II. Stakeholder's Feedback Report on Electronics Curriculum for AY 2018-19

The Electronics Engineering curriculum strives to provide students with a comprehensive education that aligns with industry demands and equips them for successful careers. To assess the effectiveness of the curriculum, feedback was collected from stakeholders, including employers, parents, faculty, alumni, and students. The survey focused on ten key points, each integral to students' educational experience and future employability.

Survey Points:

1. **Bridge the Gap between Industry and Academia.**
2. **Potential for Employability**
3. **Coverage of Latest State-of-the-Art Topics**
4. **Availability of Reference Material and Books**
5. **Blended Learning and Futuristic Pedagogy**
6. **Evaluation Methods for Assessment**
7. **Satisfactory Hands-on Component**
8. **Inclusion of Socially Relevant Issues**
9. **Inputs for Business Acumen and Ethical Practices**
10. **Knowledge gain through project-based learning / project centric learning.**

The average points scored in the survey is listed in the below table.

Sr. No	Stake Holder	Count	1	2	3	4	5	6	7	8	9	10
1	Students	25	7.9	8.3	8.9	8.9	8.8	8.1	8.7	8.4	8.6	8.8
2	Teachers	13	8.3	8.2	8.7	8.7	8.6	8.4	8.8	8.2	8.8	8.6
3	Employers	9	8	8.3	8.7	8.7	8.7	8.1	8.9	8.3	8.7	8.5
4	Alumni	15	8.2	8.4	8.8	9	8.5	8	8.7	8.4	8.7	8.9
5	Parent	14	8.2	8.3	8.8	8.8	8.8	8.2	8.8	8.3	8.6	8.7
	Total	76	8.12	8.3	8.78	8.82	8.68	8.16	8.78	8.32	8.68	8.7

Electronics Department
Vishwakarma Institute of Technology
Pune - 411 037.

Descriptive Feedback Analysis:

Feedback Summary: Electronics Engineering Curriculum AY 2018-19

Analyzing the feedback from students, teachers, employers, alumni, and parents, based on the mean scores:

Students:

- Students generally hold a positive perception of the curriculum, with consistently high mean scores.
- Notable aspects of high satisfaction include the comprehensive coverage of cutting-edge topics, the availability of reference materials and books, and the effective evaluation methods.
- Students highly value the experiential learning experiences and the potential for employability.
- However, there are slightly lower scores for blended learning and the hands-on component.

Teachers:

- Teachers, in general, maintain a positive outlook on the curriculum.
- They particularly appreciate the evaluation methods and the emphasis on business acumen and ethical practices.
- Teachers acknowledge the curriculum's effectiveness in covering the latest state-of-the-art topics.
- Similar to students, they also rate blended learning and the hands-on component slightly lower.

Employers:

- Employers hold a highly positive view of the curriculum.
- They place significant value on employability potential, the availability of reference materials, and the practical knowledge gained through experiential learning.
- Nevertheless, blended learning and the hands-on component receive slightly lower scores, mirroring the feedback from students and teachers.

Alumni:

- Alumni maintain a highly positive perception of the curriculum, reflecting their post-program experiences.
- They strongly endorse the employability potential, indicating their belief in the curriculum's preparedness for their careers.
- Alumni also highly value the availability of reference materials and the practical knowledge gained through experiential learning.
- They recognize the curriculum's effectiveness in covering the latest state-of-the-art topics, essential for staying relevant in their fields.
- Similar to other stakeholders, there are slightly lower scores for blended learning and the hands-on component.

Parents:

- Parents, in general, hold a positive view of the curriculum.
- They highly value the practical knowledge gained through experiential learning and the accessibility of reference materials and books.
- While they express positivity in most aspects of the curriculum, they have slightly lower views on blended learning and the hands-on component.

The feedback analysis of the Electronics Engineering Curriculum for AY 2018-19, gathered from students, teachers, employers, alumni, and parents, reveals an overwhelmingly positive perception of the program. Students express general satisfaction, particularly praising the coverage of state-of-the-art topics, reference materials, assessment methods, experiential learning, and employability potential, while indicating areas for improvement in blended learning and the hands-on component. Teachers and employers share positive sentiments, emphasizing strengths in assessment methods, business acumen inputs, employability potential, and experiential learning, while also pointing out potential enhancements in blended learning and the hands-on component. Alumni demonstrate high satisfaction, emphasizing strong employability potential, access to reference materials, and knowledge gained through experiential learning, with positive feedback on the coverage of state-of-the-art topics and room for improvement in blended learning and the hands-on component. Overall, the curriculum enjoys robust support while highlighting specific areas for development.

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III. Action proposed for AY 2019-20 based on stake holders feedback for AY 2018-19

In response to the input from stakeholders regarding the curriculum for the academic year 2018-19, here are the proposed actions for the academic year 2019-20. The average scores for the following questions are found to be low:

1. Bridge the gap between industry requirements and academia.

2. Potential for Employability

3. Evaluation methods for providing proper assessment.

4. Covers of socially relevant issues

- In AY 2019-20, to improve the communication skills of the students, the Course seminar and Group discussions are added as the assessment component.
- Also, to fulfill the needs of the core and IT industry, core and software courses like Data Structures and Algorithms, Design of Experiments, and Pattern Recognition are introduced.
- Open elective courses, project internship, international internship. courses are added to make student industry eady.
- Logical reasoning, Quantitative aptitude, Life skills, Ethics for engineers like courses are added to the First-year syllabus.

Prof. (Dr.) Vijay Gaikwad
HOD(Electronics Engineering)
Electronics Department
Vishwakarma Institute of Technology
Pune - 411 037.