



**Centurion
UNIVERSITY**

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

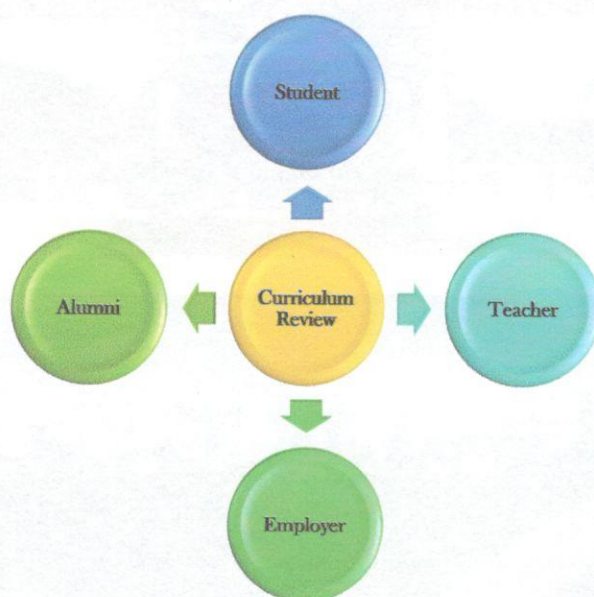
Centurion University of Technology and Management

Feedback Analysis and Action Taken Report



Feedback on Curriculum Analysis Report (Academic Session 2023-2024)

Centurion University of Technology and Management (CUTM) is committed to maintaining a curriculum that is relevant, innovative, and aligned with local, regional, and global demands. The University designs its syllabus with a clear focus on Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), ensuring that the curriculum is well-rounded and meets the expectations of all stakeholders. The feedback process for curriculum enhancement involves active participation from students, teachers, alumni, and employers, whose valuable insights help improve teaching, learning, and capacity-building practices.



The feedback for the academic session 2023-2024 was collected systematically through structured questionnaires administered both manually and online via Google Forms by the Internal Quality Assurance Cell (IQAC). This comprehensive feedback mechanism provided the foundation for analyzing the curriculum's strengths and identifying areas for improvement. The analysis, in turn, contributed significantly to curriculum revision and academic policy adjustments.



Feedback Procedure of the University

Curriculum evaluation is a cornerstone of the teaching-learning process at CUTM. Regular assessments and stakeholder inputs are integral to curriculum design and development, ensuring that it remains relevant to industry needs, academic advancements, and global competencies. The feedback process is a collaborative and structured exercise that integrates diverse perspectives to achieve excellence in curriculum delivery.

The university has established a systematic procedure for obtaining accurate and meaningful feedback from its stakeholders, which includes students, teachers, alumni, and employers. The key steps involved in the feedback and curriculum revision process are outlined below:



- **Stakeholder Feedback Collection**

Feedback is collected annually from all stakeholders via a structured questionnaire. Both manual and online modes (e.g., Google Forms) are used to ensure wide participation. Stakeholders are asked to provide their perspectives on various aspects of the curriculum, including its relevance, alignment with industry trends, and effectiveness in enhancing knowledge and skills.

- **Feedback Analysis**

The feedback collected is analyzed by the Internal Quality Assurance Cell (IQAC). A detailed review is conducted to identify recurring themes, concerns, and suggestions for improvement. This analysis serves as a critical input for the curriculum revision process.

- **Curriculum Review Process**

Centurion University ensures that its curriculum aligns with well-defined academic policies and global benchmarks. These policies are designed to meet regulatory standards, enhance program outcomes, and foster industry relevance. Benchmarks such as employability, academic excellence, and innovation guide curriculum evaluation and improvement. Stakeholder feedback is analyzed against these benchmarks to ensure the curriculum remains dynamic and effective.

- **Pre-Board of Studies (Pre-BOS) Discussions**

Proposed curriculum changes are reviewed in Pre-BOS meetings with academic experts, faculty members, and department representatives to refine suggestions and ensure alignment with academic policies and benchmarks.



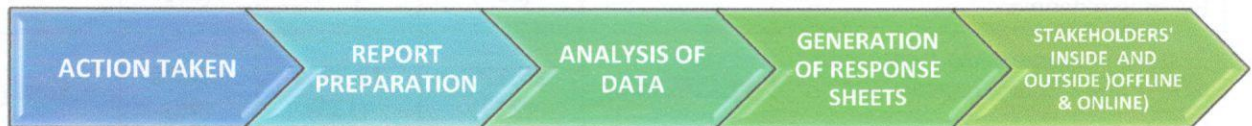
- **Board of Studies (BOS) Review**

The refined curriculum proposals are presented at the Board of Studies meeting for further deliberation and approval. The BOS comprises academic professionals, subject matter experts, and industry representatives.

- **Finalization and Implementation**

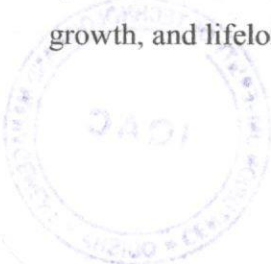
Following BOS approval, the curriculum revisions are implemented across all relevant programs. The updated syllabus is then shared with departments, schools, and stakeholders.

The feedback received during the academic session 2023-24 resulted in several significant outcomes:



- The curriculum was revised to incorporate inputs from students, alumni, teachers, and employers.
- New modules were added to address emerging industry trends and enhance employability skills.
- Course objectives and outcomes were redefined to improve clarity and alignment with global standards.
- Additional resources, such as updated reference materials and digital content, were integrated into the curriculum.

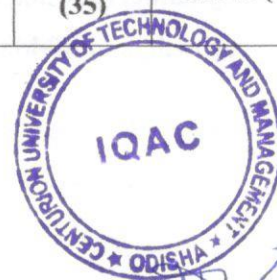
The university remains committed to fostering a feedback-driven culture for continuous improvement. The collaborative feedback process ensures that CUTM's curriculum remains dynamic, relevant, and forward-looking, preparing students for academic success, professional growth, and lifelong learning.



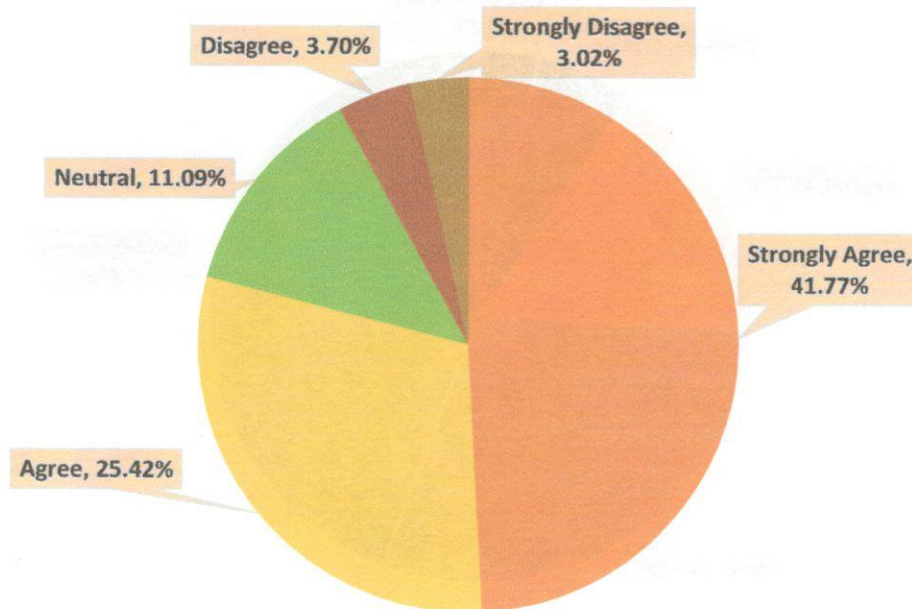
Student Feedback Analysis

The feedback from students for the academic year 2023-24 provides valuable insights into the effectiveness of the curriculum, learning materials, and pedagogy. This report presents a question-wise analysis of student responses to evaluate the strengths of the academic framework and identify areas for improvement. Feedback was gathered on several key aspects, with responses distributed across five categories: *Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.*

Q.No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The courses that you have studied match with the expected course learning outcomes.	41.77% (373)	25.42% (227)	11.09% (99)	3.7% (33)	3.02% (27)
2	The curriculum has the right blend of learning (theory, practice and project as applicable).	37.63% (336)	25.42% (227)	13.77% (123)	5.04% (45)	3.14% (28)
3	The learning materials including (books/handouts/e-content) for the course are available in CUTM courseware/ library/ other resources.	36.73% (328)	26.43% (236)	14.33% (128)	4.7% (42)	2.8% (25)
4	The syllabus and pedagogy generated interest in the course.	33.93% (303)	27.44% (245)	14.89% (133)	5.26% (47)	3.47% (31)
5	The content of courses is able to increase your knowledge and skills to pursue higher education, readiness for job and entrepreneurship.	38.97% (348)	26.2% (234)	13.1% (117)	3.81% (34)	2.91% (26)
6	The curriculum equipped you with necessary technical skills required by the industry.	34.83% (311)	26.32% (235)	15.12% (135)	4.82% (43)	3.92% (35)
7	The domain and skill courses offered are in consonance with the technological advancements.	38.19% (341)	24.19% (216)	14.33% (128)	3.92% (35)	4.37% (39)



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



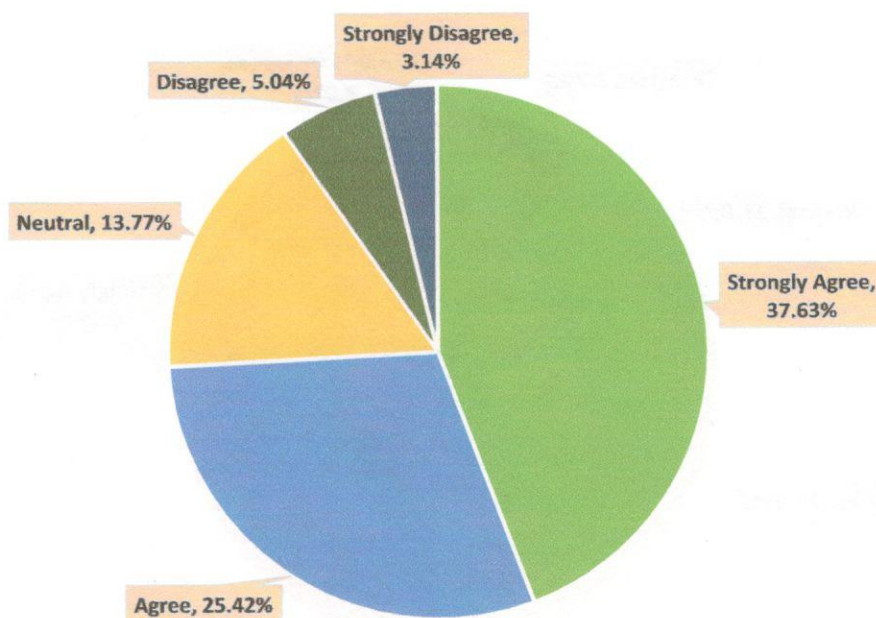
Response Summary:

- **Strongly Agree: 41.77%**
- **Agree: 25.42%**
- **Neutral: 11.09%**
- **Disagree: 3.70%**
- **Strongly Disagree: 3.02%**

373 students strongly agreed and 227 agreed, reflecting that 82.9% of the students are satisfied with the alignment between the courses and expected learning outcomes. Only 6% expressed dissatisfaction, with 99 students being neutral. This high level of satisfaction indicates that the university has effectively designed its curriculum to meet the intended learning outcomes. However, the neutral and dissatisfied responses suggest there may be a need to clarify the course outcomes to students or improve course delivery for better understanding.



2. The curriculum has the right blend of learning (theory, practice and project as applicable).



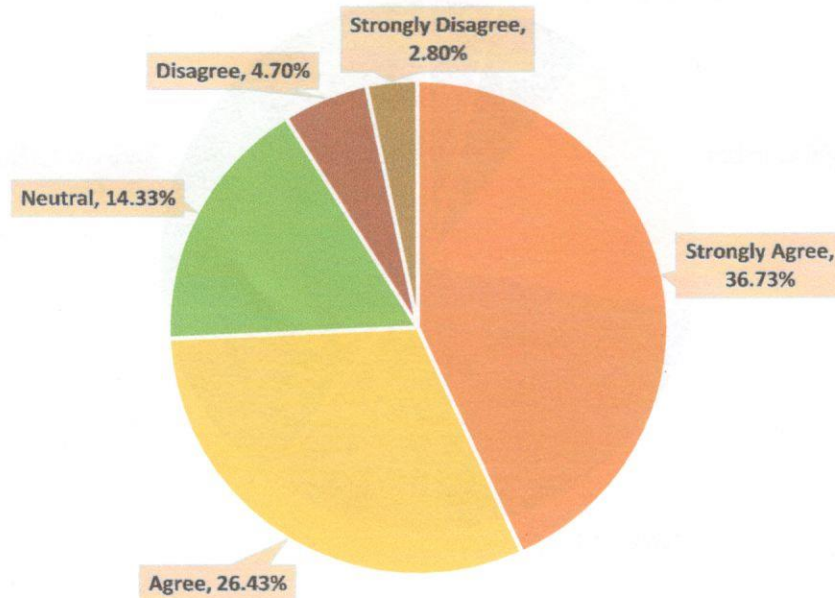
Response Summary:

- Strongly Agree: 37.63%
- Agree: 25.42%
- Neutral: 13.77%
- Disagree: 5.04%
- Strongly Disagree: 3.14%

Most students (37.63% Strongly Agree, 25.42% Agree) positively rated the balance of theoretical, practical, and project-based learning. However, a notable 22.92% (Neutral to Disagree) felt the balance could be improved. While the integration of diverse learning methods is largely appreciated, increasing project-based or practical components could enhance the experience.



3. The learning materials including (books/handouts/e-content) for the course are available in CUTM courseware/ library/ other resources.



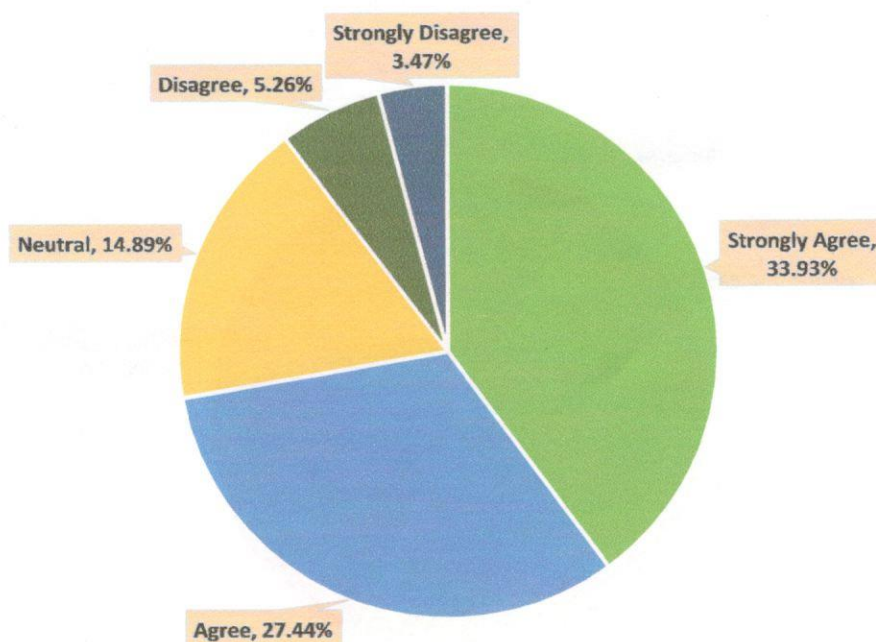
Response Summary:

- Strongly Agree: 36.73%
- Agree: 26.43%
- Neutral: 14.33%
- Disagree: 4.70%
- Strongly Disagree: 2.80%

Nearly two-thirds of the respondents (36.73% Strongly Agree, 26.43% Agree) found the learning materials to be accessible. However, 14.33% were neutral, and 7.5% disagreed, suggesting gaps in availability or adequacy of resources for some courses. Efforts to standardize and ensure timely availability of resources across all courses could address this concern.



4. The syllabus and pedagogy generated interest in the course.



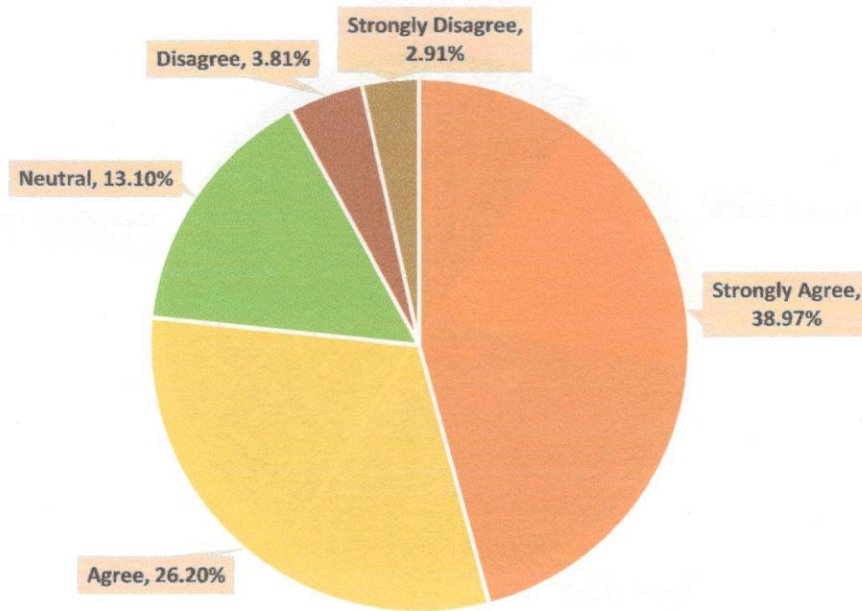
Response Summary:

- Strongly Agree: 33.93%
- Agree: 27.44%
- Neutral: 14.89%
- Disagree: 5.26%
- Strongly Disagree: 3.47%

About 61.37% (33.93% Strongly Agree, 27.44% Agree) felt that the syllabus and teaching methods were engaging. However, 23.62% expressed neutral or negative views, highlighting scope for innovation in pedagogical methods. Enhancing interactive and student-centric teaching methods may boost engagement and interest.



5. The content of courses is able to increase your knowledge and skills to pursue higher education, readiness for job and entrepreneurship.



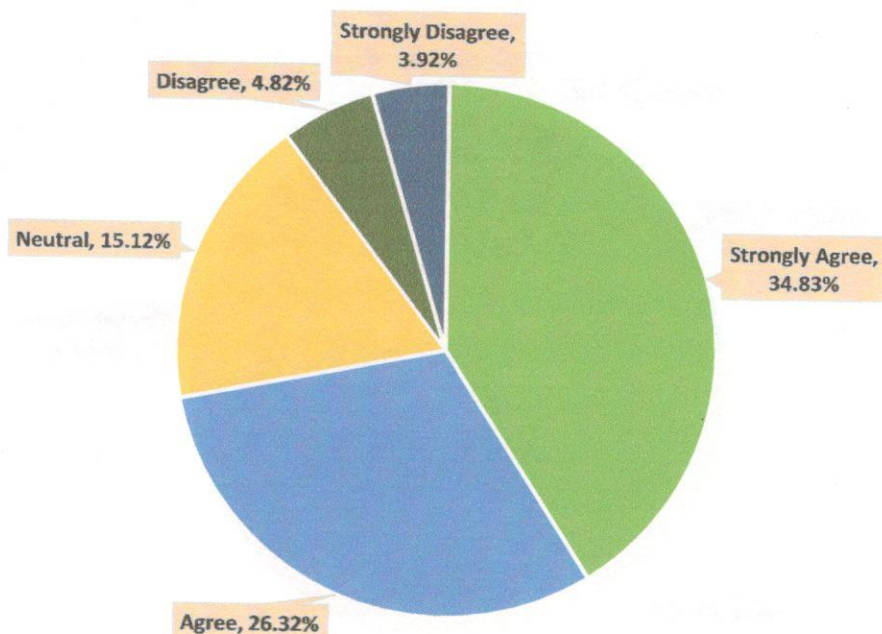
Response Summary:

- **Strongly Agree: 38.97%**
- **Agree: 26.20%**
- **Neutral: 13.10%**
- **Disagree: 3.81%**
- **Strongly Disagree: 2.91%**

A significant portion of students (38.97% Strongly Agree, 26.2% Agree) acknowledged that the curriculum supports their aspirations. Still, 19.82% were neutral or dissatisfied, suggesting a need to tailor course content further for career readiness. Providing targeted training, workshops, and career-oriented electives could better address students' career goals.



6. The curriculum equipped you with necessary technical skills required by the industry.



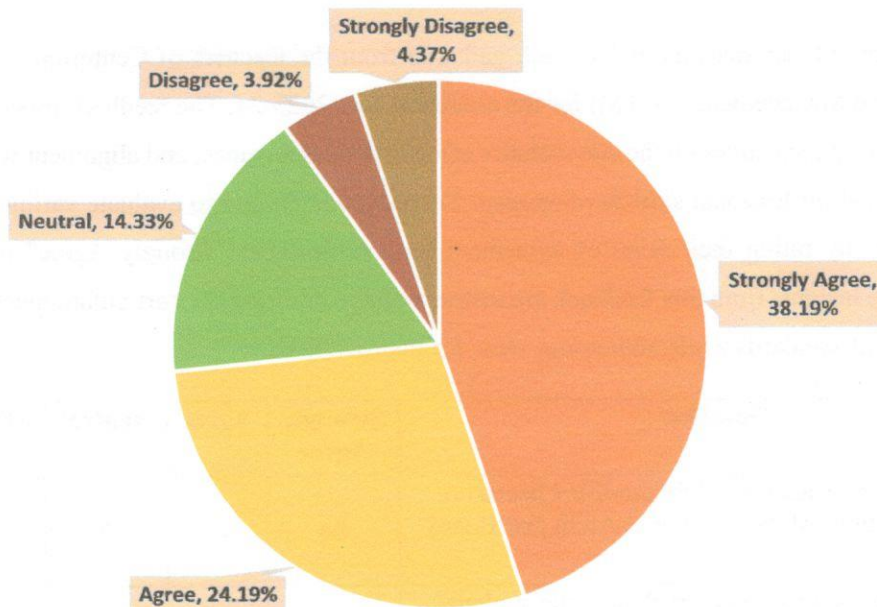
Response Summary:

- Strongly Agree: 34.83%
- Agree: 26.32%
- Neutral: 15.12%
- Disagree: 4.82%
- Strongly Disagree: 3.92%

A majority (34.83% Strongly Agree, 26.32% Agree) agreed that the curriculum equips them with technical skills. However, 23.86% of neutral or negative responses indicate a perception of gaps in technical training for industry readiness. Collaborations with industry for live projects and skill development programs could further strengthen technical competencies.



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



Response Summary:

- Strongly Agree: 38.19%
- Agree: 24.19%
- Neutral: 14.33%
- Disagree: 3.92%
- Strongly Disagree: 4.37%

62.38% (38.19% Strongly Agree, 24.19% Agree) students positively evaluated the alignment of domain and skill courses with technological trends. However, 22.62% expressed concerns, indicating potential mismatches in some areas. Periodic review and updates of courses to include the latest technological advancements could ensure alignment with industry demands.

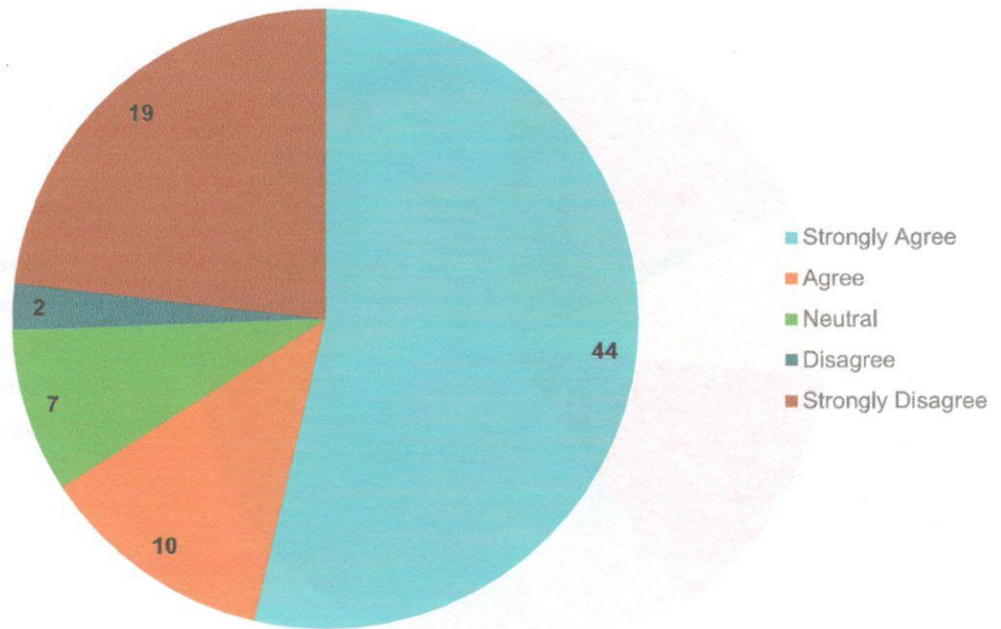


Teacher Feedback Analysis

This report presents an analysis of feedback gathered from the teachers of Centurion University of Technology and Management (CUTM) for the academic year 2023-24. The feedback process aimed to capture teachers' perspectives on the curriculum's effectiveness, relevance, and alignment with industry requirements and professional skill development. Teachers were asked to evaluate various aspects of the curriculum by rating their level of agreement on a scale from "Strongly Agree" to "Strongly Disagree." The insights from this feedback are instrumental in ensuring the curriculum meets academic and professional standards while addressing areas for improvement.

Sr.No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The curriculum is appropriately modified based on recommendations of the Academic Audit and Board of Studies.	44	10	7	2	19
2	The Learning Records developed, help the students in demonstrating their understanding of the courses.	47	11	7	1	13
3	The Skill courses offered enhance the skill sets of students.	44	16	10	2	11
4	The Domain courses help the students to have an in-depth knowledge of the concerned topic.	45	14	9	4	8
5	The syllabus of the course is need based with respect to recent advancements.	45	15	7	3	11
6	Course objectives and course outcomes of the syllabus are well defined and clear to teachers and students.	47	14	7	1	9
7	The books prescribed and course contents in CUTM courseware as reference materials are relevant and updated.	40	21	6	2	10
8	The curriculum has the right blend of Theory, Practice and Project.	44	14	7	6	8
9	The content of courses is able to increase students' knowledge and skills to pursue higher education, employment, and entrepreneurship.	46	13	7	3	9
10	Teachers have the freedom to suggest relevant changes in course contents in curricula.	42	15	7	5	18

1. The curriculum is appropriately modified based on recommendations of the Academic Audit and Board of Studies.



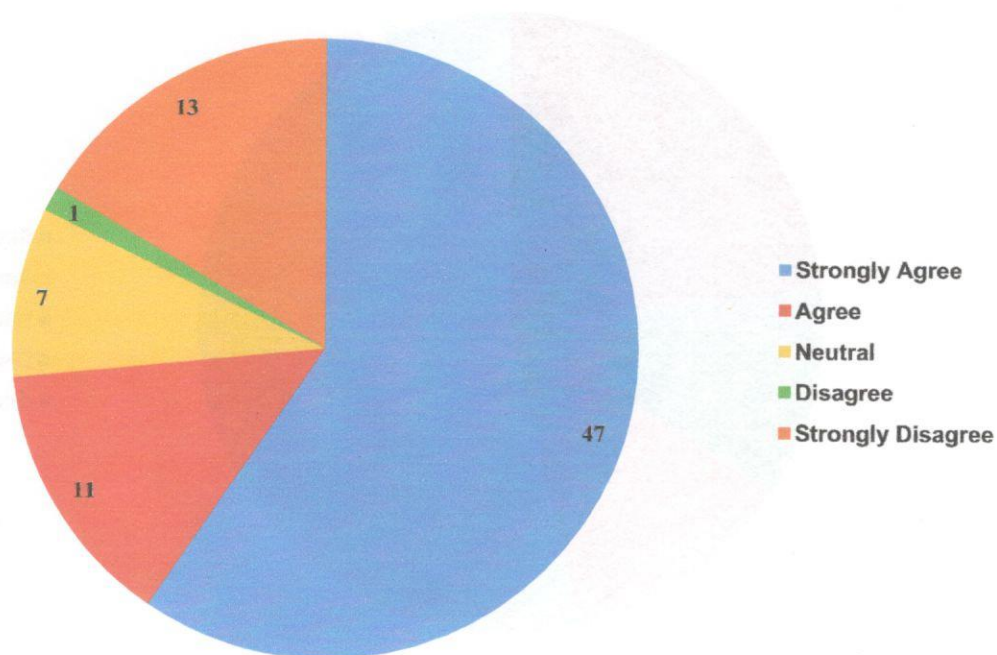
Response Summary:

- **Strongly Agree: 44**
- **Agree: 10**
- **Neutral: 7**
- **Disagree: 2**
- **Strongly Disagree: 19**

A majority of teachers (**54 out of 82 respondents**) strongly agreed or agreed that the curriculum is modified appropriately based on recommendations, indicating that the processes of Academic Audit and Board of Studies are generally effective in ensuring curriculum relevance and quality. However, a notable portion expressed concerns, indicating the need for more transparent or inclusive revision processes.



2. The Learning Records developed, help the students in demonstrating their understanding of the courses.



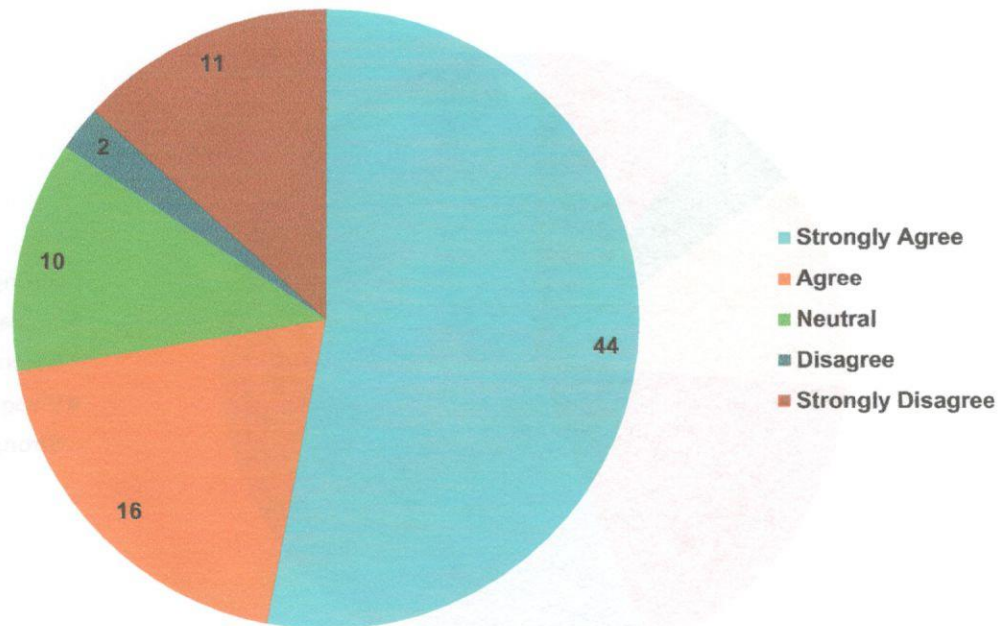
Response Summary:

- **Strongly Agree: 47**
- **Agree: 11**
- **Neutral: 7**
- **Disagree: 1**
- **Strongly Disagree: 13**

A significant proportion of teachers (58 out of 79 respondents) strongly agreed or agreed that Learning Records are effective in helping students demonstrate their understanding of courses. This suggests that the tool is widely appreciated and fulfills its intended purpose. However, 13 respondents strongly disagreed, indicating areas for improvement.



3. The Skill courses offered enhance the skill sets of students.



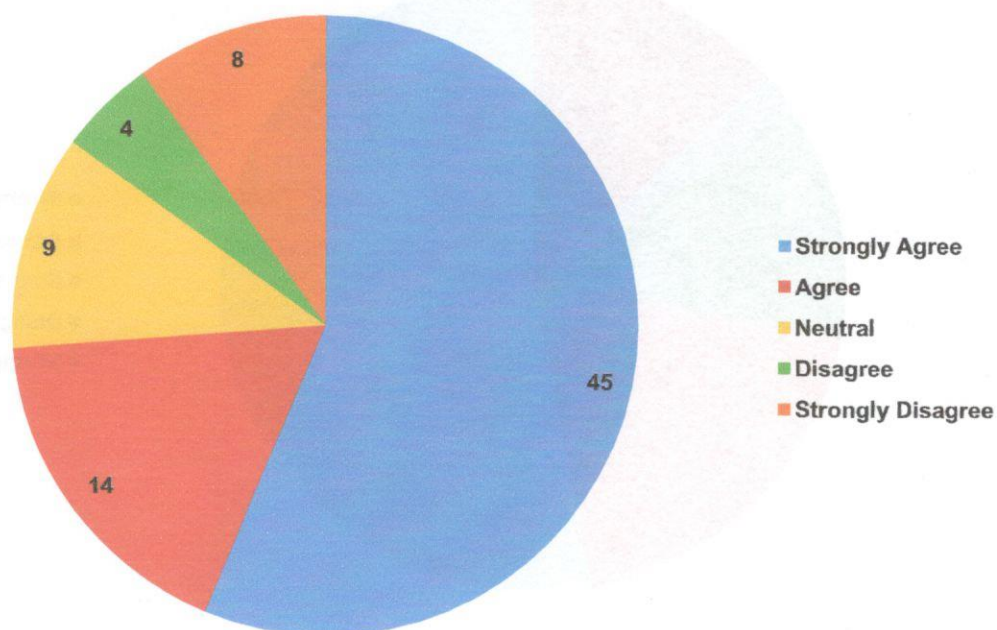
Response Summary:

- Strongly Agree: 44
- Agree: 16
- Neutral: 10
- Disagree: 2
- Strongly Disagree: 11

The majority of teachers (60 out of 83 respondents) strongly agreed or agreed that skill courses enhance the students' skill sets. This reflects the university's commitment to equipping students with practical, job-ready skills. However, 11 respondents strongly disagreed, and 10 remained neutral, indicating that there is scope for further improvement.



4. The Domain courses help the students to have an in-depth knowledge of the concerned topic.



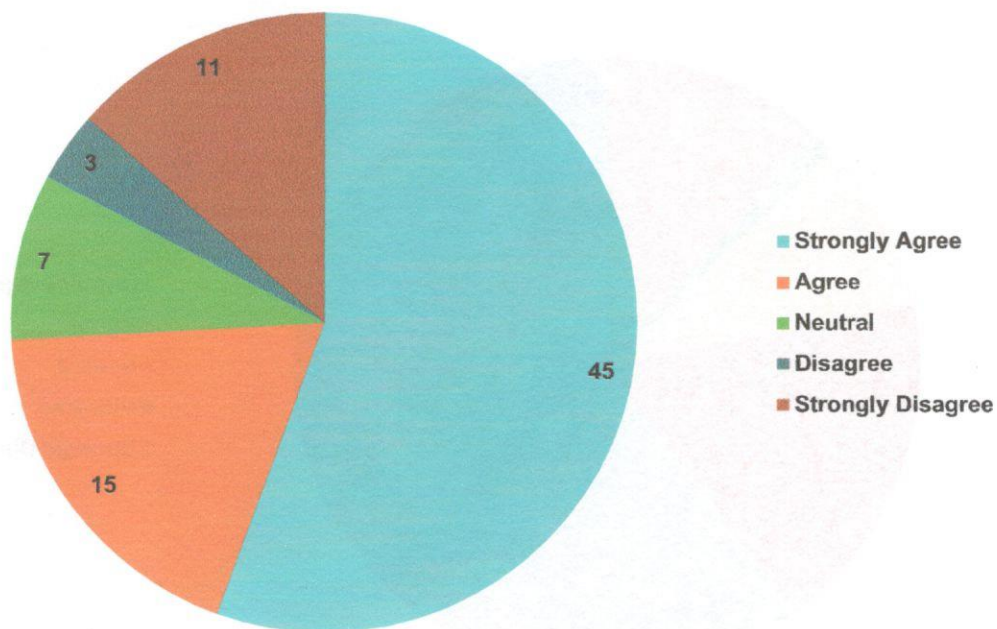
Response Summary:

- Strongly Agree: 45
- Agree: 14
- Neutral: 9
- Disagree: 4
- Strongly Disagree: 8

A significant majority of teachers (59 out of 80 respondents) strongly agreed or agreed that domain courses provide students with in-depth knowledge of their respective topics. This indicates that the domain courses are largely meeting their objective of deepening subject-specific understanding. However, the presence of 12 respondents who disagreed or strongly disagreed highlights areas for potential enhancement.



5. The syllabus of the course is need based with respect to recent advancements.



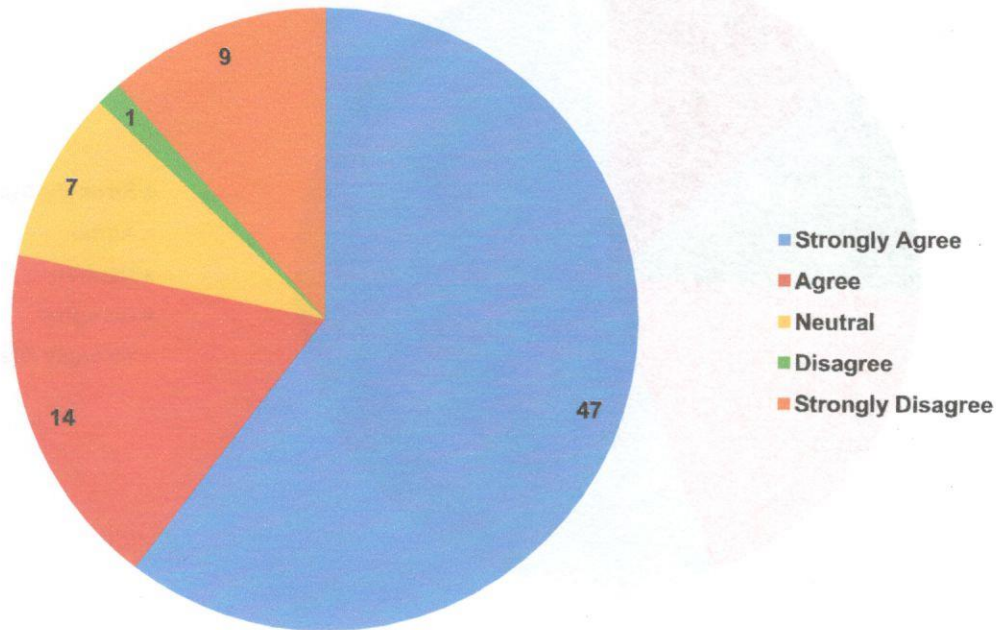
Response Summary:

- **Strongly Agree: 45**
- **Agree: 15**
- **Neutral: 7**
- **Disagree: 3**
- **Strongly Disagree: 11**

The feedback reveals that 60 out of 81 respondents believe the syllabus is aligned with recent advancements. This demonstrates that the university has been proactive in integrating modern trends and technologies. However, 14 respondents either disagreed or strongly disagreed, suggesting the need for more frequent updates or inclusion of cutting-edge topics.



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



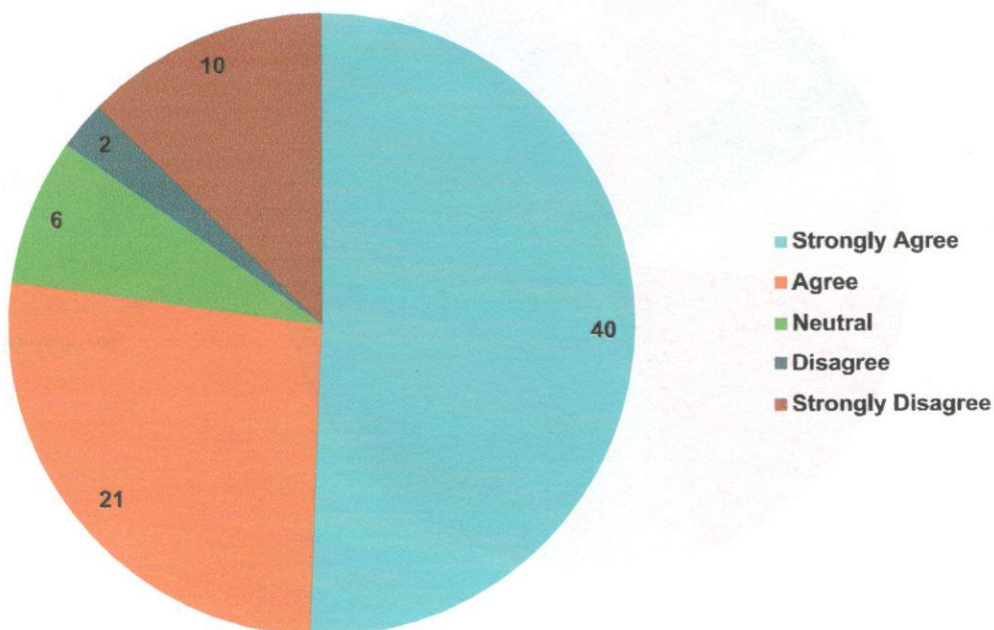
Response Summary:

- **Strongly Agree: 47**
- **Agree: 14**
- **Neutral: 7**
- **Disagree: 1**
- **Strongly Disagree: 9**

A substantial majority of teachers (61 out of 78 respondents) agreed that the course objectives and outcomes are well defined, reflecting effective curriculum design. However, 10 respondents expressed disagreement, indicating room for improvement. Some teachers highlighted the need for greater clarity in linking objectives with measurable outcomes.



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



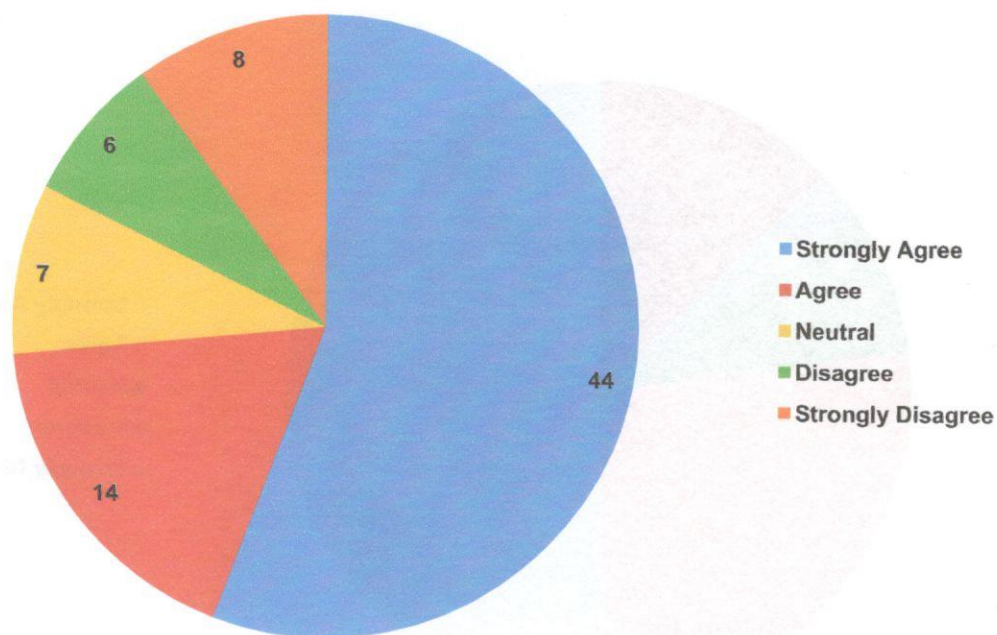
Response Summary:

- **Strongly Agree: 40**
- **Agree: 21**
- **Neutral: 6**
- **Disagree: 2**
- **Strongly Disagree: 10**

Most teachers (61 out of 79 respondents) agreed that the reference materials are relevant and updated. This reflects the university's effort to provide high-quality academic resources. However, 12 respondents expressed dissatisfaction, suggesting that certain books or materials may be outdated or not sufficiently aligned with course objectives



8. The curriculum has the right blend of Theory, Practice and Project.



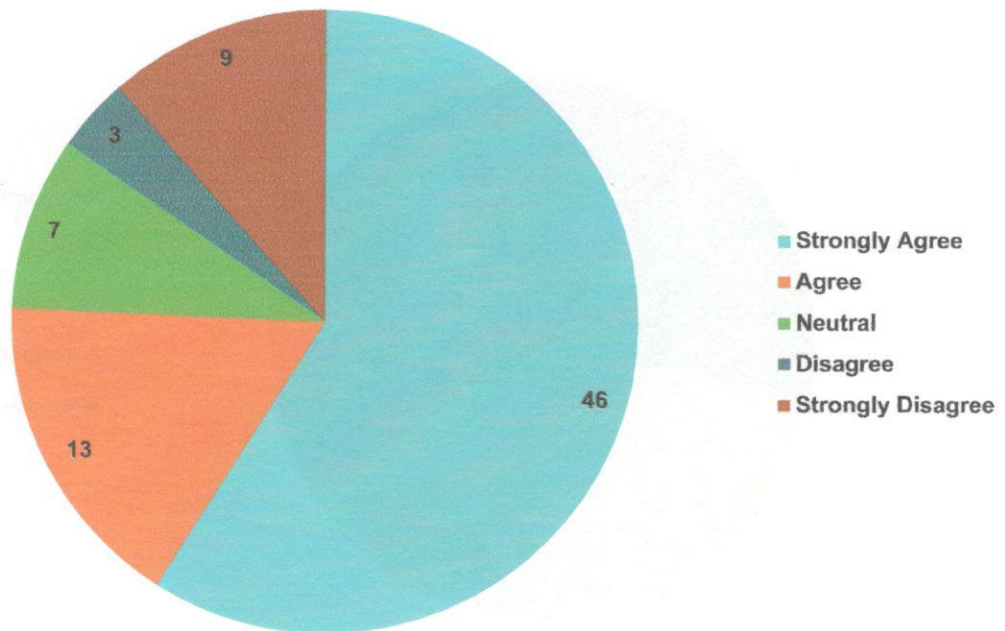
Response Summary:

- **Strongly Agree: 44**
- **Agree: 14**
- **Neutral: 7**
- **Disagree: 6**
- **Strongly Disagree: 8**

A significant number of teachers (58 out of 79 respondents) agreed that the curriculum effectively blends theory, practice, and projects. This balance ensures students gain both conceptual understanding and practical exposure. However, 14 respondents disagreed or remained neutral, suggesting the need for more integrated learning experiences.



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



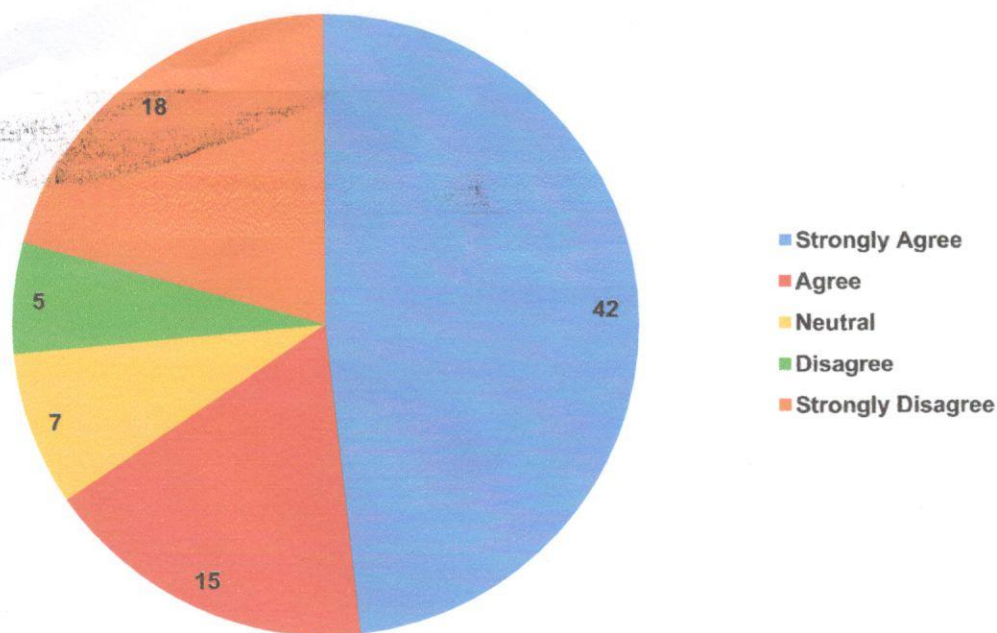
Response Summary:

- **Strongly Agree: 46**
- **Agree: 13**
- **Neutral: 7**
- **Disagree: 3**
- **Strongly Disagree: 9**

A majority of teachers (59 out of 78 respondents) strongly agreed or agreed that the course content equips students with the necessary knowledge and skills for career advancement. This indicates that the curriculum is well-aligned with professional and academic goals. However, 12 respondents disagreed or strongly disagreed, highlighting areas for improvement.



10. Teachers have the freedom to suggest relevant changes in course contents in curricula.



Response Summary:

- Strongly Agree: 42
- Agree: 15
- Neutral: 7
- Disagree: 5
- Strongly Disagree: 18

While 57 out of 87 respondents felt they had the freedom to suggest changes, the significant number of neutral and negative responses (30) indicates a perception of limited influence in decision-making processes.



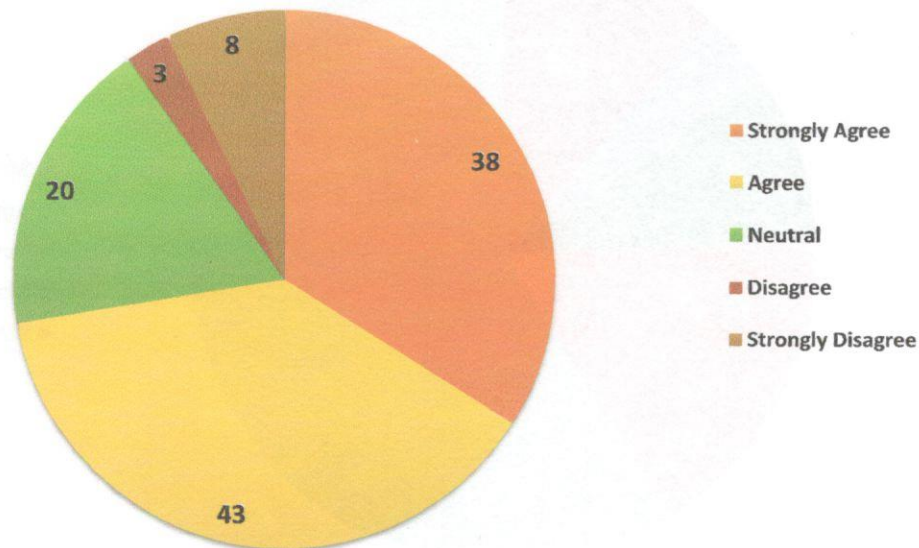
Alumni Feedback Analysis

Academic Year 2023-2024

This report presents an analysis of feedback gathered from alumni of Centurion University of Technology and Management for the academic year 2023-24. The feedback was collected to assess alumni perspectives on the curriculum's effectiveness, relevance, and alignment with industry needs and professional skills. Alumni were asked to respond to a series of questions, rating their agreement on a scale from "Strongly Agree" to "Strongly Disagree." The following is a question-by-question breakdown of the feedback received, along with a summary of the key insights.

Q. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The current syllabus is adequately updated from the one followed during your course of study.	38	43	20	3	8
2	Does the curriculum has the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	34	36	25	6	11
3	Does the curriculum have reasonable practical and laboratory skills for analysis and design?	35	43	17	8	9
4	How do you rate the curriculum with respect to professional ethics and behavior?	39	46	13	6	8
5	How do you rate the curriculum in written and oral communication abilities?	35	45	18	6	8
6	Does the curriculum have ability and will to engage in a process of continuous learning to meet the current job requirements?	27	35	31	8	11
7	Overall satisfaction of the current program in meeting its educational objectives.	32	37	28	7	8

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



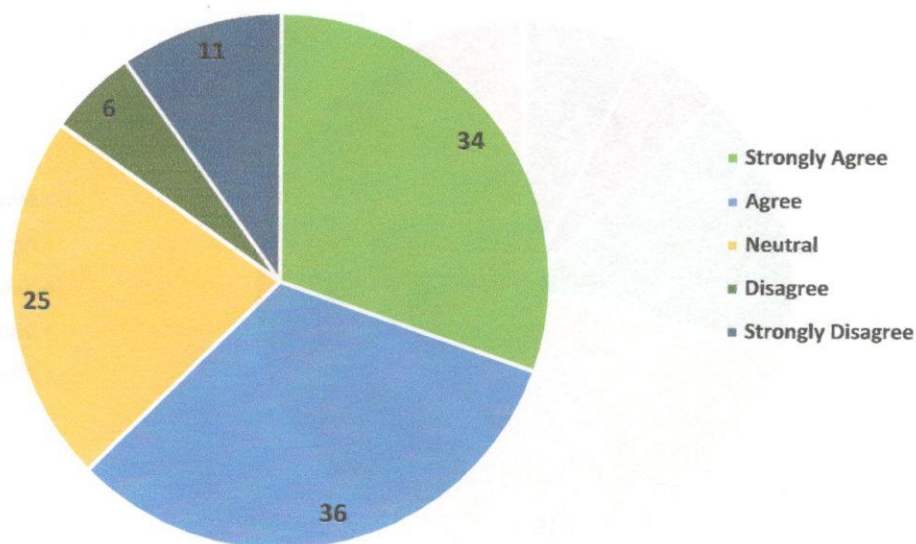
Response Summary:

- **Strongly Agree: 38**
- **Agree: 43**
- **Neutral: 20**
- **Disagree: 3**
- **Strongly Disagree: 8**

A significant portion of alumni (81 out of 112, representing about 72%) responded positively, indicating they perceive the syllabus has been meaningfully updated since their time as students. This suggests a general satisfaction with the efforts to keep course material relevant. However, the 20 alumni who remained neutral, and the 11 who disagreed, imply that there may still be specific areas within the syllabus where more current information or practices could be incorporated. To address this, regular reviews and updates of the syllabus—especially in fast-evolving fields—might further enhance alignment with alumni expectations.



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



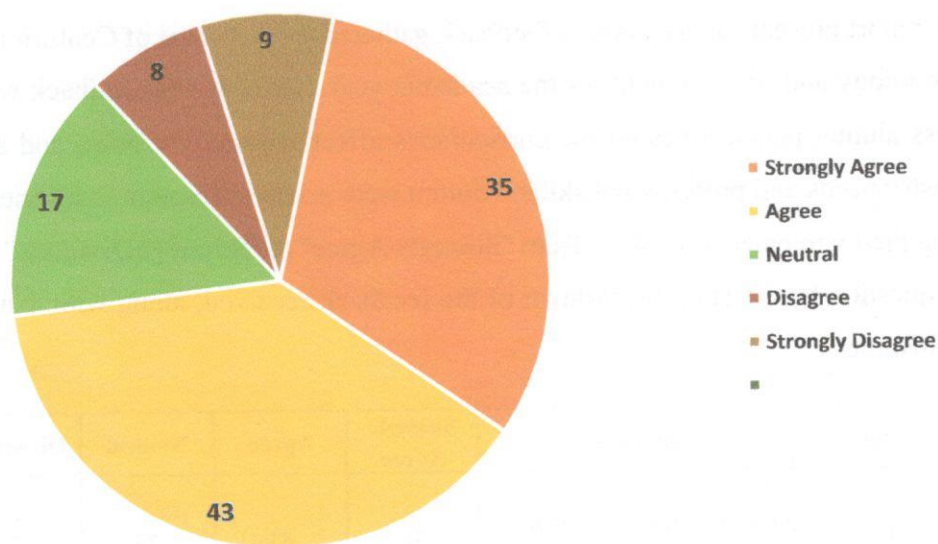
Response Summary:

- **Strongly Agree: 34**
- **Agree: 36**
- **Neutral: 25**
- **Disagree: 6**
- **Strongly Disagree: 11**

With 34 alumni strongly agreeing and 36 agreeing, most respondents (70) feel that the curriculum is effective in preparing students for real-world problem-solving. However, the 25 neutral responses and 17 disagreeing responses suggest that some alumni feel the curriculum could improve its applicability to real-world scenarios, possibly by integrating more case studies, industry projects, or applied research components. Enhancing this practical dimension could strengthen graduates' ability to transition seamlessly into industry roles where technical problem-solving is essential.



3. Does the curriculum have reasonable practical and laboratory skills for analysis and design?



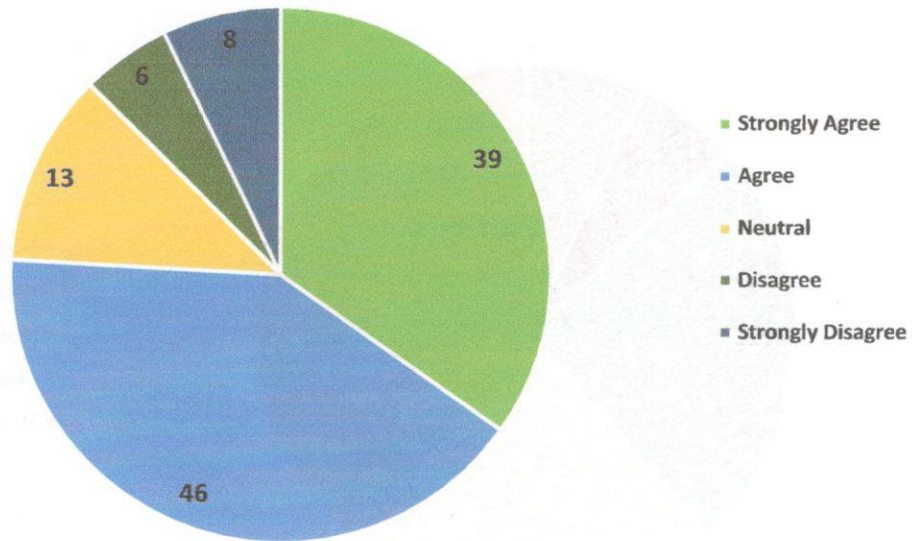
Response Summary:

- **Strongly Agree:** 35
- **Agree:** 43
- **Neutral:** 17
- **Disagree:** 8
- **Strongly Disagree:** 9

A majority of alumni (78 out of 112) positively rated the curriculum for its practical and laboratory skill components, which indicates satisfaction with hands-on training. However, the 17 neutral responses and 17 negative responses suggest that a subset of alumni sees room for improvement. This feedback could indicate a need for more advanced lab facilities, up-to-date equipment, or greater hands-on exposure, especially in technical courses where practical skills are critical.



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



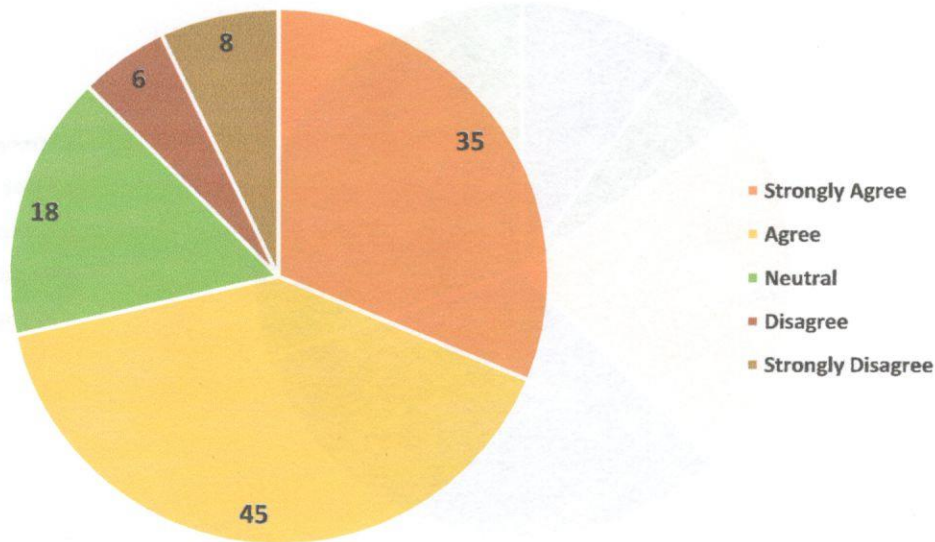
Response Summary:

- Strongly Agree: 39
- Agree: 46
- Neutral: 13
- Disagree: 6
- Strongly Disagree: 8

Alumni gave highly positive feedback on the emphasis the curriculum places on professional ethics and behavior, with 85 out of 112 expressing satisfaction. This shows that the university's focus on ethical conduct and professional behavior is valued by alumni and considered a strength of the program. With only 13 neutral and 14 disagreeing responses, this aspect appears to be a well-appreciated component of the curriculum, though continuous emphasis on real-world ethical dilemmas and case studies could further enhance relevance.



5. How do you rate the curriculum in written and oral communication abilities?



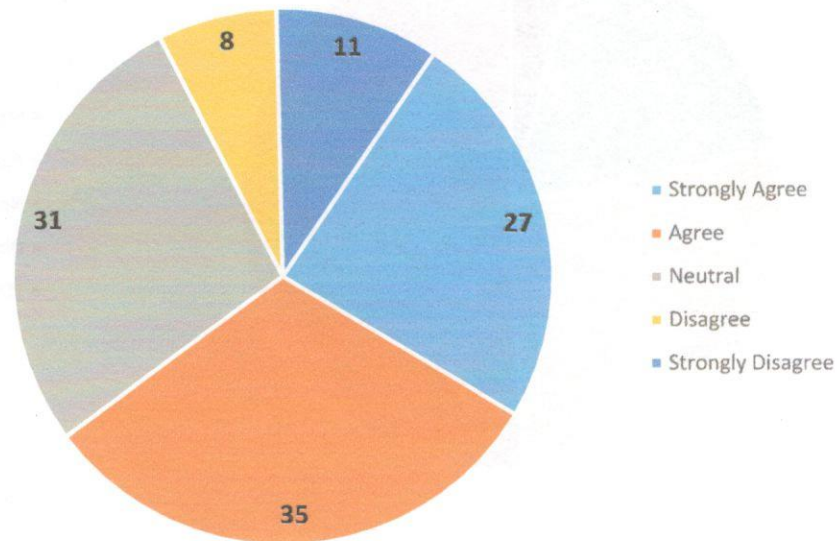
Response Summary:

- **Strongly Agree: 35**
- **Agree: 45**
- **Neutral: 18**
- **Disagree: 6**
- **Strongly Disagree: 8**

A positive response from 80 alumni indicates that the curriculum has adequately incorporated communication skills training, a vital skill in professional settings. However, 18 neutral and 14 negative responses point to an opportunity for improvement. Alumni may feel that additional coursework or practical assignments in communication—such as public speaking workshops, presentation skills, and professional writing—could better prepare graduates for clear and effective communication in their careers.



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



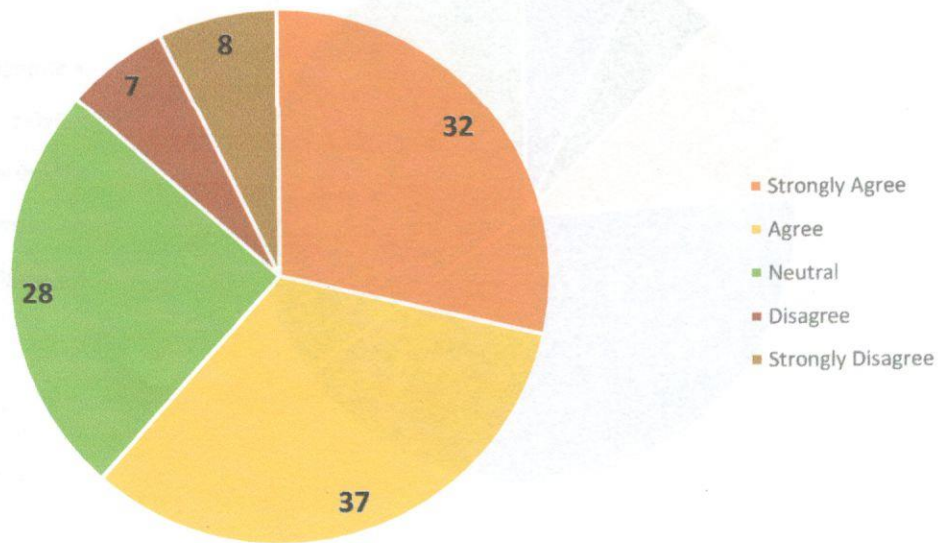
Response Summary:

- **Strongly Agree: 27**
- **Agree: 35**
- **Neutral: 31**
- **Disagree: 8**
- **Strongly Disagree: 11**

The responses to this question were mixed, with 27 alumni strongly agreeing and 35 agreeing. However, 31 were neutral, and 19 expressed disagreement. This division suggests that while many alumni see the curriculum as fostering a continuous learning mindset, others feel this could be further emphasized. In fields where technology and industry standards are rapidly evolving, instilling a strong commitment to lifelong learning is essential. Integrating ongoing professional development opportunities, such as industry seminars or self-directed learning modules, could address this feedback.



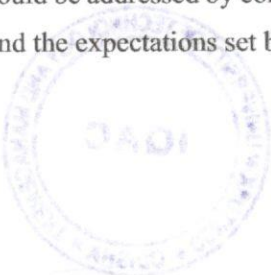
7. Overall satisfaction of the current program in meeting its educational objectives.



Response Summary:

- **Strongly Agree: 32**
- **Agree: 37**
- **Neutral: 28**
- **Disagree: 7**
- **Strongly Disagree: 8**

Overall satisfaction remains strong, with 32 strongly agreeing and 37 agreeing that the program meets its educational goals. However, 28 neutral and 15 disagreeing responses indicate that some alumni believe there are areas where the program could better align with its stated objectives. This feedback could be addressed by conducting a curriculum review to ensure alignment with both industry demands and the expectations set by the university's educational mission.



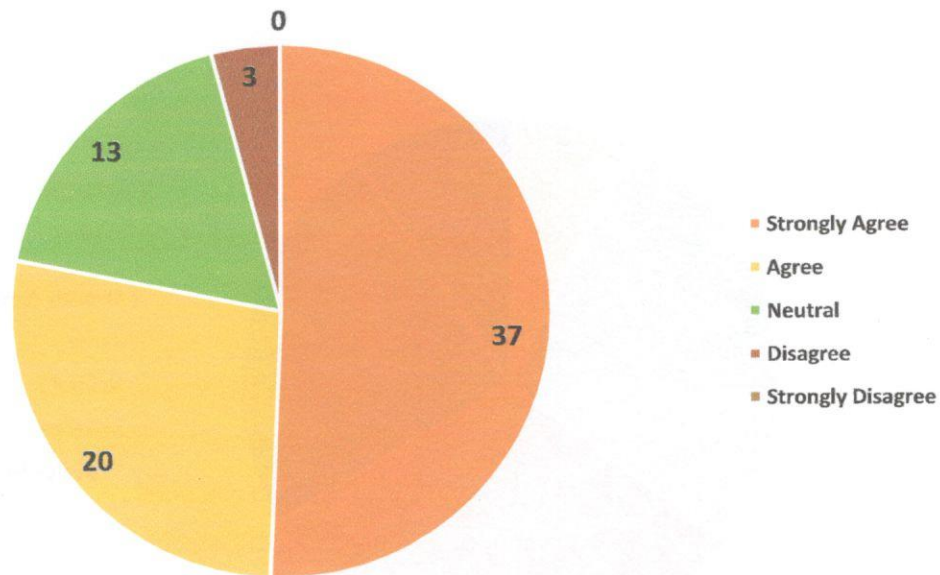
Employer Feedback Analysis

The following report presents an analysis of feedback collected from employers regarding the performance and capabilities of graduates from Centurion University of Technology and Management (CUTM) for the academic year 2023-24. The feedback evaluates various attributes of our students, such as technical knowledge, professional ethics, communication skills, adaptability, and the relevance of the curriculum to societal needs. The responses reflect a positive sentiment overall, underscoring the strength of CUTM's academic programs and student preparedness. Below is a question-by-question analysis.

Q. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do our students have the ability to find solutions to real life/practical problems in industry through the use of technical knowledge?	37	20	13	3	0
2	Do our students have reasonable knowledge and hands on skills for analysis and design?	43	9	11	6	4
3	How do you rate our students with respect to professional ethics and behavior?	12	38	20	2	1
4	How do you rate our students in written and oral communication abilities?	12	35	11	7	8
5	The course gives confidence among the students to learn new things & to adapt themselves in a changing environment.	29	33	4	4	3
6	How do you rate the professional capabilities of our students in comparison to students from other institutions?	17	39	11	6	0
7	The courses offered addressed Local/Global issues & relevant to Societal needs	28	28	9	0	



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



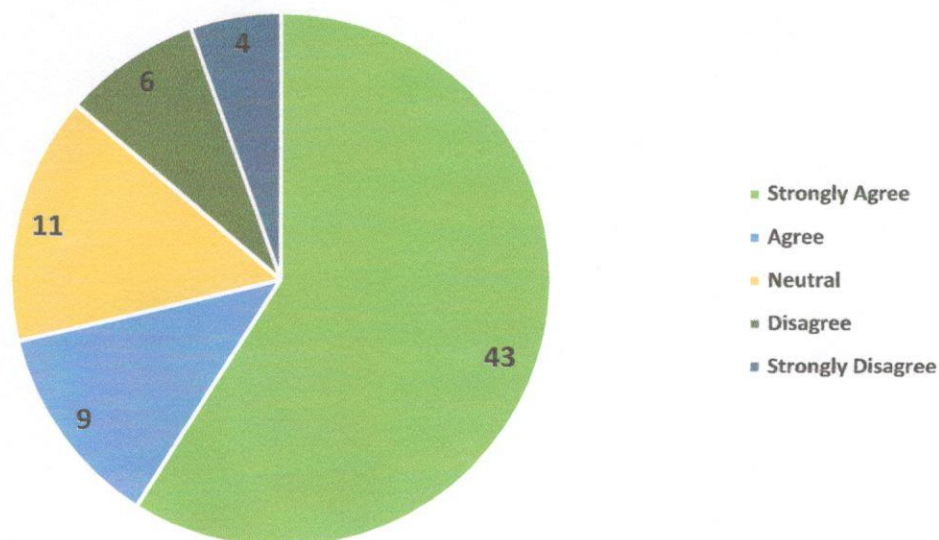
Response Summary:

- **Strongly Agree: 37**
- **Agree: 20**
- **Neutral: 13**
- **Disagree: 3**
- **Strongly Disagree: 0**

The majority of employers (57 responses, or 87%) positively affirmed that our students possess strong technical knowledge to solve real-world problems, with 37 strongly agreeing. This highlights the effectiveness of our technical curriculum in preparing students for industry challenges. The minimal disagreement further reinforces this strength, though the 13 neutral responses suggest an opportunity to expand problem-solving experiences through real-world projects or internships.



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



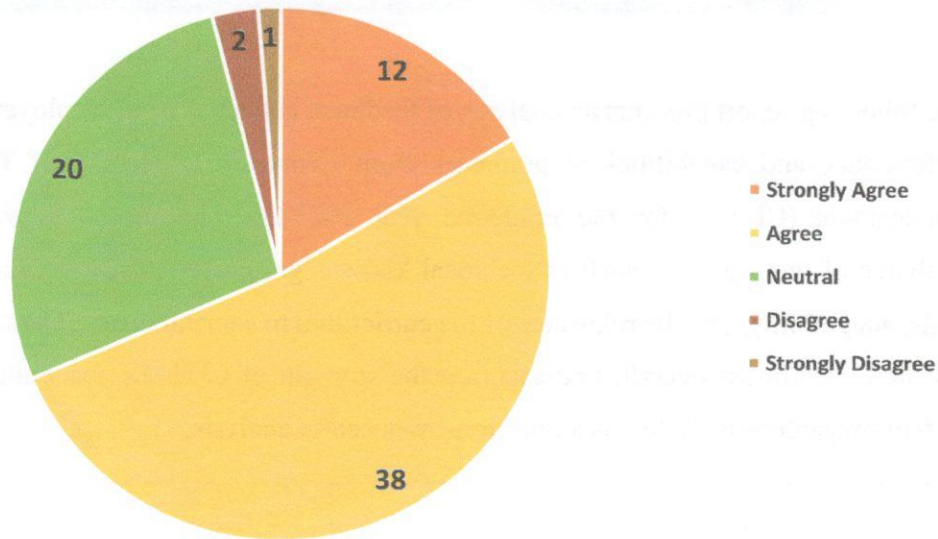
Response Summary:

- **Strongly Agree: 43**
- **Agree: 9**
- **Neutral: 11**
- **Disagree: 6**
- **Strongly Disagree: 4**

Employers highly appreciate the analytical and design skills of our graduates, with 43 strongly agreeing and 9 agreeing (a total of 52 positive responses). This indicates a strong foundation in practical and hands-on training. The few neutral and disagreeing responses (21%) suggest room for continuous enhancement in lab-based or experiential learning to meet the expectations of all employers.



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



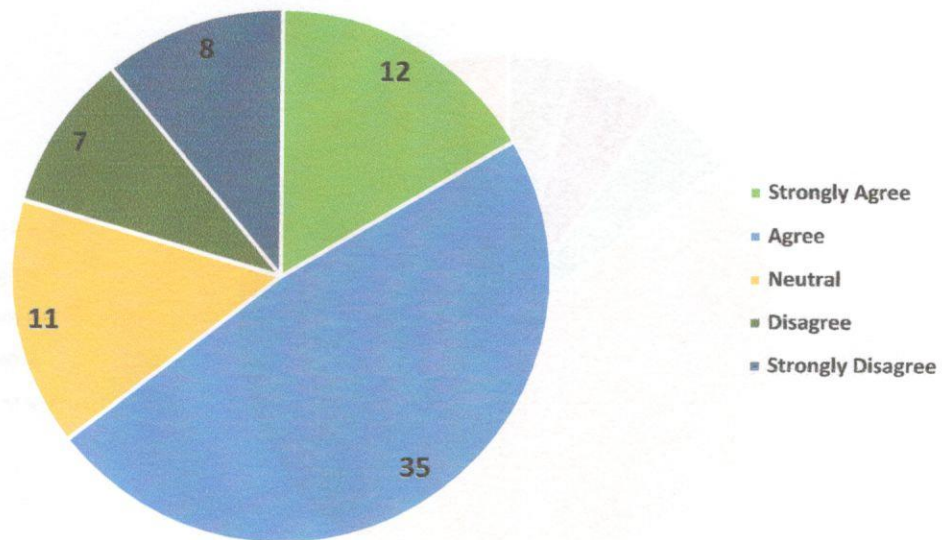
Response Summary:

- Strongly Agree: 12
- Agree: 38
- Neutral: 20
- Disagree: 2
- Strongly Disagree: 1

Professional ethics and behavior of our students received overwhelmingly positive feedback, with 50 responses (85%) reflecting employer satisfaction. This reinforces the university's emphasis on inculcating strong ethical values. The small number of neutral and negative responses could be addressed by integrating more workshops or modules on workplace ethics and professionalism.



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



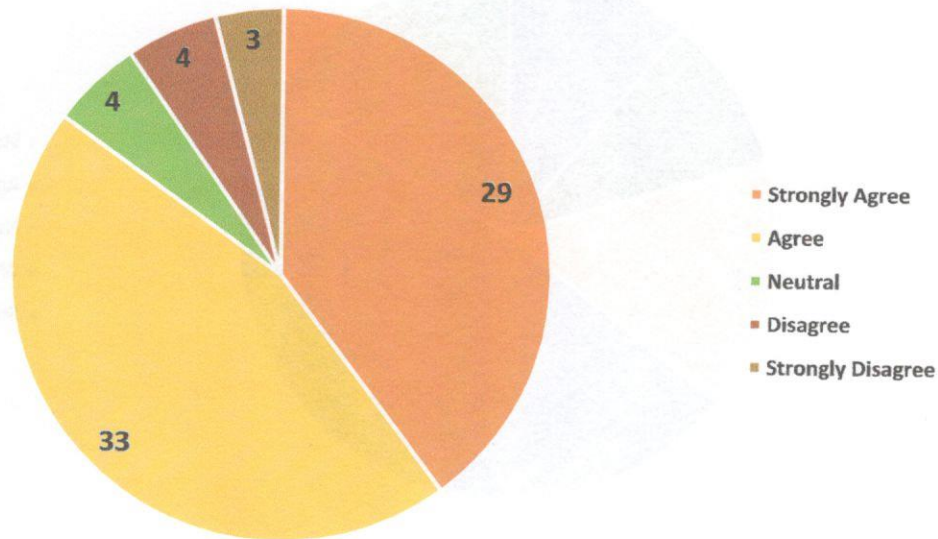
Response Summary:

- Strongly Agree: 12
- Agree: 35
- Neutral: 11
- Disagree: 7
- Strongly Disagree: 8

Communication skills were rated positively by 47 employers (73%), indicating that our efforts in improving students' written and oral communication have yielded commendable results. However, there is noticeable room for improvement, as 26 employers (27%) provided neutral or negative feedback. This area can be strengthened further by integrating more activities like presentations, debates, and business communication courses into the curriculum.



5. The course gives confidence among the students to learn new things & to adapt themselves in a changing environment.



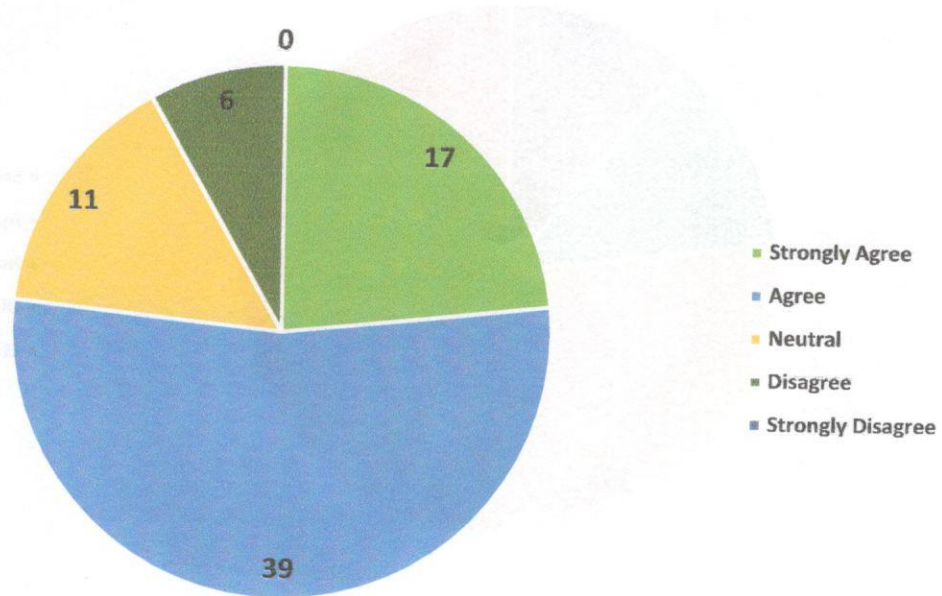
Response Summary:

- Strongly Agree: 29
- Agree: 33
- Neutral: 4
- Disagree: 4
- Strongly Disagree: 3

Employers (62 responses, or 89%) acknowledged that our graduates exhibit adaptability and a willingness to learn. This reflects the success of the curriculum in fostering a mindset of lifelong learning and resilience. The minimal neutral and negative responses indicate that these skills are well instilled in our students, though continuous emphasis on adapting to technological and industrial changes can further enhance outcomes.



6. How do you rate the professional capabilities of our students in comparison to students from other institutions?



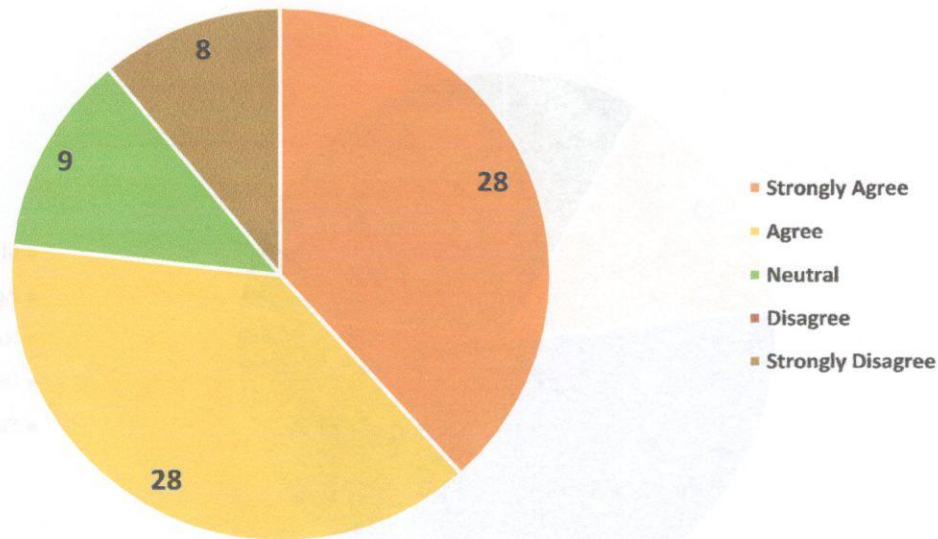
Response Summary:

- Strongly Agree: 17
- Agree: 39
- Neutral: 11
- Disagree: 6
- Strongly Disagree: 0

The majority of employers (56 responses, or 85%) believe that our students' professional capabilities are competitive, if not superior, to those of graduates from other institutions. This demonstrates the university's success in creating a high-quality talent pool. However, the neutral and disagreeing responses (17) suggest a need to benchmark against top institutions and further refine our program offerings to maintain a competitive edge.



7. The courses offered addressed Local/Global issues & relevant to Societal needs.



Response Summary:

- Strongly Agree: 28
- Agree: 28
- Neutral: 9
- Disagree: 0
- Strongly Disagree: 8

A majority (56%) of employers feel that the courses address both local and global societal needs. The absence of "Disagree" responses among 100 employers is commendable, though the 8 strongly disagreeing responses highlight areas where curriculum relevance could be expanded. Greater incorporation of sustainability, global challenges, and community-oriented projects could further enhance this perception.



Action Taken Report

Students Feedback

Recommendations:

1. **Interactive Pedagogy:** Introduce more interactive teaching methods, such as case studies, simulations, and collaborative projects, to make learning more engaging.
2. **Skill Development Programs:** Expand and refine technical skill development courses to align with cutting-edge industry demands.
3. **Resource Accessibility:** Ensure seamless access to updated learning materials across all platforms, including library and digital courseware.
4. **Industry Collaboration:** Regularly update the curriculum with inputs from industry experts to ensure alignment with current trends and practices.
5. **Feedback Integration:** Use student feedback to continuously monitor and improve the syllabus, teaching methods, and resource availability.

Actions Taken:

- **Interactive Learning Methods:** Teaching methodologies have been updated to include case studies, simulations, and group projects to increase student engagement and interest.
- **Skill Development:** New technical skill development programs have been launched, aligned with the latest industry requirements.
- **Improved Resource Access:** Access to learning materials through the library and digital courseware has been streamlined to address accessibility issues.
- **Curriculum Adaptation:** The curriculum has been made more flexible to incorporate rapidly evolving industry trends and emerging technologies and NEP 2020 requirements.
- **Feedback Utilization:** Student feedback is being actively used to make periodic improvements to the syllabus, teaching practices, and resource availability.



Teachers Feedback

Recommendations:

1. **Enhanced Collaboration:** Facilitate more frequent and structured opportunities for teachers to suggest curriculum changes.
2. **Regular Updates:** Strengthen mechanisms to ensure the syllabus aligns with recent industry trends and academic advancements.
3. **Workshops and Training:** Organize sessions to help teachers better integrate skill-building and domain-specific topics into their teaching.
4. **Feedback Loop:** Develop a robust feedback mechanism to continuously evaluate and refine learning records for effectiveness.
5. **Resource Improvement:** Focus on further enhancing the quality and range of prescribed course materials to ensure comprehensive coverage of emerging topics.

Actions Taken:

- **Collaborative Opportunities:** Regular meetings with teachers are being conducted to provide structured platforms for suggesting curriculum changes and discussing improvements.
- **Curriculum Relevance:** Mechanisms have been established to ensure regular updates to the syllabus based on recent industry trends and academic advancements.
- **Workshops:** Professional development workshops have been organized to train teachers on integrating skill-building and domain-specific content into their teaching.
- **Feedback Mechanism:** A feedback loop system has been introduced to refine student learning records, ensuring they accurately reflect students' understanding and achievements.
- **Resource Enhancement:** Efforts have been made to expand and diversify prescribed course materials to include emerging topics and best practices.

Alumni Feedback

1. Recommendations:

- **Industry Relevance:** Strengthen curriculum components that address real-life problem-solving skills in technical areas.
- **Enhanced Communication Training:** Incorporate more communication skill-building modules.



- **Support for Lifelong Learning:** Consider integrating continuous learning strategies to align with evolving industry standards.

Actions Taken:

- **Curriculum Updates:** The curriculum has been updated to include components emphasizing practical applicability and alignment with current industry demands.
- **Communication Skills:** Structured training modules focusing on verbal and written communication have been incorporated into the academic framework.
- **Lifelong Learning:** Continuous learning initiatives, such as access to online certifications and lifelong learning programs, have been introduced to support alumni and current students in staying industry-ready.

Employer Feedback Analysis

1. Recommendations:

- Introduce more interactive, real-world problem-solving opportunities like internships and case studies.
- Conduct workshops to further improve communication skills.
- Align curriculum with emerging global trends and industry requirements.

Actions Taken:

- **Enhanced Communication Training:** Workshops and training sessions on written and oral communication have been organized to address gaps in professional communication skills.
- **Global Relevance:** Modules focused on global and societal needs, including sustainability, have been integrated into the curriculum.
- **Benchmarking:** Comparative analyses with leading institutions have been conducted, and best practices are being adopted to refine professional skill development.
- **Real-World Problem Solving:** Internship opportunities and case-study-based learning have been increased to expose students to real-world challenges and solutions.

