II. Stakeholder's Feedback Report on E&TC Curriculum for AY 2018-19

The Electronics and Telecommunication 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	27	8.09	8.29	8.99	8.98	8.98	8.15	8.66	8.35	8.59	8.72
2	Teachers	11	8.19	8.1	8.67	8.71	8.58	8.37	8.69	8.19	8.89	8.56
3	Employers	15	8	8.31	8.65	8.74	8.67	8.31	8.85	8.35	8.66	8.62
4	Alumni	20	8.07	8.21	8.81	9.07	8.6	8.03	8.86	8.31	8.68	8.87
5	Parent	18	8.23	8.14	8.77	8.82	9	8.31	8.92	8.31	8.54	8.89
	Total	91	8.116	8.21	8.778	8.864	8.766	8.234	8.796	8.302	8.672	8.732

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Descriptive Feedback Analysis:

Feedback Summary: Electronics and Telecommunication Engineering Curriculum AY 2018-19

Analysis of the responses from students, teachers, employers, alumni, and parents based on the mean scores:

Students :

- Students have a generally positive perception of the curriculum, with high mean scores for most aspects.
- They particularly rate the coverage of the latest state-of-the-art topics, availability of reference materials and books, and evaluation methods for assessment very positively.
- Students highly value the knowledge gained through experiential learning and the employability potential.
- While they rate most aspects positively, there are slightly lower scores for blended learning and the hands-on component.

Teachers :

- Teachers generally have a positive perception of the curriculum.
- They highly value evaluation methods and inputs for business acumen and ethical practices.
- Teachers perceive that the curriculum is effective in covering the latest state-of-the-art topics.
- However, they rate blended learning and the hands-on component slightly lower.

Employers :

- Employers have a highly positive perception of the curriculum.
- They particularly value the potential for employability, availability of reference materials, and knowledge gained through experiential learning.
- While they rate most aspects positively, blended learning and the hands-on component receive slightly lower scores.

Alumni :

- Alumni have a highly positive perception of the curriculum, which reflects their experiences after completing the program.
- They rate the employability potential very positively, indicating that they believe the curriculum has prepared them well for their careers.
- Alumni also highly value the availability of reference materials and books, as well as the knowledge gained through experiential learning.
- They perceive that the curriculum effectively covers the latest state-of-the-art topics, which is crucial for staying relevant in their fields.
- While they rate most aspects positively, there are slightly lower scores for blended learning and the hands-on component.

Parents :

- Parents generally have a positive perception of the curriculum.
- They highly value the knowledge gained through experiential learning and the availability of reference materials and books.
- While parents rate the curriculum positively in most aspects, they have slightly lower views on blended learning and the hands-on component.

The feedback analysis of the Electronics and Telecommunication Engineering Curriculum for AY 2018-19, as assessed by students, teachers, employers, alumni, and parents, reveals an overall positive perception of the program. Students hold a generally favorable view, particularly highlighting their satisfaction with the coverage of state-of-the-art topics, reference materials, evaluation methods, experiential learning, and employability potential, while suggesting room for improvement in blended learning and the hands-on component. Teachers and employers showed positive sentiments, emphasizing the program's strengths in assessment methods and business acumen inputs, employability potential, and knowledge through experiential learning, with similar areas for enhancement in blended learning and the hands-on component. Alumni express high satisfaction, emphasizing their 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 receives strong support while indicating specific areas for development.
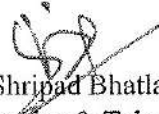
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III. Action proposed for AY 2019-20 based on stake holders feedback for AY 2018-19

Summary of proposed action based on stake holder's feedback on AY 2018-19 curriculum

1. Subjects are rearranged for SY: Sem1 ET2002 Data Structures and Algorithms is swapped with ET 2007 Control Systems.
2. In SY Subject ET2008 Computer Architecture & Operating Systems is replaced with ET2015 Digital Systems.
3. Participative learning adopted to all students by introducing PPT/GD.
4. Subject ET2011: Probability & Processes is changed to ET2111: Probability & Random Variables
5. In TY course are order, Sem1 Course ET3021 Digital Image Processing is swapped with Sem2 Course ET3002 Digital Signal Processing.
6. In TY, additional professional/employment development/improvement courses are introduced namely, ET3024 Object Oriented Programming and ET3025 Database Management System.
7. Added ET4023 International Internship and ET 4029 Project Internship in the final years.
8. In AY 2019-20, to improve the communication skills of the students, the Course seminar and Group discussions are added as the assessment component.
9. Also, to fulfill the needs of the IT industry, software elective courses like Database Management Systems, Object Oriented Programming, Natural Language Processing are introduced.
10. Logical reasoning, Quantitative aptitude, Life skills, Ethics for engineers like courses are added to the First-year syllabus.

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