

STAKEHOLDERS FEEDBACK REPORT

Department of Electronics and Communication Engineering

2016-2017



Reference No. CSOET/ECE/SFR/2016-17/01

Dated: 08-05-2017

DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING

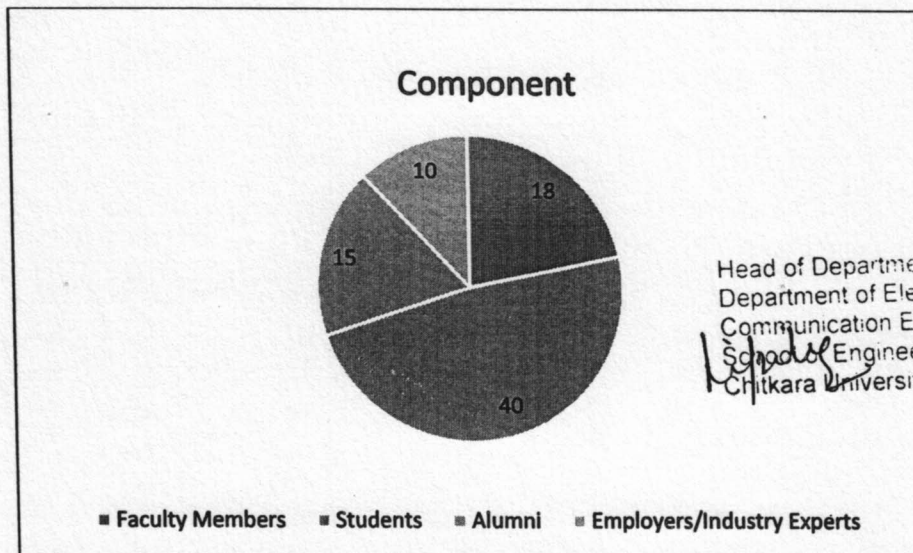
STAKEHOLDER FEEDBACK REPORT

ACADEMIC YEAR: 2016-17

A meeting was held on 8th May 2017 to discuss curriculum design and teaching pedagogy related feedback received from various stake holders for Bachelor of Engineering in Electronics and Communication and Master of Engineering in Microelectronics. Below members have attended the meeting:

Sr No.	Name	Designation
1	Ms. Lipika Gupta, Head of the Department, Electronics and Communication Engineering	Chairperson
2	Ms. Minaxi Dassi, Assistant Professor, Electronics and Communication Engineering	DAAC Coordinator
3	Mr. Sartajvir Singh, Assistant Professor, Electronics and Communication Engineering	Member
4	Mr. Neeraj Kumar, Assistant Professor, Electronics and Communication Engineering	Member
5	Ms. Sandhya Sharma, Assistant Professor, Electronics and Communication Engineering	Member

The department of Electronics and Communication Engineering appreciate the suggestions given by the various stakeholders including faculty members (20), students (60), alumni (22) and employers/industry experts (15) to improve the curriculum and make it more relevant and need based.





Based on the analysis of the feedback of all the stakeholders and their suggestions, the Committee from ECE department proposed the following recommendations for further action:

S. NO	Recommendations	Requirement	By stakeholder
1	For ECE students, it is suggested to include some programming languages like C programming and Linux in the curriculum.	To enhance the skill set of students as per the current trends of the industry.	Alumni
2	It is suggested to include some programming based Open Elective Courses like Operating Systems and Object-Oriented Programming using C++.	To enhance the programming skills of ECE students as per the current trends of the industry.	Alumni
3	It is suggested to include some programming languages like Machine Learning using PYTHON in the curriculum.	To enhance the skill set of students as per the current trends of the industry.	Alumni
4	The contents of the course Basic electronics should be floated as prerequisite for the course Digital electronics and logic design so as to avoid repetition.	There is overlapping of some course content of Digital electronics and logic design and basics of electronics.	Teacher, Students
5	It is suggested to shuffle, revise and rearrange the contents of the basic of electronics engineering and the basic of electronics and electrical engineering course.	Students find the course basic of electronics and electrical engineering very crucial. Students are over burdened with the content.	Teacher
6	The contents of the course Analog and Digital communication needs revision.	It is proposed to merge the two courses to form Analog and Digital communication.	Teacher
7	The changes that are incorporated in the curriculum of Chitkara University are progressive. Employability should be the main criteria for the curriculum design.	In order to make students more placeable and employable.	Employers



8	More ICT facilities should be provided.	In order to keep up the pace with the developments in the industry, and for creating more interest and motivation in students.	Students
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Head of Department
Department of Electronics &
Communication Engineering
School of Engineering & Technology
Chitkara University, Himachal Pradesh

[Signature]
Ms. Bipika Gupta
Head of the Department
Department of ECE
Chitkara University

[Signature]
Mr. Neeraj Kumar
Assistant Professor
Department of ECE
Chitkara University

[Signature]
Ms. Minaxi Dassi
DAAC Coordinator
Department of ECE
Chitkara University

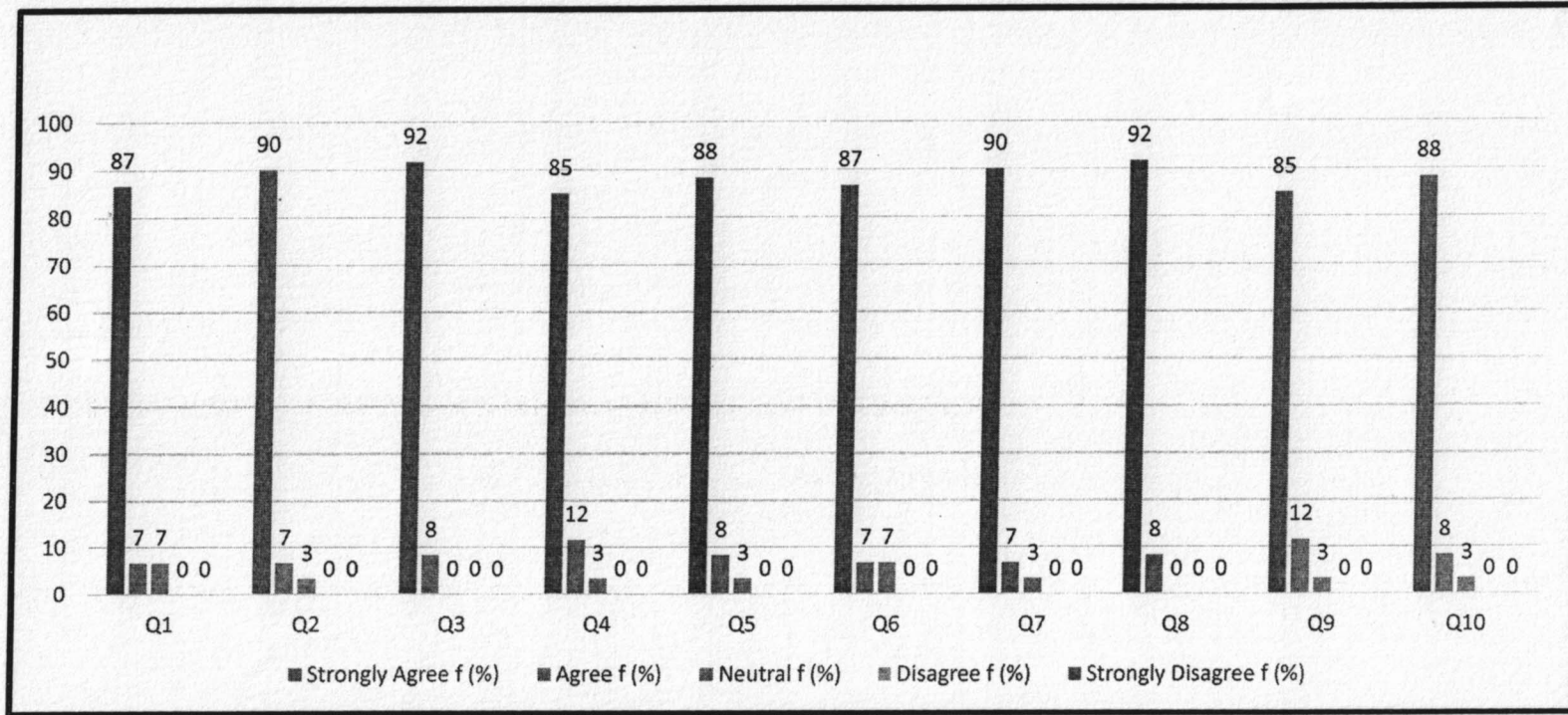
[Signature]
Ms. Sanchya Sharma
Assistant Professor
Department of ECE
Chitkara University

[Signature]

Mr. Sartajvir Singh
Assistant Professor
Department of ECE
Chitkara University

Cc: Assistant Dean, Electronics and Communication Engineering for necessary action
Coordinator, DAAC, Department of Electronics and Communication Engineering.

**STUDENT FEEDBACK ANALYSIS
(2016-2017)**



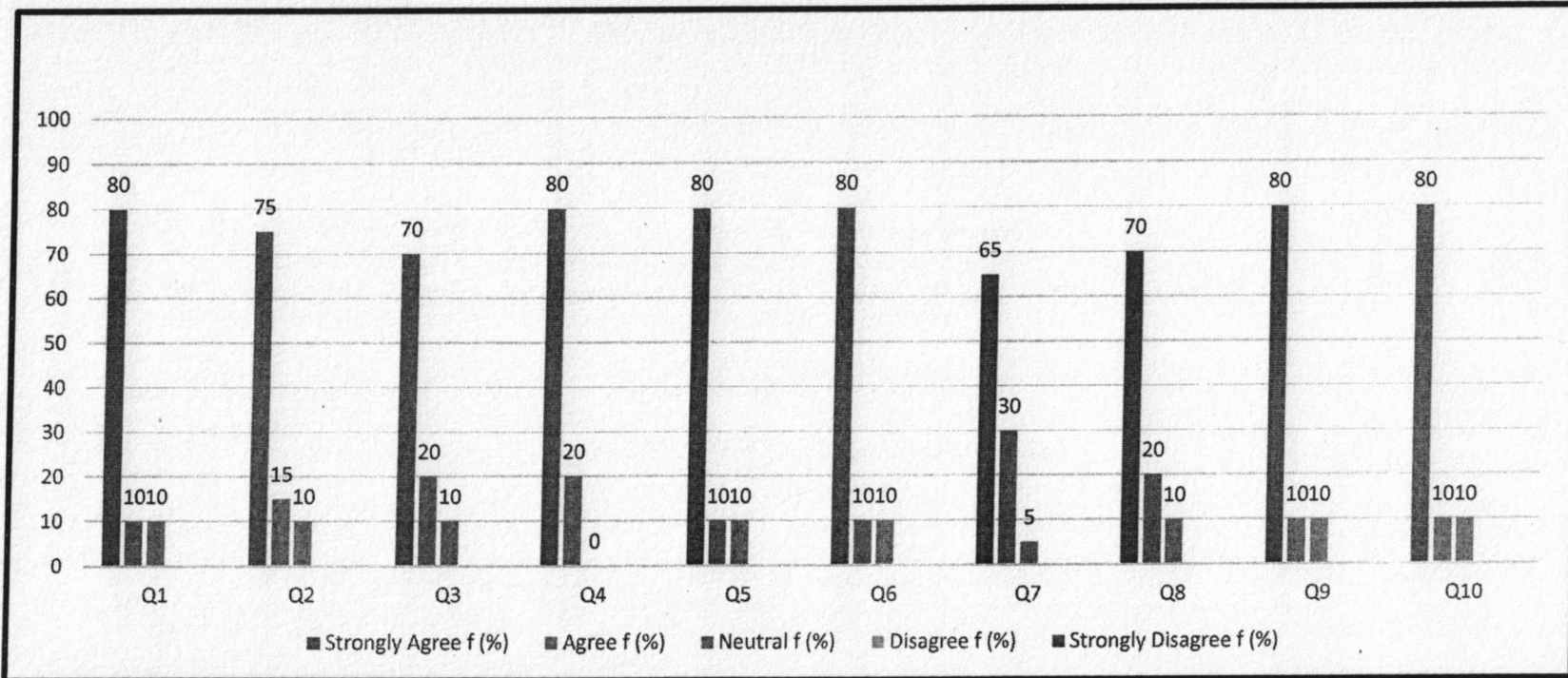
Percentage

Head of Department,
Department of Electronics &
Communication Engineering
School of Engineering & Technology
Chitkara University, Punjab
Mohali, India

- Q1:** The program curriculum caters to the current industry requirements.
- Q2:** The current curriculum helps me improve practical knowledge.
- Q3:** The delivery of curriculum helps me develop soft skills, managerial skills and technical skills.
- Q4:** The program curriculum focuses on problem-based learning.
- Q5:** The faculty incorporates the latest teaching pedagogies in the classroom.
- Q6:** The minor / major projects given by the department during the academic year are aligned with real life business scenarios.
- Q7:** The faculty guides me / contribute during the execution of my minor / major project.
- Q8:** The guest lecturers organized by the department add value to my subject knowledge.
- Q9:** The industrial visits / Internships organized during the academic year helps me gain industrial experience.
- Q10:** The curriculum taught to me is progressive and meets my requirements.



**FACULTY FEEDBACK ANALYSIS
(2016-2017)**



Percentage

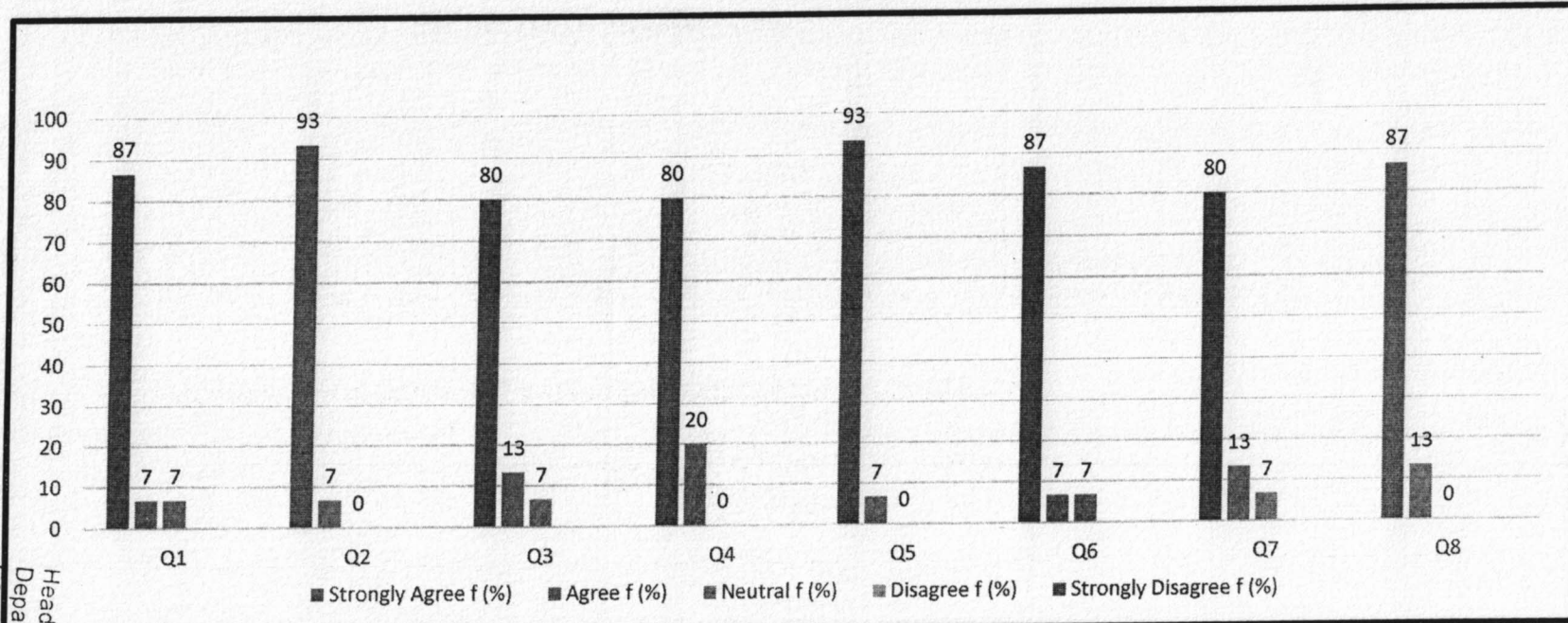
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Department of Electronics & Communication Engineering
School of Engineering & Technology
Chitkara University Himachal Pradesh

- Q1:** The curriculum topics are very much relevant with the current needs of the industry.
- Q2:** The electives being offered in the curriculum are relevant to the technological advancements happening in business world.
- Q3:** The practical exposure provided under the curriculum covers modern technological tools.
- Q4:** The curriculum is capable of improving ethical values in students.
- Q5:** The curriculum encourages Industry – Academic Interactions.
- Q6:** There is good academic flexibility available in the curriculum with respect to regular addition of advance topics.
- Q7:** The curriculum is very much effective in improving innovative thinking among students.
- Q8:** The curriculum plays a great role in improving teamwork abilities among students.
- Q9:** The syllabus provides an effective path for the development of entrepreneurship among students.
- Q10:** The current curriculum helps me contribute towards student’s learning as well as my own skill enhancement.



INDUSTRY FEEDBACK ANALYSIS (2016-2017)

Percentage



Q1: The students have basic knowledge and skill set relevant to our organization.

Q2: The students think innovatively to analyze and solve the problem posed.

Q3: The students use ethical practices to handle conflicting issues of society, government and the organization.

Q4: The students are able to present and express themselves orally and in writing for the task they handle.

Q5: The students are able to work in team and lead the team effectively to manage the project.

Q6: The students adopt the changes and willing to learn new technologies.

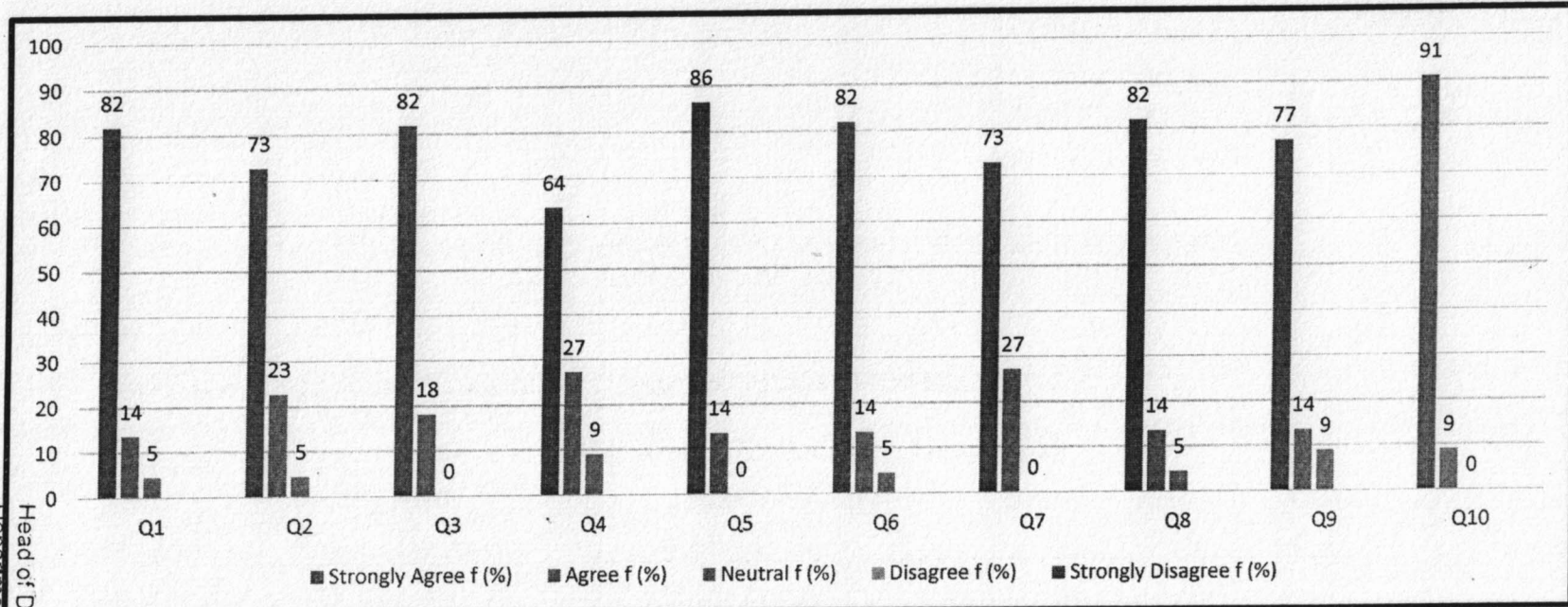
Q7: The experience of working with past batches indicates that course curriculum being taught to students of Chitkara University is contemporary.

Q8: The students are aware of the terms, standards, government rules and regulations commonly used in an organization.

Head of Department
 Department of Electronics & Communication Engineering
 School of Engineering & Technology
 Chitkara University
 Mohali, Punjab
 India



**ALUMNI FEEDBACK ANALYSIS
(2016-2017)**



- Q1:** The curriculum taught to me is relevant to your job and future aspirations.
- Q2:** The sequence of the courses included in the program curriculum depicts proper learning path for a student.
- Q3:** The curriculum has helped me improve my inter and intra-personal skills.
- Q4:** The structure of syllabus prescribed for the Programme is good, i.e., curriculum covers the complete width and breadth of the domain area.
- Q5:** The curriculum is matched with the current industry trends.
- Q6:** The study material and references related to the curriculum is available.
- Q7:** The practical exposure being provided to students during the program is good.
- Q8:** The project work / Internships offered to me during the Programme were challenging and constructive in terms of enhancing my hands-on experience.
- Q9:** The depth of the course content including project work is good when I evaluate it with respect to my current job profile.
- Q10:** The hands-on / lab work is taught in synchronization with industry.

Head of Department
 Department of Electronics &
 Communication Engineering &
 School of Engineering & Technology
 Chitkara University, Himnagar, Prakash