SONA COLLEGE OF TECHNOLOGY

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

Stake Holders Curricular Design Feedback Action to be Taken Report

Date: 20.05.2019

Programme: CSE Academic Year: 2019-2020 (ODD)

S.No	Stakeholders	Comments Given by Stakeholders	Action to be taken
1	Faculty	Artificial Intelligence can be shifted to 6th semester which would help students for placement	Industry Collaboration: a. Strengthen ties with industry partners, especially those in AI-related fields, to understand their hiring requirements and expectations. b. Collaborate with these industry partners to develop or update the AI curriculum in a way that aligns with industry demands, ensuring that students are well-prepared for job placements. c. Implement internships, co-op programs, or industry-sponsored projects that provide students with practical AI experience and connections to potential employers. Continuous Curriculum Review: a. Establish a mechanism for ongoing curriculum review and updates to ensure that the AI courses remain relevant and up-to-date with the fast-paced advancements in the field.

			b. Consider the implementation of AI specializations or tracks that allow students to focus on specific areas of AI, such as machine learning, natural language processing, computer vision, etc., in their later semesters.
2	Students	More Practical oriented course should be included	a. Forge strong partnerships with local industries, businesses, and organizations to provide students with opportunities for internships, co-op programs, or real-world projects. b. Encourage faculty to collaborate with industry partners to develop curriculum content and bring real-world challenges into the classroom. c. Establish advisory boards consisting of industry professionals who can guide the development of practical courses and provide input on the skills and knowledge that are most relevant for the job market. d. Promote networking events, career fairs, and guest lectures to expose students to professionals and employers who can provide insights into the practical aspects of their chosen fields.
3	Parents	Industry Training is required	a. Establish formal internship and co-op programs that provide students with opportunities to work in real-world settings in collaboration with industry partners. b. Develop partnerships with a variety of companies and organizations to offer a range of internship opportunities across different fields of study. c. Ensure that these programs are well-structured, supervised, and integrated into the academic curriculum, allowing students to earn academic credits while gaining practical experience. d. Provide resources and support to students, such as career counseling, resume building, and interview preparation, to maximize the benefit of their industry training. e. Set clear learning objectives and assessment criteria to ensure that students are

			gaining valuable skills and knowledge during their industry training.
4	Alumni	More Project expo should be done	Project Funding and Support: a. Allocate resources for project funding, grants, or stipends to motivate students to undertake ambitious and innovative projects that can be showcased at expos. b. Establish mentorship programs where alumni or industry professionals can guide students through the project development process, ensuring the quality and relevance of the projects. c. Provide technical and logistical support for students to help them effectively present their projects, including poster printing, equipment, and presentation skills training. d. Encourage faculty to incorporate project-based learning into the curriculum, so students are continuously working on meaningful projects that can eventually be presented at expos. e. Create a digital platform or portfolio system for students to document and showcase their projects, ensuring that their work is accessible and visible to a wider audience.
5	Employers	Practical and Technical Exposure	Provide students with access to industry mentors who can guide them through technical challenges and real-world projects. Establish mechanisms for employers to provide feedback on the skills and preparedness of interns and co-op students, enabling continuous improvement of the programs.

BOS Coordinator

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Stake Holders Curricular Design Feedback Action Taken Report

Programme: CSE Academic Year: 2019-20 (Even) **Date: 08.12.2019**

S.No	Stakeholder	Comments Given by Stakeholders	Action to be taken
1	Faculty	Department must introduce more elective subjects in the curriculum	• Engage with students to gather input on their interests and preferences for elective subjects. Conduct surveys and solicit feedback to ensure that the introduced electives are aligned with students' academic and career aspirations.
2	Students	• Small projects to be included in the core subjects • Extra lab session should be conducted for those missed labs. .	• Provide faculty with training and resources to effectively incorporate small projects into their core courses. This training should include guidance on project design, evaluation, and mentoring of students. • Offer flexibility in scheduling lab sessions to accommodate students who may have missed labs due to unavoidable circumstances. Ensure that students have the chance to catch up on missed practical work.
3	Parents	• More training should be given to wards to get good jobs. • Library should have more books for the subjects taught	• Implement skill development programs and workshops that focus on enhancing the specific skills and competencies that are in demand by employers. These programs should provide students with practical and hands-on training to improve their employability. • Allocate additional resources to expand the library's collection by acquiring more books and reference materials that align with the

			subjects taught in the curriculum. This includes both physical books and digital resources such as e-books and online databases.
4	Alumni	• Special training session should be conducted to identify bright students placement opportunities • Department can offer teaching assistance ship to meritorious PG Students • Project should be relevant and related to real world problems	• Establish talent identification programs aimed at recognizing and nurturing exceptional students. These programs can include assessments, mentorship, and additional training to prepare them for unique placement opportunities. • Create a platform or program that encourages alumni to return to the institution as guest lecturers or adjunct faculty members. Alumni with relevant expertise can contribute by teaching courses or sharing their industry insights with current students. • Collaborate with industries and organizations to propose projects that are grounded in real-world issues. This collaboration can lead to projects that have direct industry input, mentorship, and relevance, giving students valuable experiences in addressing practical problems.
5	Employers	• Recruiters suggested that the students should be strong in interpersonal skill and focus on personality development for the interview process • Students should be more participative and familiar about collaborative team efforts	• Enhance career counseling services to include guidance on personality development and interpersonal skill improvement. Provide students with resources, mentorship, and coaching to build their confidence and professionalism. • Engage in extracurricular activities and clubs that emphasize teamwork and collaboration. These activities provide opportunities for students to develop and showcase their collaborative skills beyond the classroom.

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