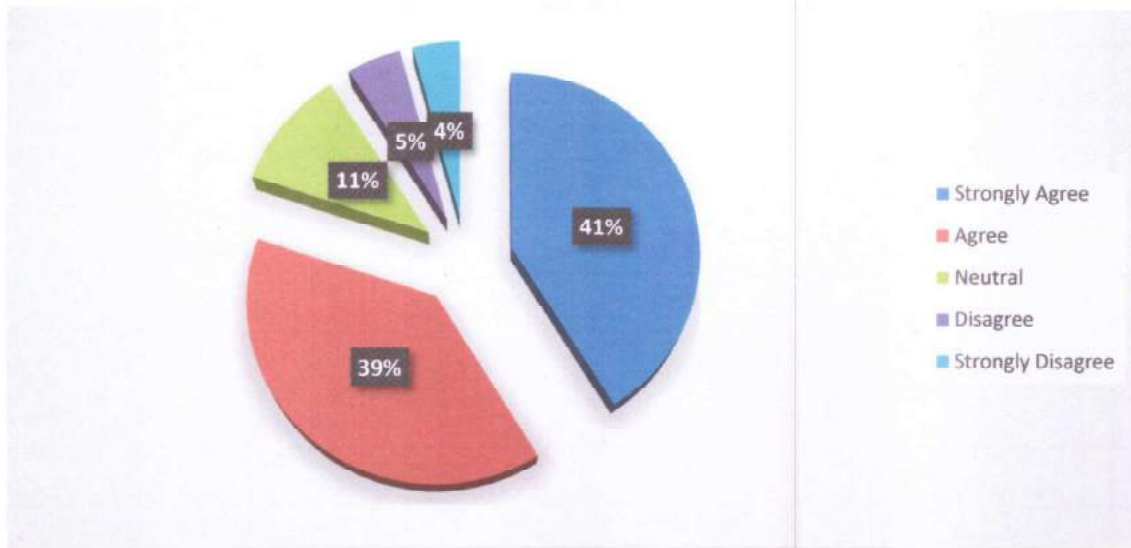
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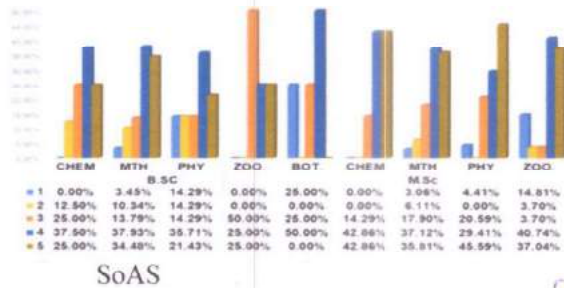
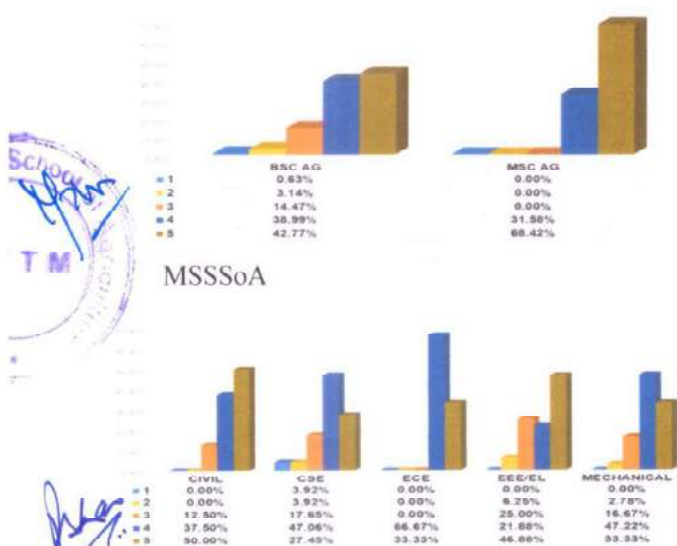
Most of the teaching learning practices involve presentations, quizzes which develops the communication skills of the students. The chart reveals the percentage of respondents. 46 % of the students strongly agreed and 35% agreed that the content of courses is able to increase their knowledge in ICT and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

Graph 5.1.6

Curriculum equipped you with necessary technical skills required by the industry

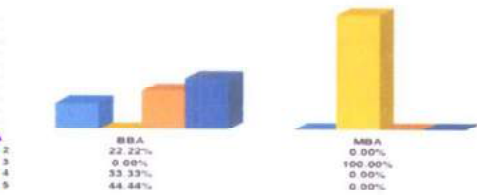


5- Strongly Agree. 4- Agree. 3-Neutral. 2-Disagree. 1-Strongly Disagree



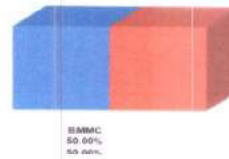
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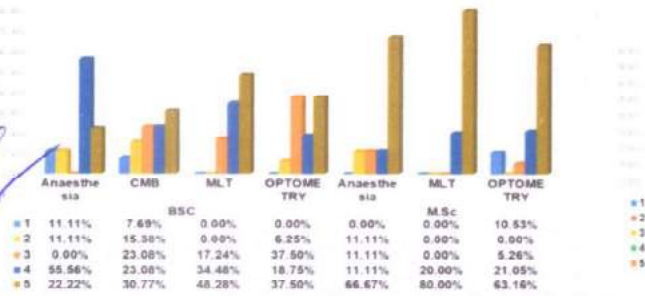
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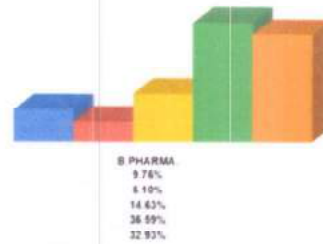
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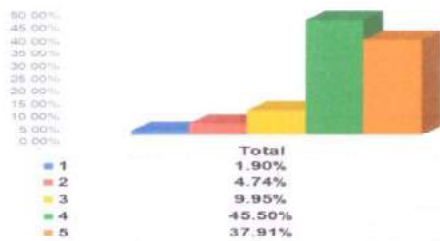


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The graph shows that around 41% of the respondents strongly agreed and 39% agreed that the curriculum equipped them with necessary technical skills required by the industry. The curriculum integrates the skills required for industry. Only 4% of the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

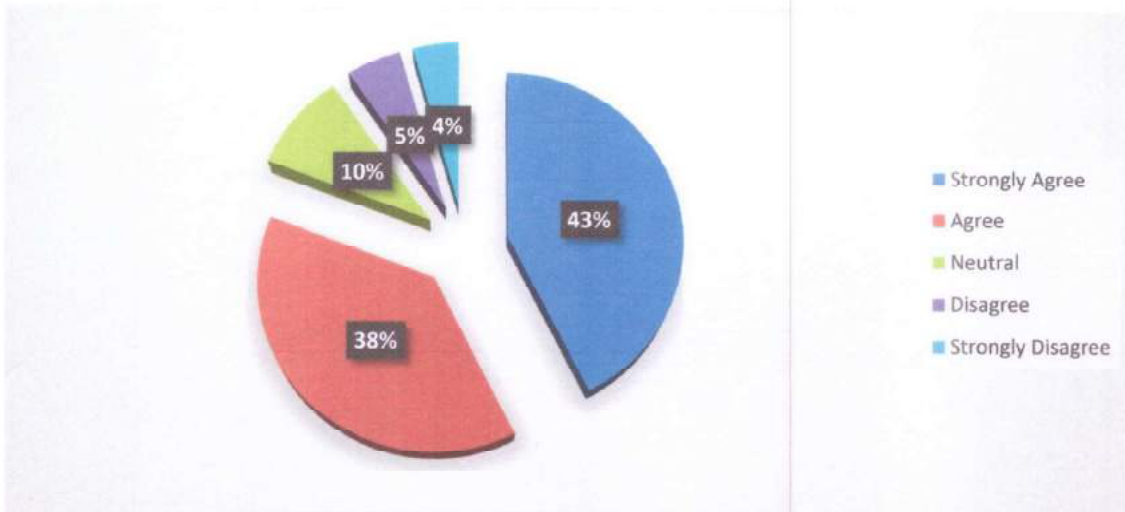
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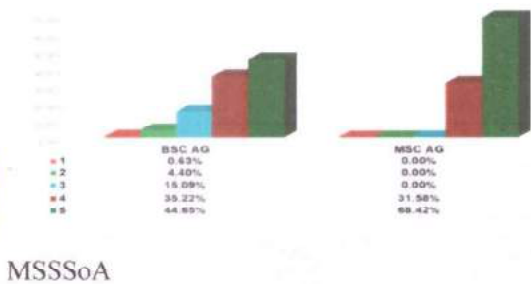
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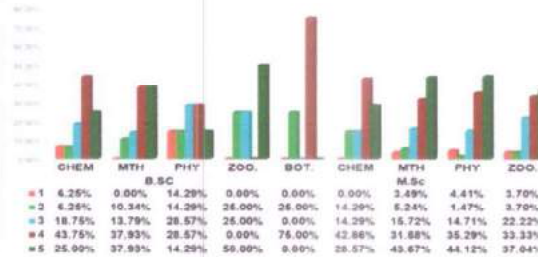
Graph 5.1.7
Curriculum is structured, comprehensive, relevant and arranged properly.



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

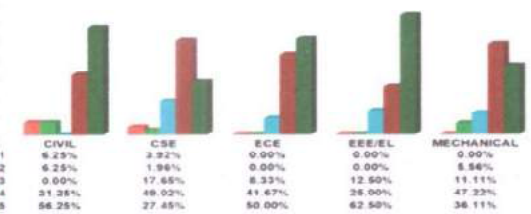


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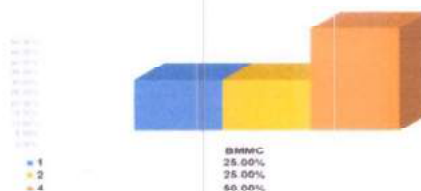


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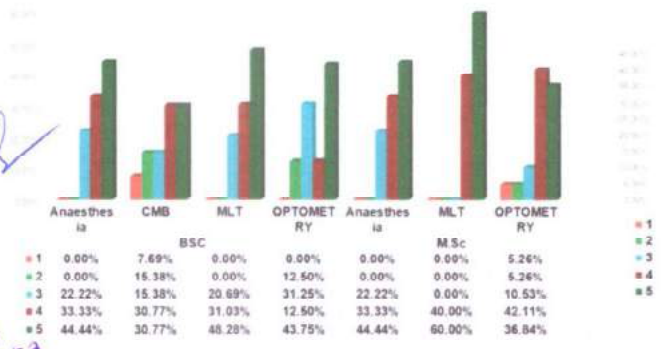


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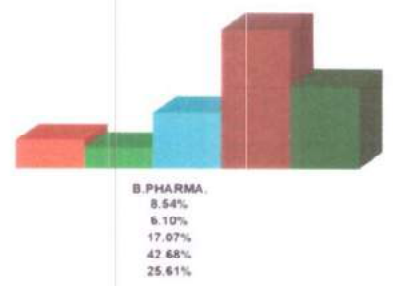
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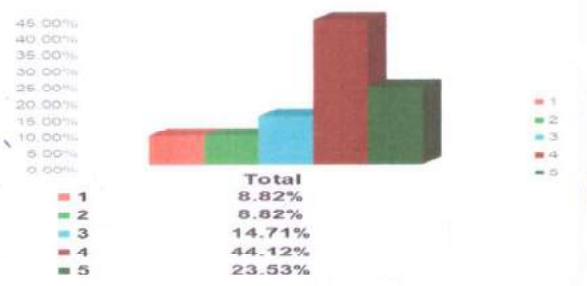
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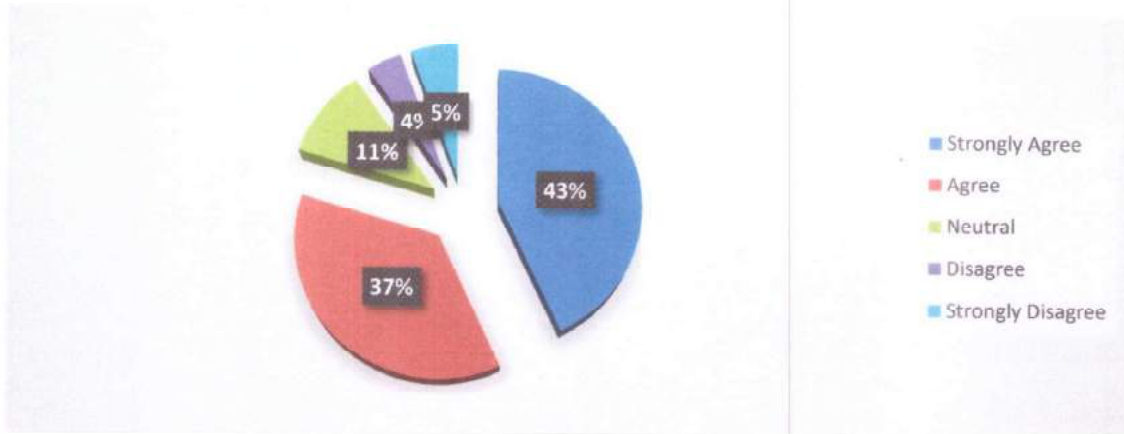
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Analysis of feedback received shows around 43% of students strongly agreed and 38% agreed and found the courses offered to them are structured, comprehensive and interesting; Students can opt for courses of their interest from diverse courses offered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

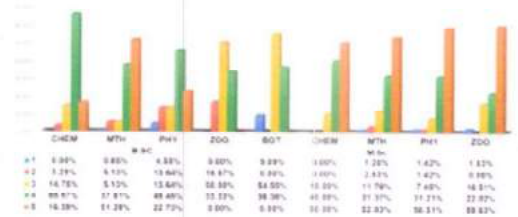
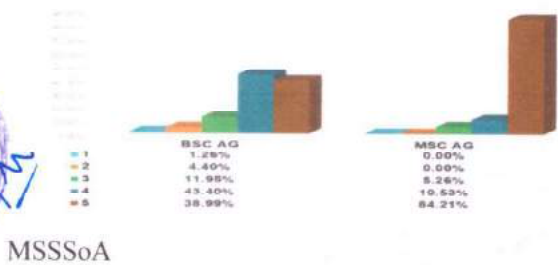
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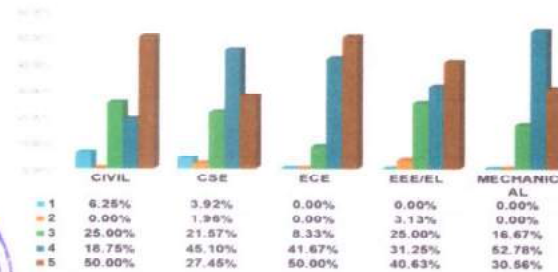
Graph 5.1.8
The Practical courses give you an effective hands-on experience.



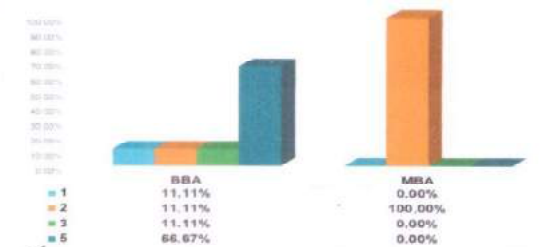
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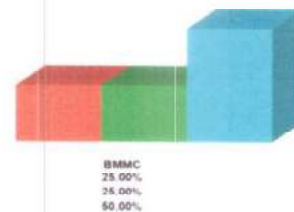


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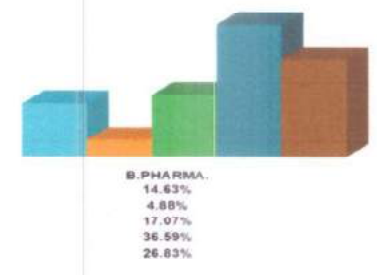
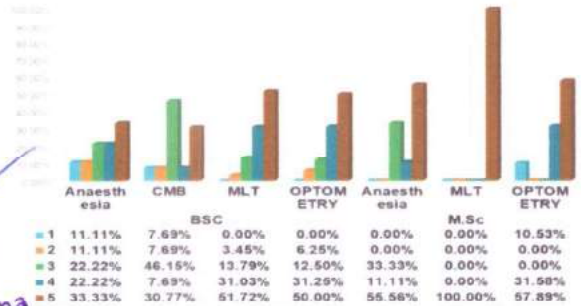
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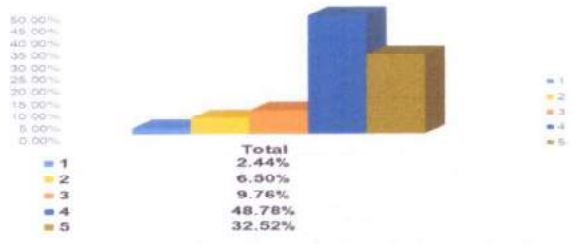
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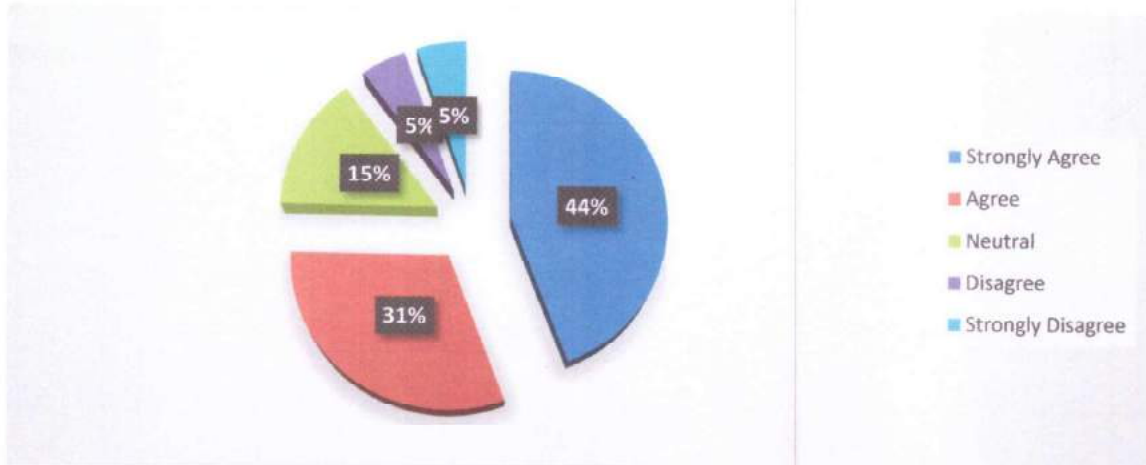
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Students gain practical experience through projects, live projects, workshops, the usage of industry-relevant software, study tours, industrial visits, industry trainings / internships, and other activities. According to the graph, students' input on the curriculum demonstrates that projects, real projects, workshops, and the use of industry-relevant software provide hands-on experience. Only 5% of students were strongly disagreed and 4% disagreed with the curriculum, with 43 percent strongly agreeing and 37 agreeing. Students are always encouraged to work on live projects.

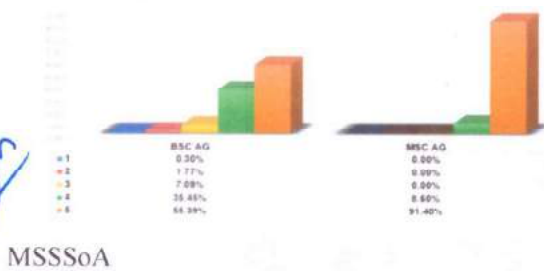
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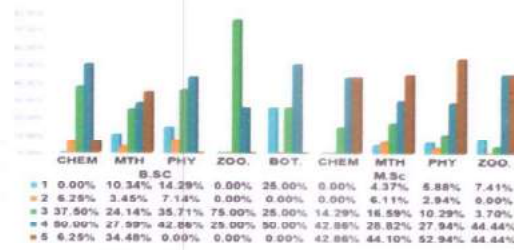
Graph 5.1.9
The laboratory experiments enhanced your understanding of the concepts and enabled you to relate theory to practice



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

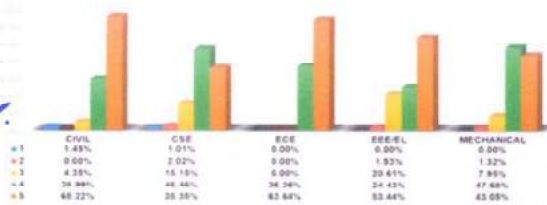


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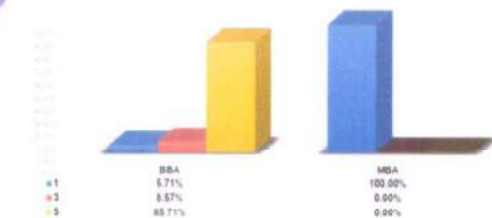
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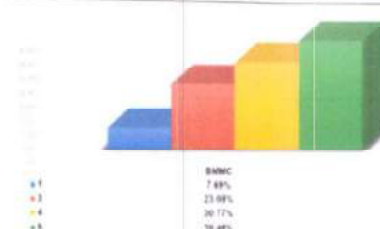


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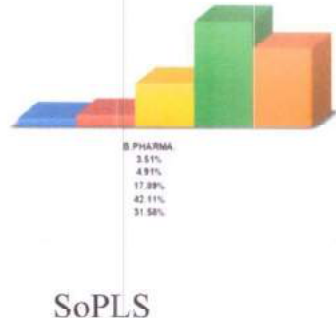
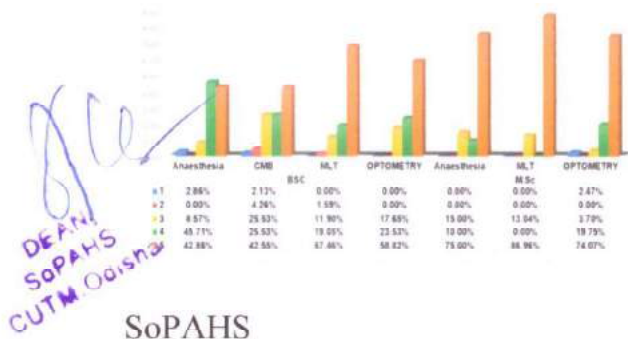


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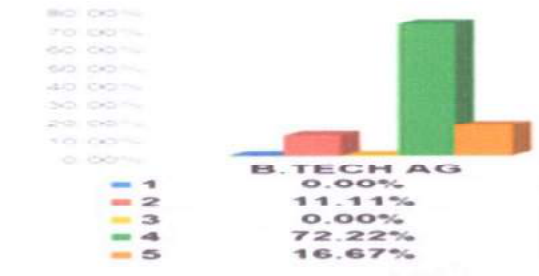
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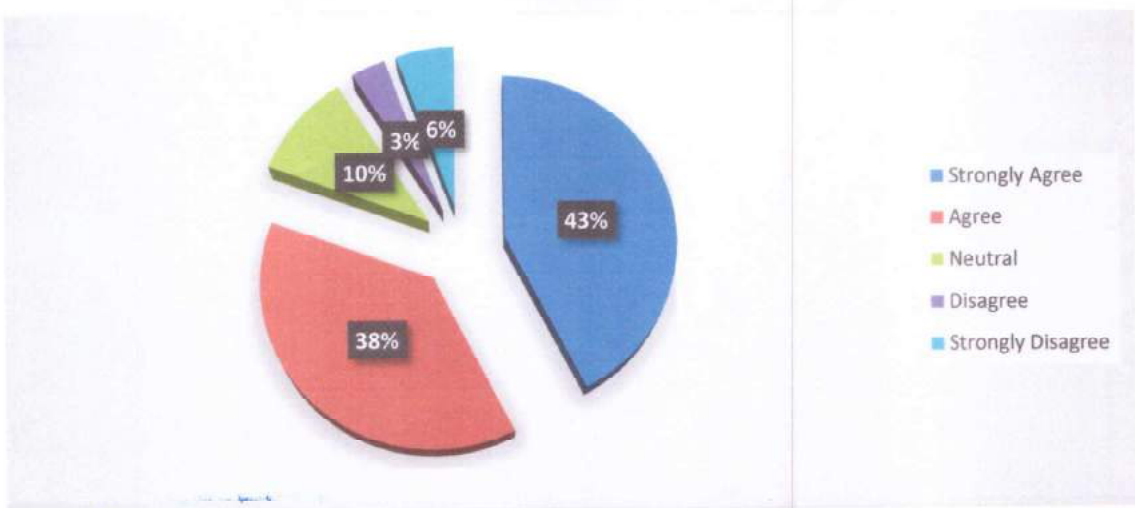
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The effectiveness of lab experiments and academic activities were examined among the students.. Academic tasks/lab experiments are beneficial in learning the applicability of concepts, according to around 75 percent (44% Strongly agree and 31% agree)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

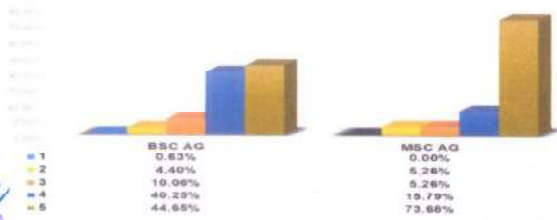
Graph 5.1.10
You are satisfied with the course combination you have chosen as per CBCS



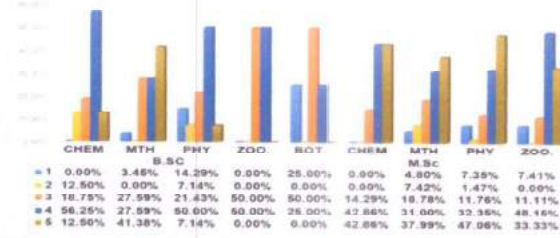
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5- Strongly Agree. 4- Agree.3-Neutral. 2-Disagree. 1-Strongly Disagree



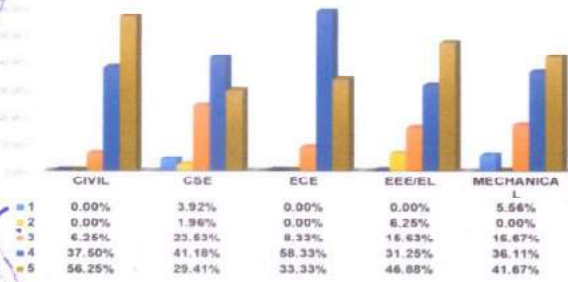
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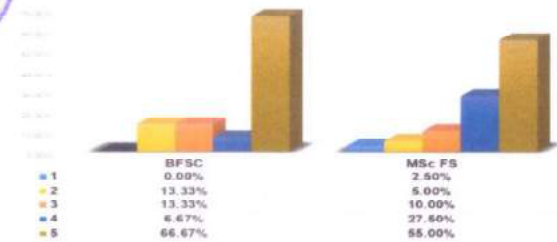
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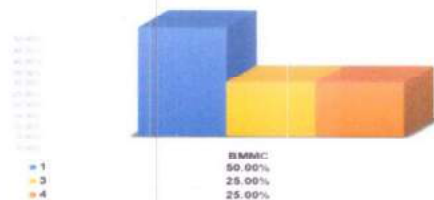
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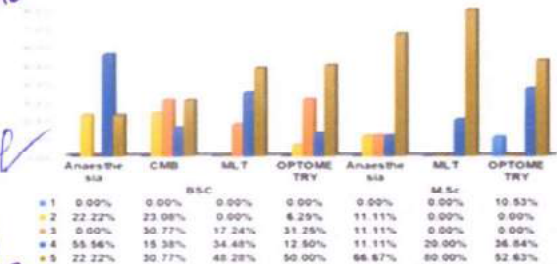
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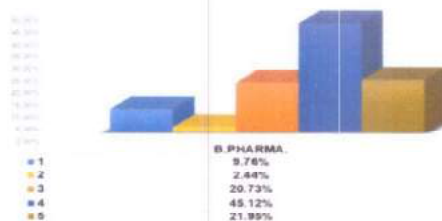
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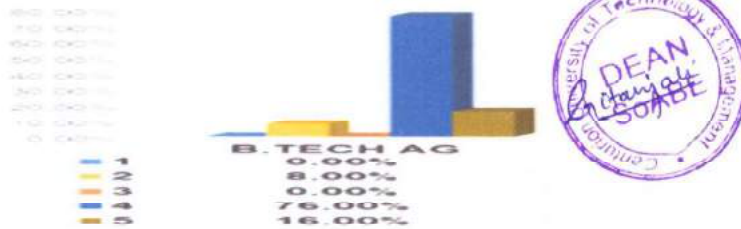


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As per Choice Based credit System(CBCS) students choose their courses with the help and guidance of Teacher, Mentor and HOD. In the survey around 43% of the students are strongly agreed and 38% agreed. While 6% of students are strongly disagreed and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

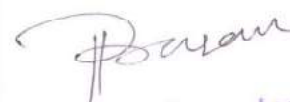
. Further, the following points were also expressed by the students.

- More industrial exposure is needed.
- Library hours should be extended. It is not sufficient for day scholars
- Some students activities should be conducted where we will get opportunity to develop our interpersonal as well as communication skills.
- Some classes are boring; Teachers should make the class interesting.
- Addition of Industrial Visits and educational tours to the curriculum
- Some classes should be taken by outside teachers.

TEACHER FEEDBACK ANALYSIS

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


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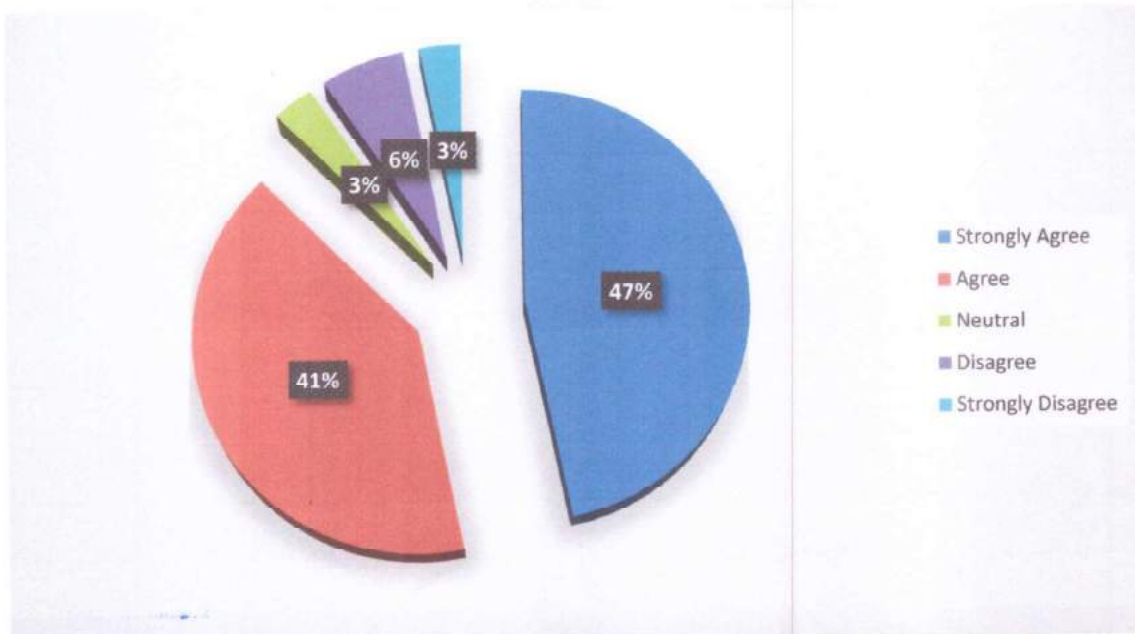
Feedback of around **32** teachers of various courses was collected in the session 2017-2018

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Syllabus is need based with respect to the recent advancements.	15	13	1	2	1
Q.2	Aims and objectives of the syllabus are well defined and clear to teachers and students.	11	13	4	2	2
Q.3	The books prescribed and course contents in MRC Portal reference materials are relevant and updated.	11	14	4	3	0
Q.4	The curriculum has fair balance between theory and Lab	17	9	2	1	3
Q.5	The course content of the subjects improved student's knowledge and perspective.	12	15	2	1	2

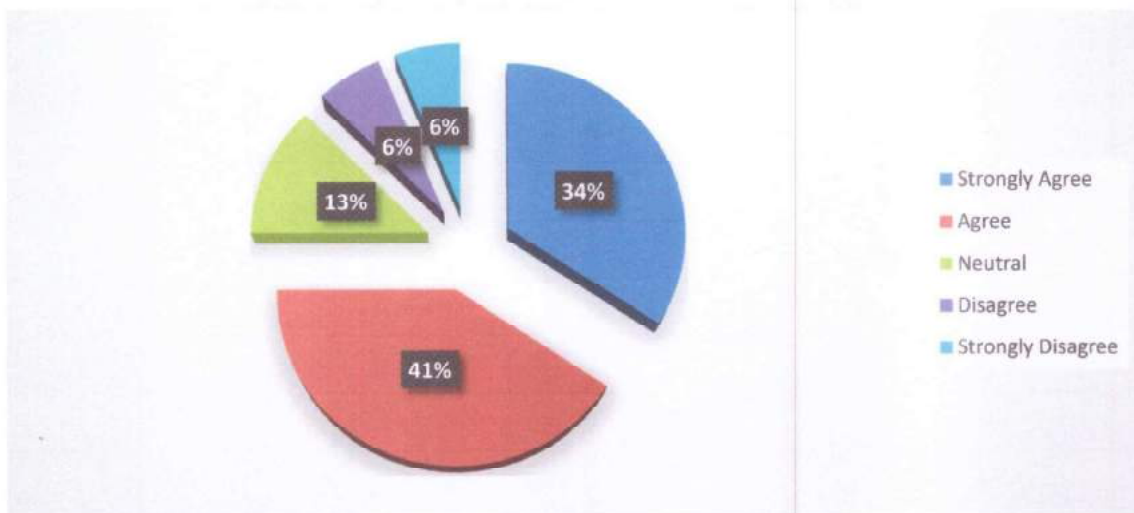
Graph 5.2.1

Syllabus is need based with respect to the recent advancements.



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

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



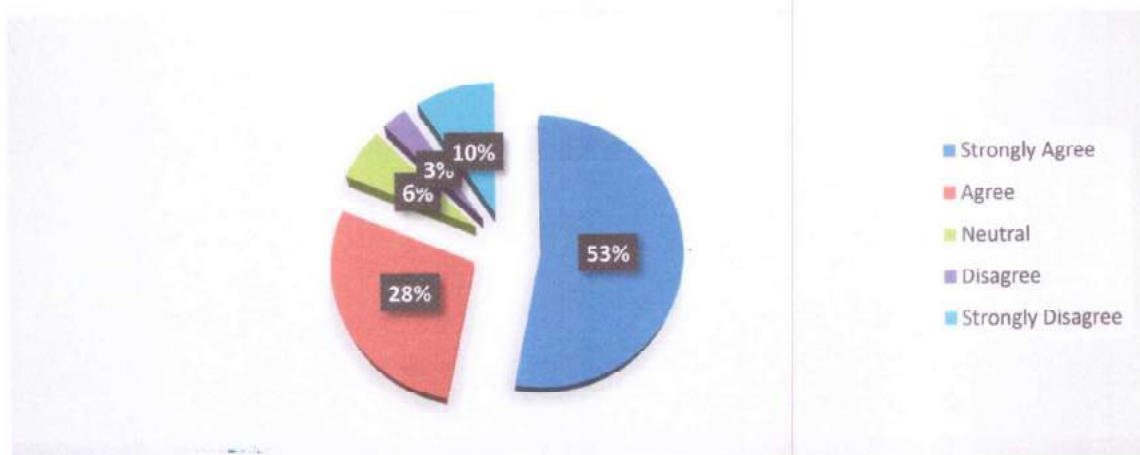
Around 34% faculty were strongly agreed and 41% agreed with the breadth and depth of course content of the syllabus, while 6% were found strongly disagreed and 6% disagreed. Curriculum provides ample opportunities to the students to implement and illustrate their learning in various contexts by focusing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

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



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

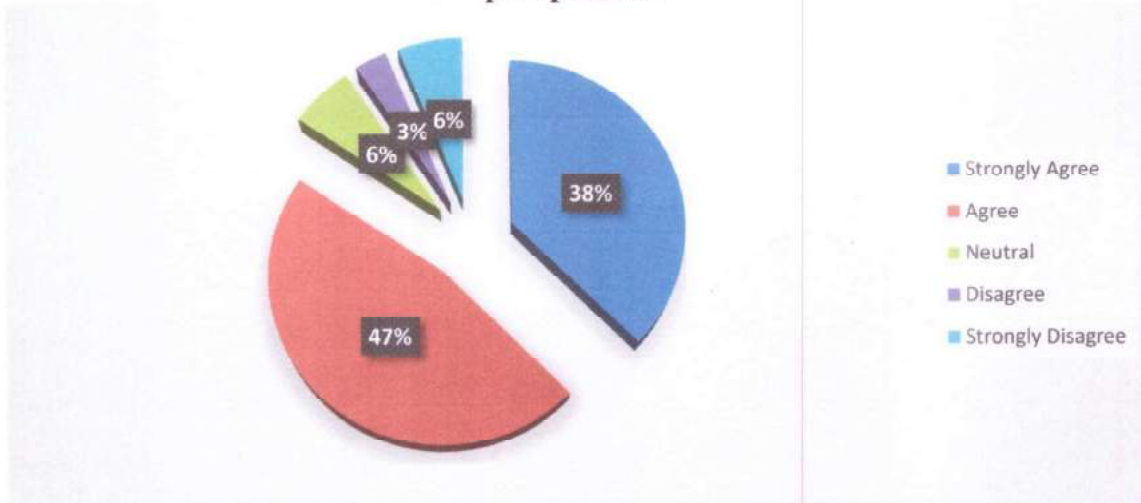
Graph 5.2.4
The curriculum has fair balance between Theory and Lab



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

Graph 5.2.5

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



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

Further, the following points were also expressed by the Teachers

- Credit allotment should be done properly. It seems some courses got less credit.
- Few more latest topics/subjects can be added
- The syllabus need to be revised from professional competency viewpoint
- More number of small projects should be offered to students.
- Students should be encouraged to use library resources.
- Flexibility to teachers should be provided to take class beyond class hours.

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- Students should be encouraged for higher studies instead of providing them job instantly after their completion of degree.
- Entrepreneurial activities should be promoted to encourage students to become successful entrepreneurs.

ALUMNI FEEDBACK ANALYSIS

In the session 2017-2018, our University collected and analyzed the feedback from around 101 alumni of various courses. Valuable suggestions made by the alumni are put forward before the Academic Council for rigorous discussion and their possible inclusion in the curriculum. Following are the graphical representations of alumni responses:

RESPONSE COUNT

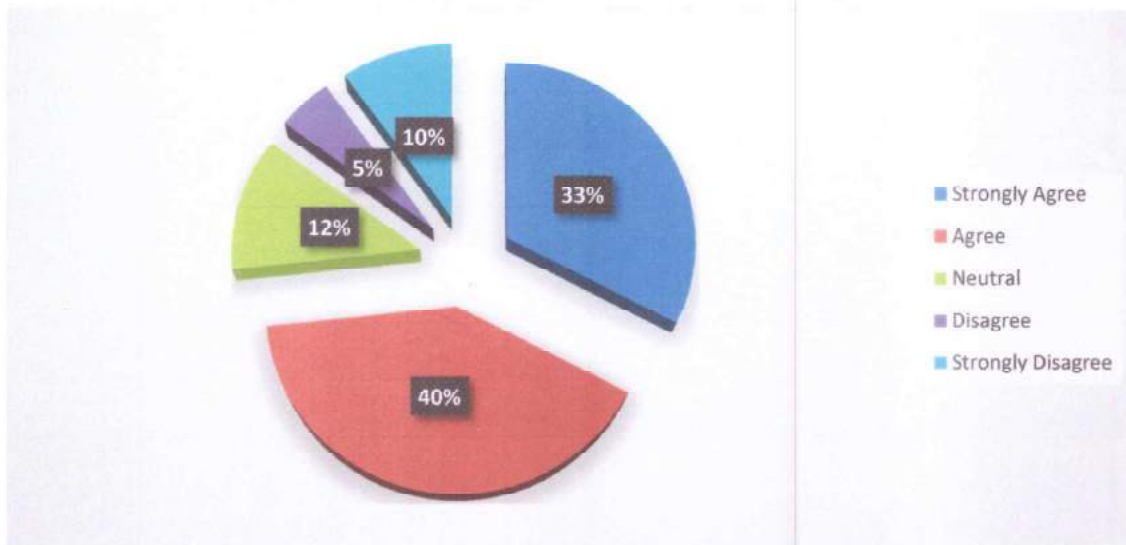
Q.No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	The current syllabus is adequately updated from the one followed during your course of study.	33	41	12	5	10
Q.2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	27	38	12	11	13
Q.3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	38	36	11	7	9
Q.4	How do you rate the curriculum with respect to professional ethics and behavior?	37	43	8	9	4
Q.5	How do you rate the curriculum in written and oral communication abilities?	36	39	5	9	12
Q.6	Does the curriculum has	38	35	9	11	8

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	ability and will to engage in a process of continuous learning to meet the current job requirements?					
Q.7	Overall satisfaction for the current program in meeting its educational objectives.	34	36	13	10	8

Graph 5.3.1
The current syllabus is adequately updated from the one followed during your course of study.



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

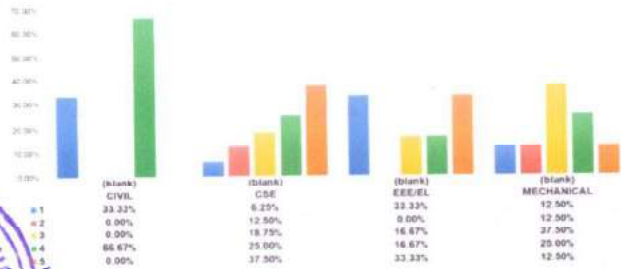


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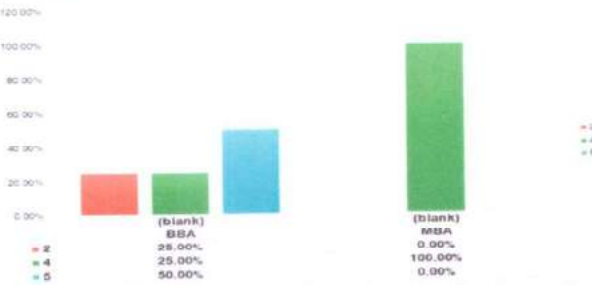
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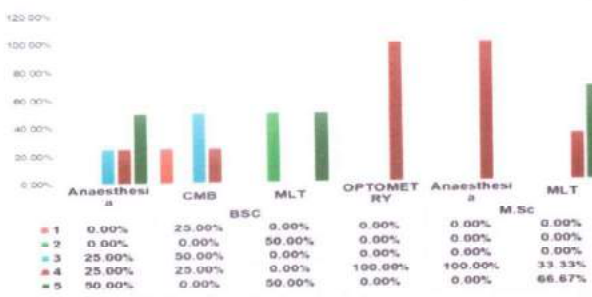
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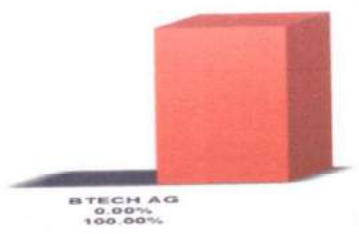


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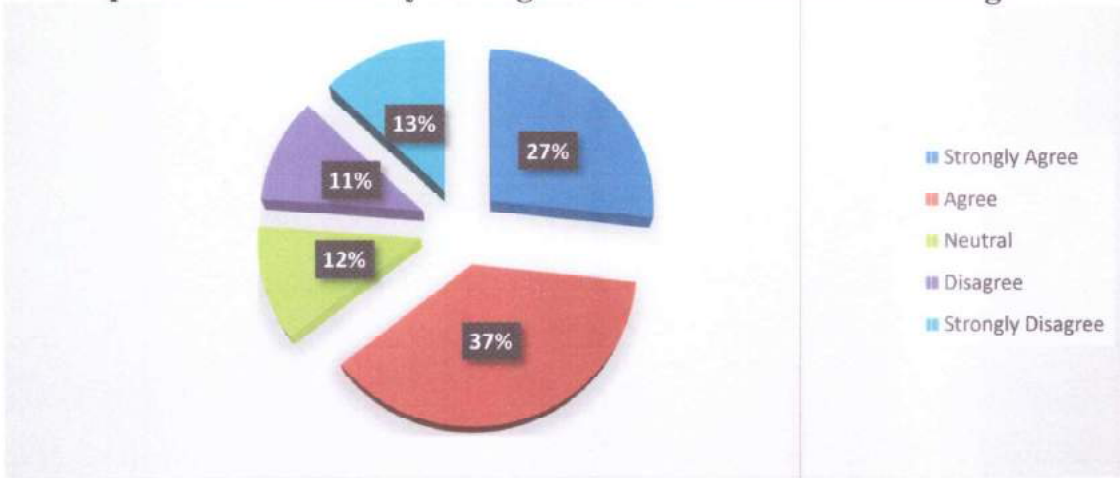
33% of alumni strongly agreed and 40% agreed with the courses being offered while 10% alumni expressed strongly disagreement and 5% disagreement. Keeping the ever changing trends and technologies of Industry and academics, syllabus is continuously updated using the valuable suggestions provided by the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

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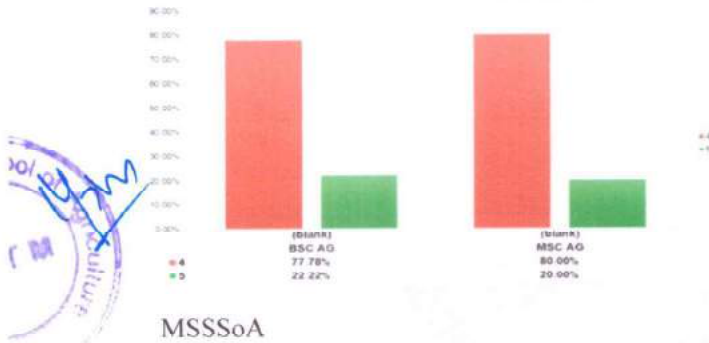
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Graph 5.3.2

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

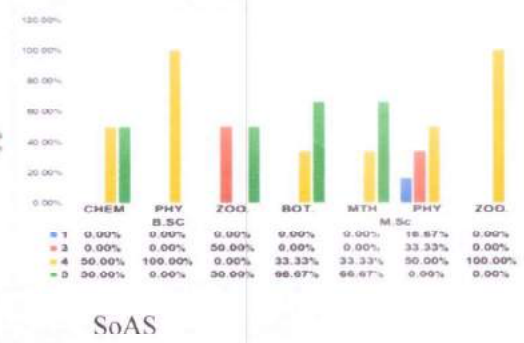


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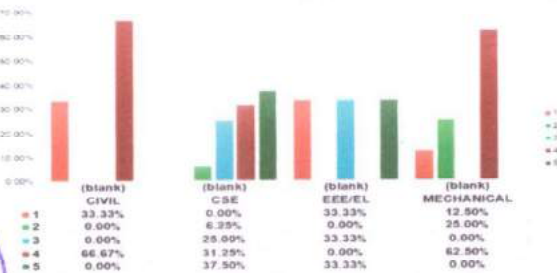
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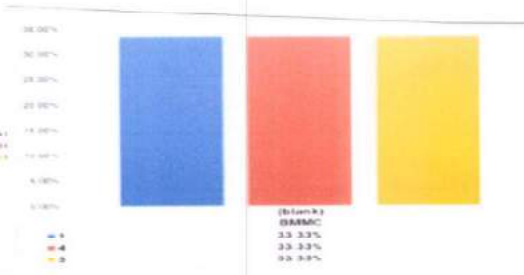
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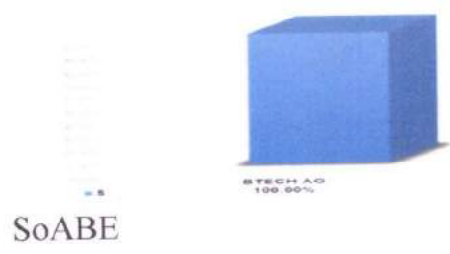
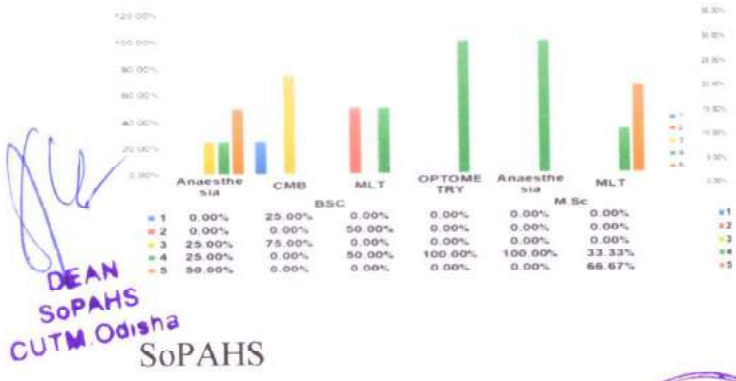
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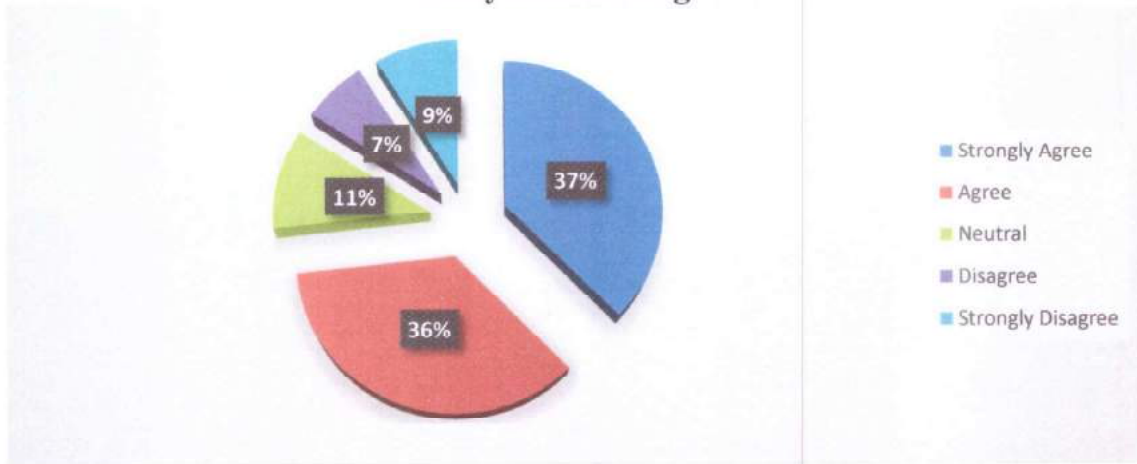


Majority of alumni has agreed that most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly illustrates that students find these courses applicable to real life problems and the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely. Approximately, 27 % of the strength strongly agreed and 37% agreed, while 13 % of participants strongly disagreed and 11% disagreed with the assessment pattern adopted by the University for individual course is useful in grasping the concepts application.

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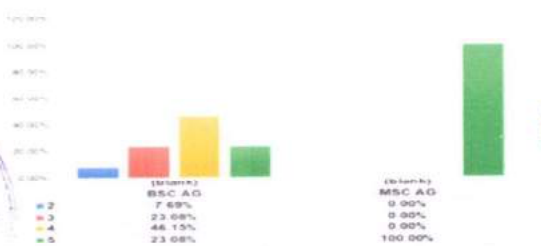
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Graph 5.3.3
Does the curriculum have reasonable practical and laboratory skills for analysis and design?



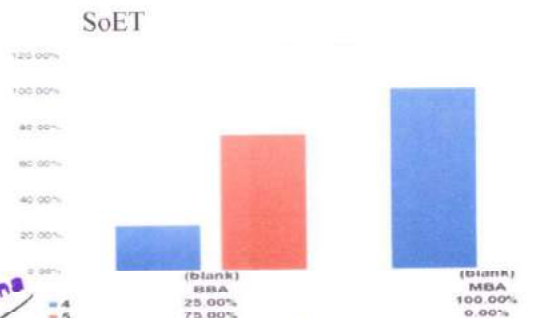
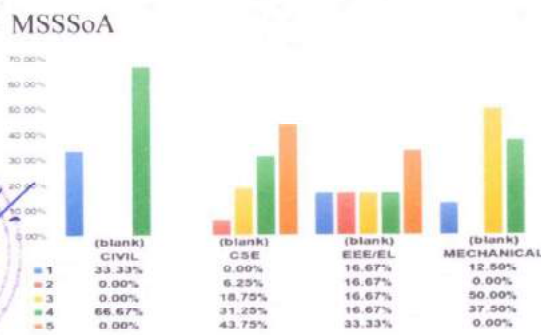
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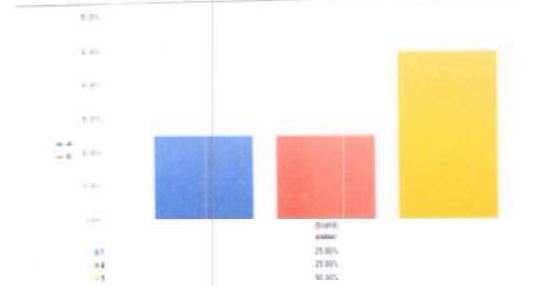
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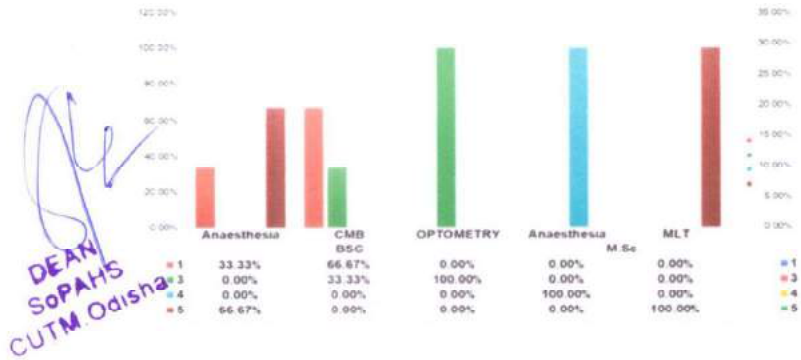
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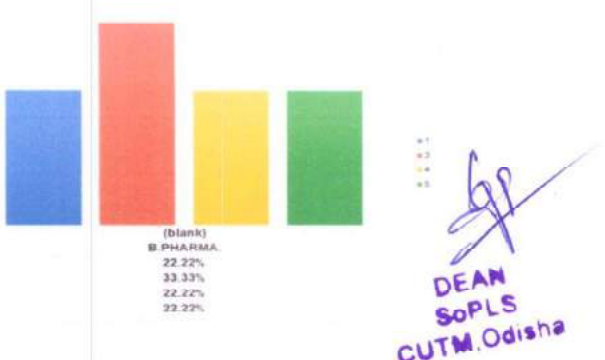
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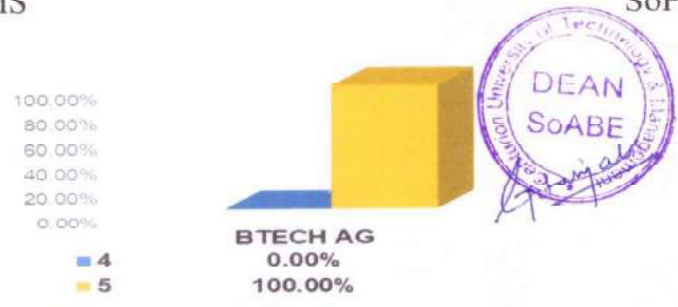
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In order to assure that students learn in an efficient way, theory and practical courses are be included in the same term. Students learn various concepts in classroom sessions and are provided opportunity to implement the learned concepts in the same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

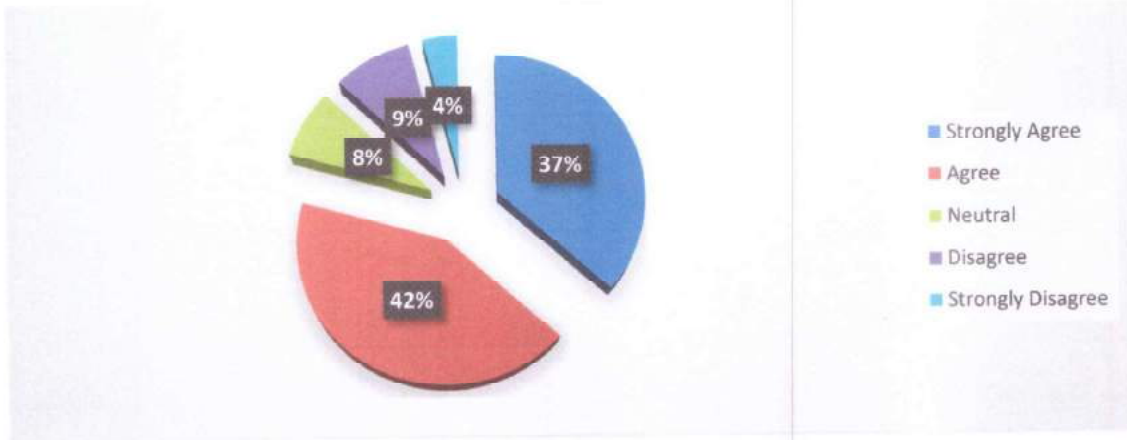
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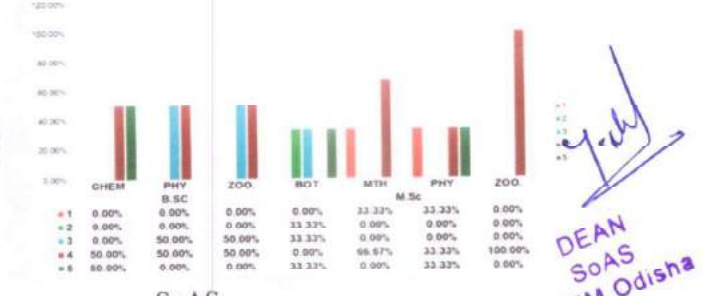
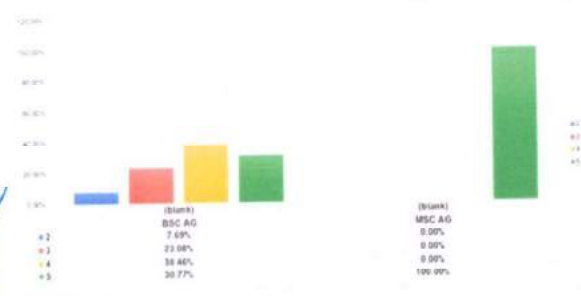


Graph 5.3.4

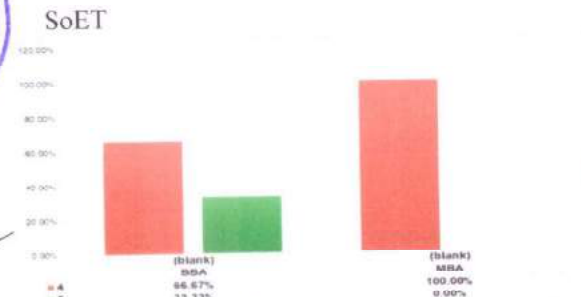
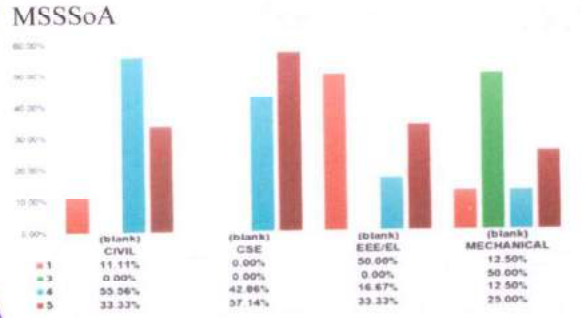
How do you rate the curriculum with respect to professional ethics and behavior?



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

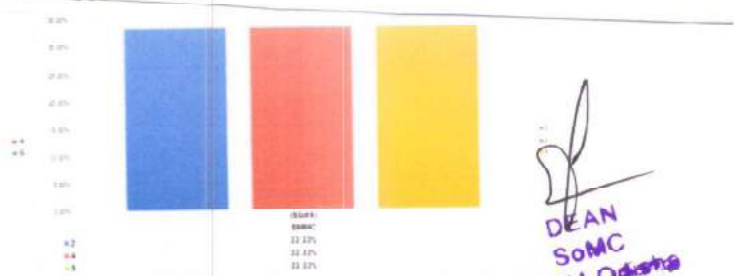


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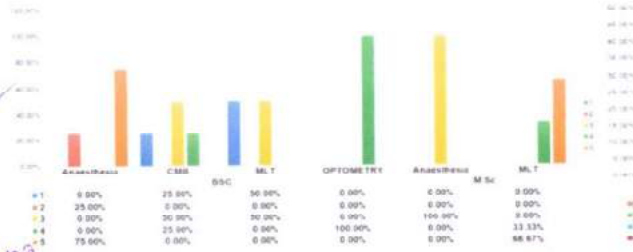
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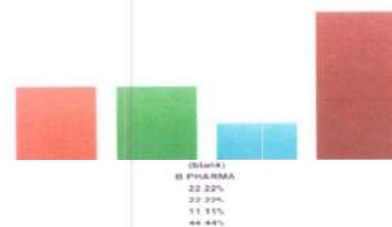
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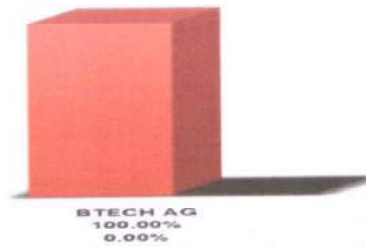


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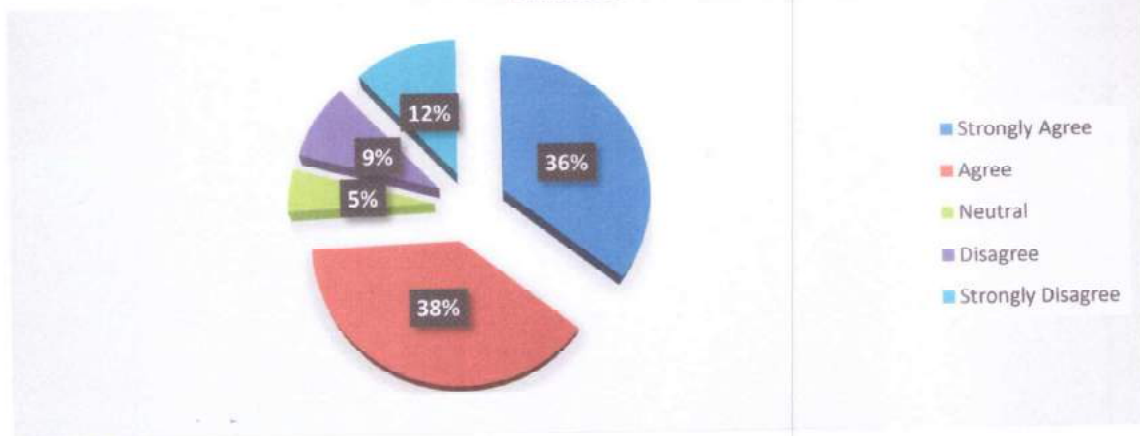


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Curriculum comprises not only the theoretical knowledge but also designed in a way to inculcate the professional and behavioral ethics in the student so as to make them presentable and ready for outside world. Around 37 % of alumni are strongly agreed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

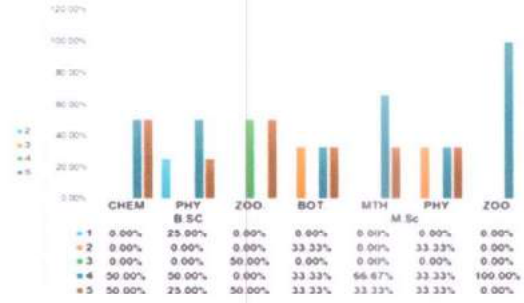
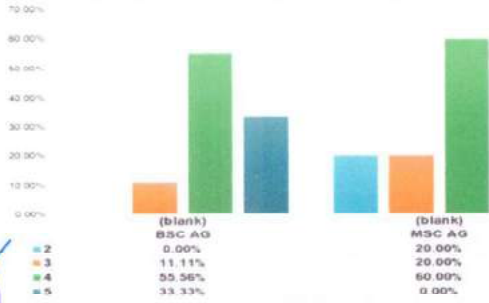
Graph 5.3.5
How do you rate the curriculum in written and oral communication abilities?



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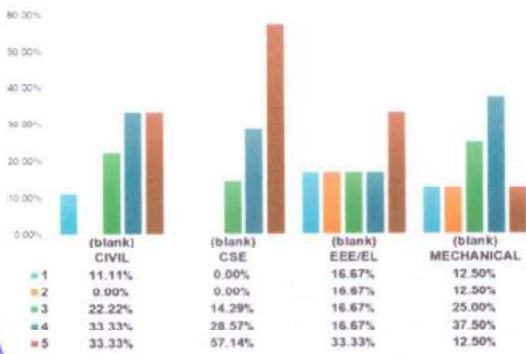


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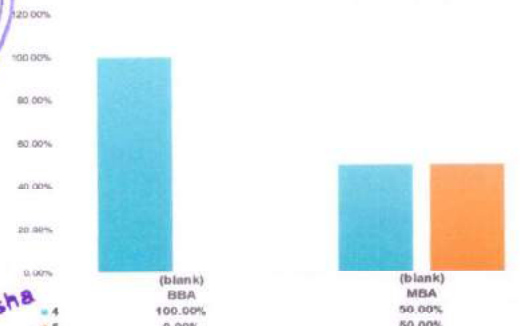
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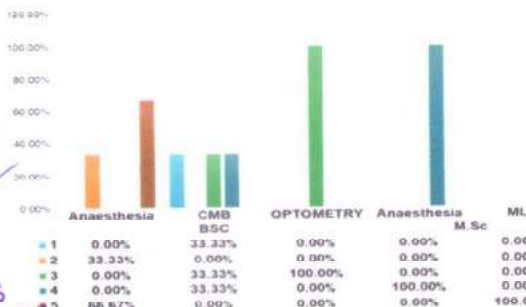
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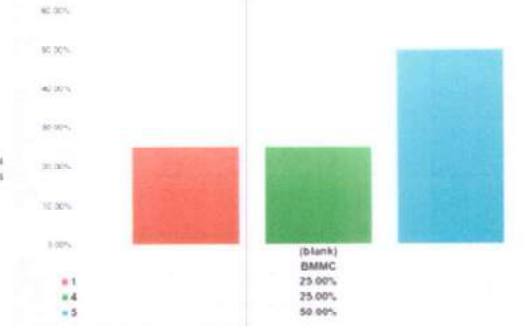
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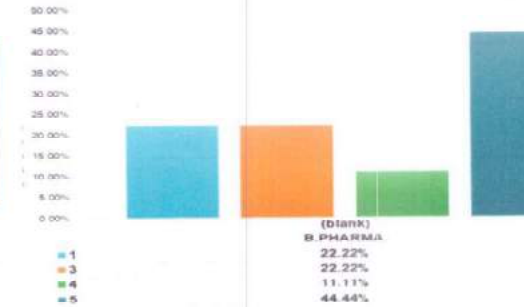
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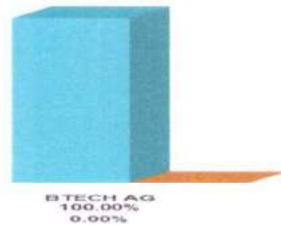
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CENTURION UNIVERSITY
Shaping Lives...
Empowering Communities...

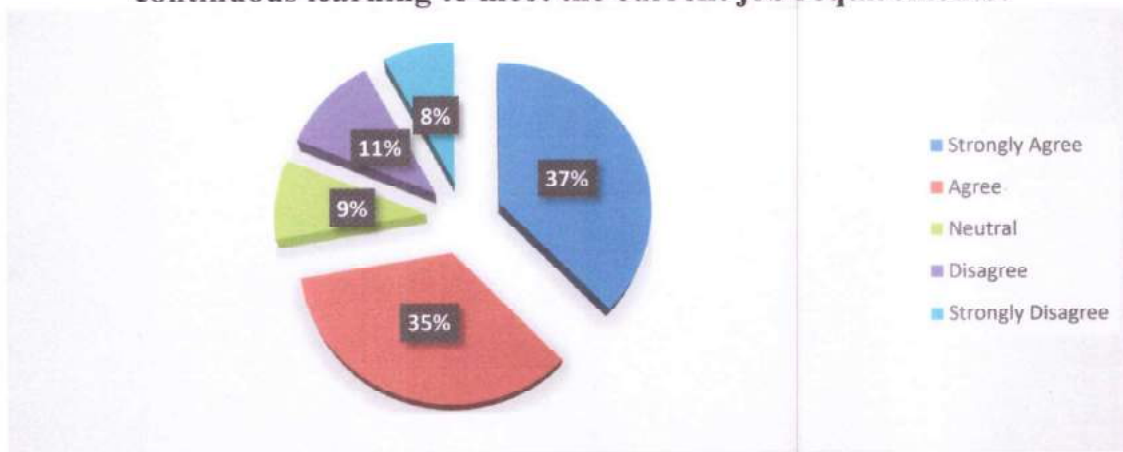


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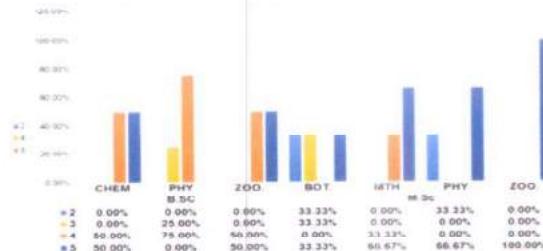
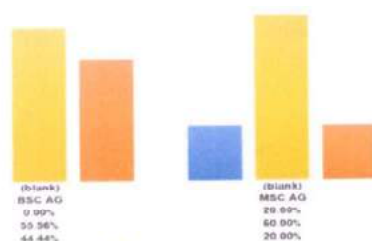
Curriculum is well designed with inclusion of Professional development and communication skill courses. Communication skill courses make the students competent enough to effectively deal with various conflicts. Students learn to be part of difficult conversations confidently and to use nonverbal communication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

Graph 5.3.6

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



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



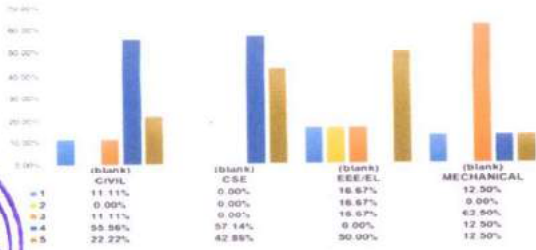
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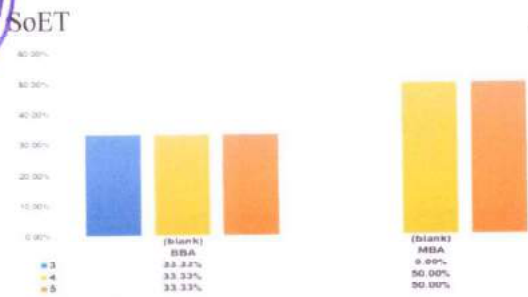
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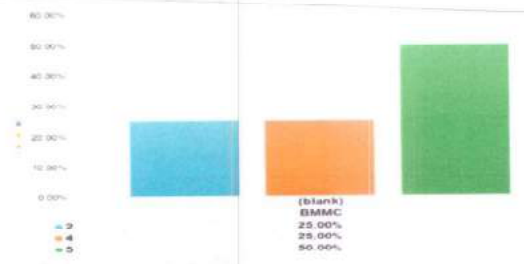


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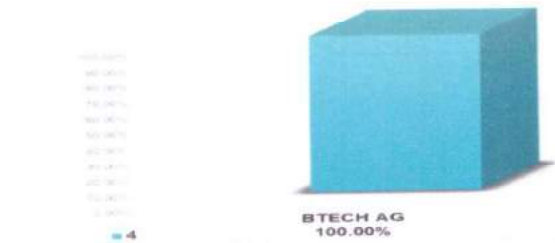
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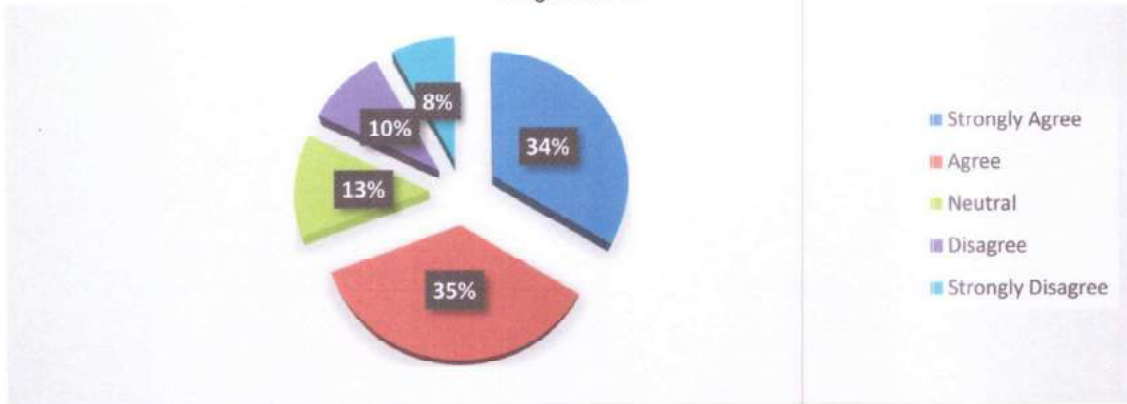
The graph depicts the percentage of respondents. As per this analysis, it was found that 37 % of alumni are strongly agreed and 35% agreed with this context and a strength of 8% alumni showed strong disagreement and 11% disagreement. Various communication skill courses and personality development courses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

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conducted as a part of curriculum which helps the students in getting better placement opportunities.

Graph 5.3.7
Overall satisfaction for the current program in meeting its educational objectives



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



MSSoA

Department	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B.Sc. AG	0.00%	11.11%	55.56%	33.33%	0.00%
M.Sc. AG	29.00%	60.00%	29.00%	0.00%	0.00%



SoAS

Department	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CHEM	0.00%	100.00%	0.00%	0.00%	0.00%
PHY	20.00%	20.00%	20.00%	20.00%	0.00%
ZOO	0.00%	0.00%	0.00%	0.00%	0.00%
BOT	33.33%	0.00%	0.00%	0.00%	0.00%
BTM	0.00%	0.00%	100.00%	0.00%	0.00%
M.C.	0.00%	33.33%	0.00%	0.00%	0.00%
PHY	0.00%	0.00%	0.00%	0.00%	0.00%
ZOO	0.00%	100.00%	0.00%	0.00%	0.00%



SoET

Department	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CIVIL	11.11%	0.00%	11.11%	55.56%	22.22%
CSE	0.00%	14.29%	28.57%	57.14%	0.00%
EEE/EL	16.67%	16.67%	16.67%	33.33%	0.00%
MECHANICAL	12.50%	0.00%	37.50%	37.50%	12.50%



SoM

Department	Strongly Agree	Agree
BBA	66.67%	33.33%
BBA	50.00%	50.00%



SoMC

Department	Strongly Agree	Agree	Neutral
BMMC	25.00%	25.00%	50.00%

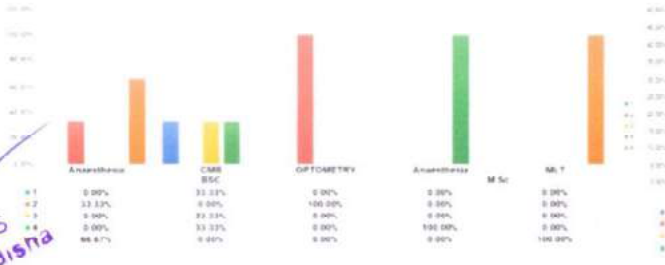
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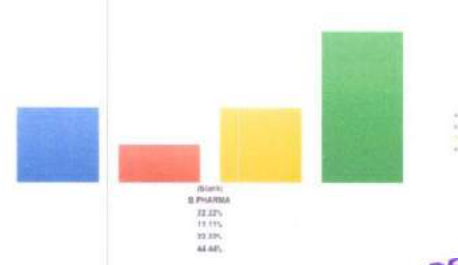
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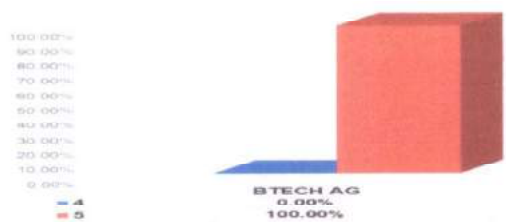


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Alumni responded with strong agreement when asked about the overall satisfaction with respect to educational objectives. Curriculum has well mapped educational objectives and learning outcomes. The analysis depicts that more than 34% of alumni were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

Further, the following points were also expressed by the Alumni

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

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EMPLOYER FEEDBACK ANALYSIS

For session 2017--2018, feedback was collected from **28** employers on various programme and syllabus offered by the University through online/offline mode. Proper and periodic analysis of feedbacks provided by various stakeholders helps a lot in constantly improving teaching-learning process. Regular feedback from industry experts, employers during placement drives, workshops, guest lectures and Board of Studies is sought by the University. A detailed analysis and corrective actions on the collected suggestions is performed, followed by corrective measures taken with proper Action Taken Report.

RESPONSE COUNT

Q. No	Suggestions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q.1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	10	13	3	0	2
Q.2	Do our students have reasonable practical and laboratory skills for analysis and design?	9	12	5	1	1
Q.3	How do you rate our students with respect to professional ethics and behavior?	12	14	1	1	0
Q.4	How do you rate our students in written and oral communication abilities?	8	12	4	3	1
Q.5	Do our students have ability and will to engage in a process of continuous learning to meet the current job	10	14	1	2	1

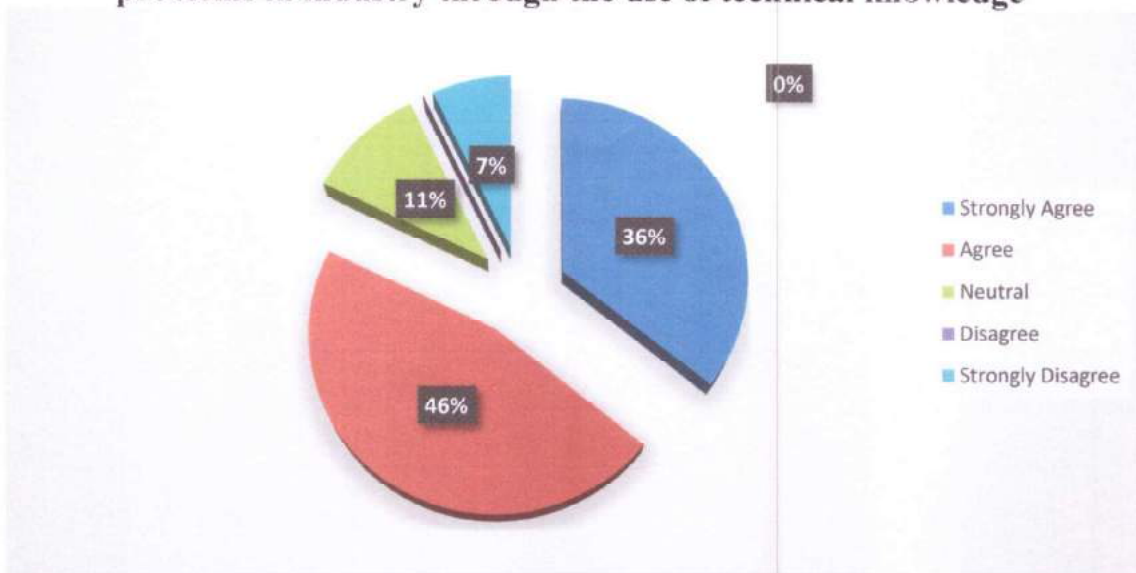
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	requirements?					
Q.6	How do you rate professional capabilities of our students with respect to students from other institutions?	14	9	3	1	1

Graph 5.4.1

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

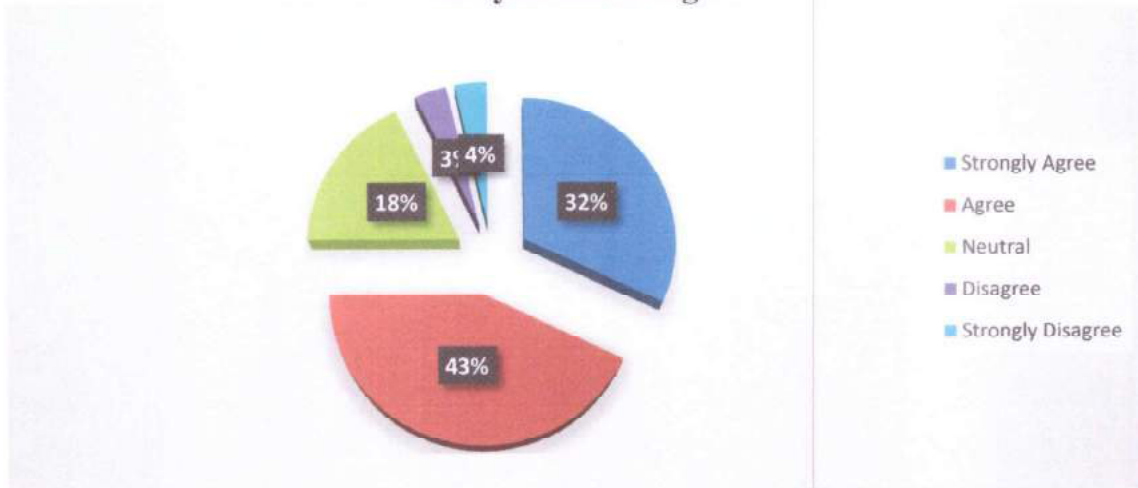


The chart explains the percentage of respondents. A majority of 36% employers are strongly agreed and 46% agreed with the ability of our students to find solutions of the real life problems and 7% strongly disagreed. As per the feedback analysis, a large number of employers are contended with the course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

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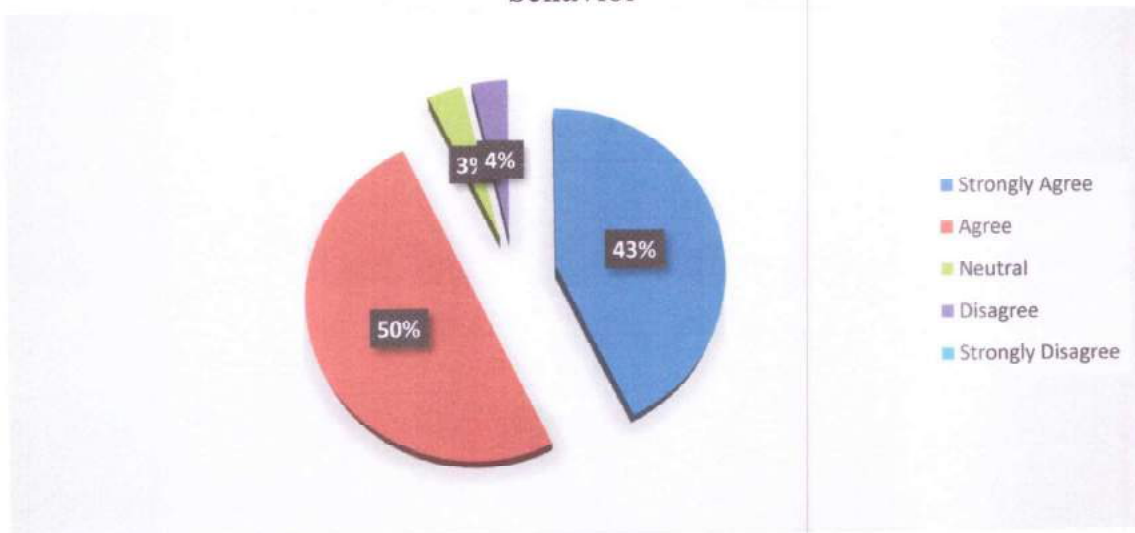
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Graph 5.4.2
Do our students have reasonable knowledge and hands on skills for analysis and design



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

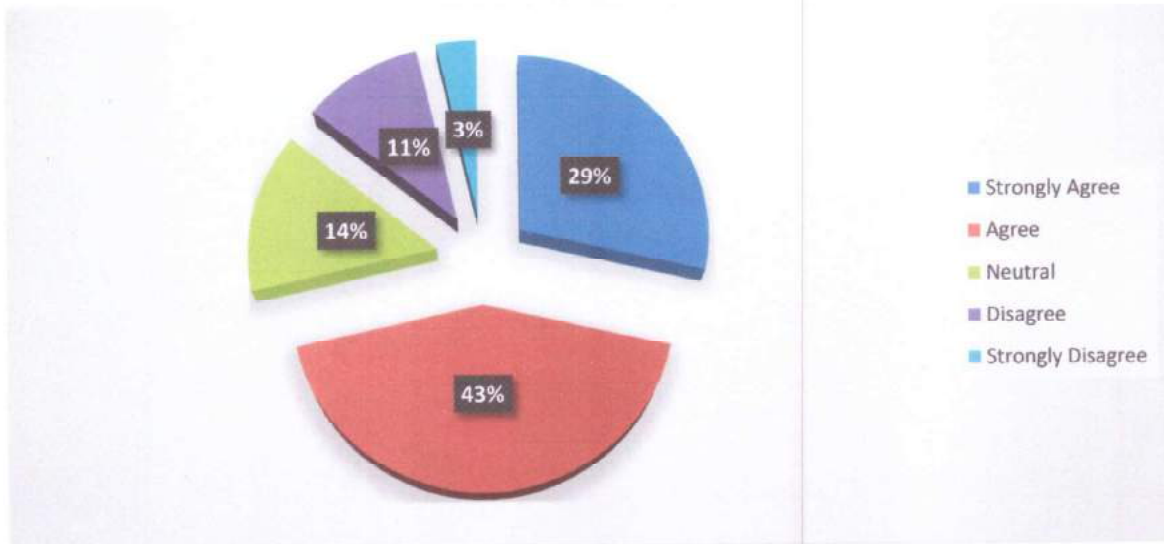
Graph 5.4.3
How do you rate our students with respect to professional ethics and behavior



Course curriculum is aimed to instill professional and behavioural standards in students, preparing them to be presentable and industry ready. Students are taught moral principles and ethics in addition to topic knowledge in order to become responsible citizens.. This can be easily seen through the chart as 43 % employers strongly agreed and 50% agreed on this ground of Professional ethics and behavior of our students. Around 6% disagree with the same.

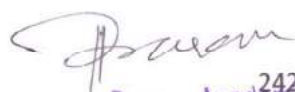
Graph 5.4.4

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



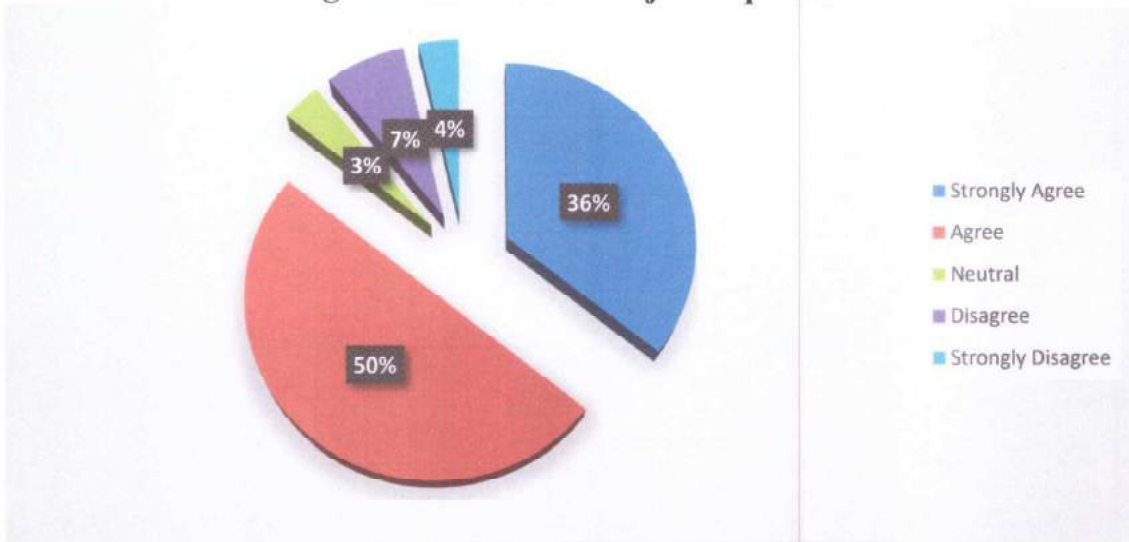
Students are guided by their mentors, trainers and career coordinators to be technically and professionally sound. Also various communication skills courses offered help them to be confident and present themselves in assertive manner. A very few 3% “strongly disagree” and 11% disagree with Professional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


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Graph 5.4.5

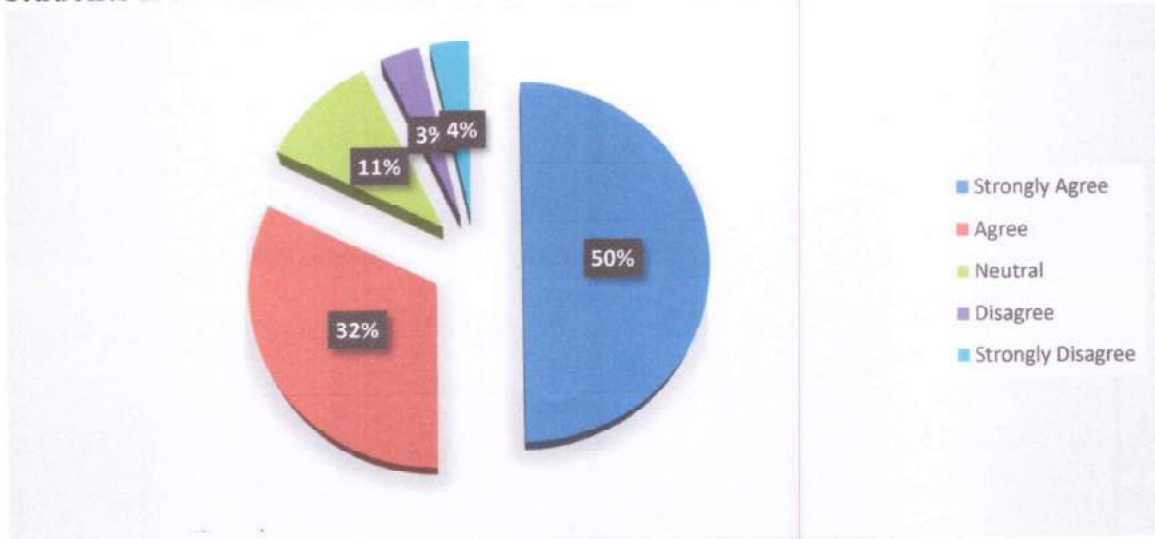
Do our students have ability and will to engage in a process of continuous learning to meet the current job requirements?



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

Graph 5.4.6

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



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

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

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

ACTION TAKEN REPORT

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT ODISHA

2017-2018

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

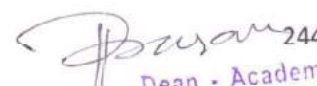
SCHOOL OF ENGINEERING AND TECHNOLOGY

Civil Engineering

Recommendations:

The course on Geotech and G.I.T to be recommended as Geotech Investigation and the topics related to Ground Improvement to be covered in a new subject”


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Geo Synthetics and Ground Improvements Techniques under a separate Domain(General Domain) .

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

Electrical and Electronics Engineering

Recommendations: Fiber Optics should be included in Domain 3

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

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

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

Mechanical Engineering

Recommendations: i) RAC should be a separate subject

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

iii) Syllabus should meet Industrial requirement

iv) CAD/CAM subjects should have more practice

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

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

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

Agricultural Engineering

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

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

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

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

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

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

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

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

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

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

School of Applied Science

Physics

Recommendations :M.Sc Physics syllabus should be modified

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

Chemistry


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