

# **Project Completion Report On**

## File Number: DST/NSTMIS/2019/354/2020-21 Study for Meeting the Demand and Supply of Quality Electronic Engineers in Technical Field

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## Preface

Professional education is pursued by students for a number of reasons, one of which is to secure employment. As per ASSOCHAM report published in 2016, the education quality is deteriorating and the number of un-employed graduates is increasing. The market requirement does not meet graduate competency. The industry academia gap refers to the mismatch between industry demands and graduate competency. Engineering is the core of innovation and knowledge-based economy, processing the next generation of talent engineers with the required set of skills is essential. The main objective of this paper is to identify the reasons for degradation of quality among electronic engineering graduates. The study explores interaction of the professional education system with regard to industry-related factors and industry-academic gap representing as the principle component. Literature survey performed in order to analyse the gap between demand and supply of electronic engineers. The survey was performed in two perspective 1. Academia and 2. Industry. The survey utilized google form for collecting both quantitative and qualitative data among academicians, engineering students and industry persons. The collected data was clustered and analysed using data visualization tool. The study's findings show that there is a mismatch between graduate skills and industry competencies. The findings are remarkable because they have practical implications for both employers and academia in bridging the skill gap.

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#### **EXECUTIVE SUMMARY**

#### **IMPORTANCE OF THIS STUDY**

The correlation between the academia and industry is like donor and recipient. The academia and industry interaction are viewed as a system. The need of academia-industry interaction is massive. All the collaborators such as students, society, institutions and industry are mutually benefitted. The academician's knowledge can also be used for industries in order to enhance industry's cost, quality, etc. Industries can acquire knowledge from domain experts based on development programs which are designed by the academic persons. There is a significant gap between the types of skills and competencies required by industry and those provided by higher education institutions. The engineers who are technically qualified is found out to be excess and they don't have enough job opportunities in the engineering industries. The technically qualified engineers are not feeling comfortable to work with the small and medium scale industries. The presence of conflicts is not allowing to sync between the aspirations of the job seeker and aspirations of the job provider. Therefore, the curriculum in the engineering institutions should be fine-tuned to enhance the skill-set of graduates. Engineering institution should ensure that their curriculum is up to date and that they attract the majority of students who want to work in small and mediumscale industries.

#### **OBJECTIVES**

- > To identify the reasons for degradation of quality among engineering graduates.
- Providing solutions to reduce the gap between getting of talented engineers and unemployment.
- To mitigate the Lack of knowledge to meet the demand in technical field.
- To create, test, and regulate a questionnaire to assess the gap between academic production and industry need.

- To identify fundamental causes of the mismatch between academic production and industry demand.
- To see whether there are any disparities in the relevance of certain marketable skills as evaluated by industry partners and students.
- To make suggestions for possible remedies to bridge the gap in quality.
- To open up new avenues for future investigation.

#### METHODOLOGY

#### **Demand and Supply Gap of Quality Electronic Engineers**

i) Supply Side:

Engineering as a professional path is increasingly diverse, with a wide range of career options and technological professions available. Engineers are professionals who use scientific knowledge, mathematics, and invention to address technological, social, and commercial problems. Now-adays, engineers are lacking in skills and morality. Engineers who are strong in academics but weak in skills are rejected in placement interviews. Fresh Graduates choose branded companies over startups. Fresher get far more experience at start-ups than large branded firms, start-up demand more originality from graduates. The procedure of assessing an engineer in academic is based on marks achieved in exams, while in corporate, assessments are based on the engineer's performance as per the sort of tasks he has managed and problems conquered.

In India, Engineering education institutes are divided into Central, State, and Deemed universities. Engineers are generated in large numbers due to the availability of opportunities in private universities. University curricula are more theoretical than practical. Some university courses are out of date. The fundamental goal of short-term training programs, which are part of many higher education institutions' curricula, is to provide students with significant practical competence. Faculties fail to inform students about the real-world applicability of certain topics. The professors are more focused on research and they are unsure how to turn their findings into a product. The outcome is engineering educators are challenged to educate their students for such a wide range of competency standards. As a result, there is a goal conflict between general education and training for particular job requirements, which may be analysed in a multiple way. Students are lacking in either technical or soft abilities, or both. As a result, universities are deprived of sophisticated and up-to-date information in a variety of subjects. In terms of money, position,

and timeliness, students have high expectations from industry. Furthermore, students believe that obtaining a degree is sufficient to land a job.

#### ii) Demand Side:

Employers choose engineers based on their academics and talents. Employers are very busy achieving their own deadlines for various initiatives in the organisation, therefore they don't have enough time to invest in upgrading the academic curriculum.

#### iii) Industry-Academia Gap:

The students are aware of academic syllabus whereas industry requires skill set for particular job roles such as circuit engineer, layout engineer and application engineer etc. There are several vacancies in many companies each year, but companies do not receive job-ready professionals or students who can meet industry standards. Students are interested in understanding industrial requirement and minimum skill requirement from employer.

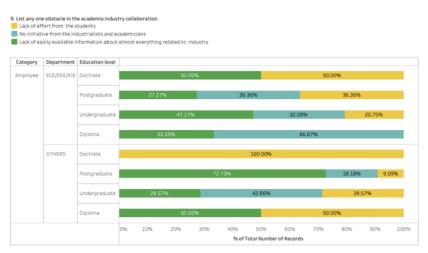
Industry and academia must have a mutually beneficial relationship because they are inextricably linked with each other. Industry expert's states curriculum used in various universities is outdated. Besides that, faculty members lack industry exposure which is essential to develop the necessary skills in students. Industry and academia should have a symbiotic relationship so that both benefit from one another and have a win-win situation.

#### **RESULTS & DISCUSSION**

The survey was carried out on students, job seekers, professors, employer and employees. The data collection was done through online questionnaire. It consists of both open ended and closed ended questions. The closed ended questions are used to analyze the responses easily. The closed ended questions are for unlimited and impulsive perspectives. We have received a total of 533 responses, in which 108 responses from industry professionals, 125 responses from professors, 43 responses from jobseekers and 257 responses from students.

Select your designa	Exp type											
Assistant professor	>10										100	.00%
Associate professor	>5 and <=10										100	.00%
Associate professor	>10										100	.00%
Professor	>10										100	.00%
Assistant professor	<=5			45.45	16				54.55%			
	>5 and <=10				65.00	%				30.	00%	
	>10					80.00%					20.00%	
Associate professor	>10					89.	47%				10.5	3%
Professor	<=5										100	.00%
	>5 and <=10										100	.00%
	>10					80.00%					20.00%	
Assistant professor	<=5				58.33%			8.33%		33.33	1%	
	>5 and <=10					81.82%					18.18%	
	>10						100.00%					
Associate professor	>10					77.78%					22.22%	
Professor	<=5						100.00%					
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Employee response on obstacle in industry academic collaboration

#### **KEY OUTCOMES OF THE PROJECT**

- 1. Education of high quality should be prioritized.
- 2. Every engineering student should be offered a job guarantee.
- 3. Engineering graduates who are unemployed should be compensated monetarily.
- 4. Those seeking admission to engineering programs should be instilled with confidence.
- 5. Encouragement of the professional job in the appropriate branch, so that they would be delighted since they have chosen the right group.
- 6. Encourage new engineers to conduct research so that they could progress in career.

#### **POLICY IMPLICATION**

The survey findings should be studied not only to obtain ratings and rankings, but also to learn about, appraise, and evaluate the current situation. If we account for these characteristics, the gap between engineering education and industry will diminish. The corporate environment is extremely competitive, unpredictable, and unclear in multiple ways. The requirement of adaptation to globalization and vertical development, engineering institutions should reach out to the world by providing high-quality technical education. Keeping engineering students unemployed is unhealthy for their families and bad for the economy. Essentially, no country will progress without the assistance of engineers. The procedures that follow will assist to alleviate this awful predicament to a considerable extent.

#### SUGGESTIONS

- 1. Class room learning would be an engaging part if theoretical and practical learning were given equal weightage.
- 2. Internships should not be done for the purpose of documentary work; rather, they should be used to gain experience with real projects.

- 3. Faculties, who play an important role in encouraging students, should have industrial experience to help students understand way things are done in organizations. Furthermore, the staff must be trained on a regular basis by visiting industries to stay up to date on the recent developments.
- 4. In colleges, grades and marks determine a student's performance; nevertheless, in industry, a candidate's performance in handling a project and how candidate overcomes is evaluated.
- 5. Industry academic partnership is essential for institutions to stay current with recent demands for the advancement of student's future.
- 6. At the entry level, student's mindset is a degree is sufficient to acquire a job must be modified.
- 7. Making it mandatory for students to be a part of several cells such as NSS, AICUF, and CSI will help them overcome stage fright and inspire them to improve professionally.
- 8. Alumni associations play an important function; holding frequent alumni meetings would assist students in developing current needs.

#### **RECOMMENDATION:**

Majority of professor response states, there is a lack of interaction between industry and academic institution. Students' feedback states that academic education is not sufficient to survive in industrial environment. Industry experts have highlighted a number of factors where academics is falling short. It is observed that, there is gap between demand and Supply of graduates as well as there is degradation in quality among graduates. The participants presented ideas and suggestions for best practices and noted how best has to be done to connect students for more opportunities to gain strong technical knowledge. The suggestions include formal relation between the employer and the university. After reviewing several papers and interviewing individuals, we found that the primary lag is in the educational system. Students are racing for grades, yet they lack skills since the curriculum is outdated. As a result, it is the role of universities to overcome educational problems and devise innovative approaches to bridge such gaps. The educational institutes and industries should take appropriate steps for the happening of interaction between industry experts and faculty members. A regulatory body comprised of experts from industry and academia can be created to continually monitor and identify gaps, as well as to make ongoing attempts to bridge those gaps.

# Chapter 1 Introduction, Objectives, Limitations

### **Introduction**

According to recent reports, the education sector in India is poised for significant growth in the coming years, as the country will have the world's largest tertiary-age population and the second largest graduate talent pipeline by the end of 2020. The Indian economy is expected to expand rapidly; rapid industrialization will necessitate a gross incremental workforce of 250 million by 2030; and India may potentially emerge as a global source of skilled labour. Despite these encouraging statistics, a substantial number of graduates are still unemployed. According to the 2016 'National Employability Report,' which is based on a study of more than 1,50,000 engineering students who graduated in 2015 from over 650 colleges, 80 percent were unemployed and only 3 percent possessed appropriate skills. According to the statistics, there is a substantial gap between the institute's perception of industry requirements and the consequence of educational quality as assessed by the graduate's professional ability. Regardless of degree, fresh graduates lack the requisite abilities to execute the job.

Graduated engineers in India today have a lot of expectations. Today's university education is primarily concerned with shaping and empowering students to meet the challenges and responsibilities in future. As a result, education must be value-based and capable of incorporating the morals of each individual. It has become increasingly important for the educational system to provide high-quality education that meets international standards. Indian universities lack in advanced teaching, learning process and involvement in research. Employer like to hire young, active engineers with the potential to become future leaders.

The correlation between the academia and industry is like donor and recipient. The academia and industry interaction are viewed as a system. The need of academia-industry interaction is massive. All the collaborators such as students, society, institutions and industry are mutually benefitted. The academician's knowledge can also be used for industries in order to enhance industry's cost, quality, etc. Industries can acquire knowledge from domain experts based on development programs which are designed by the academic persons. There is a significant gap between the types of skills and competencies required by industry and those provided by higher education institutions. The engineers who are technically qualified is found out to be excess and they don't have enough job opportunities in the engineering industries. The technically qualified engineers are not feeling comfortable to work with the small and medium scale industries. The presence of conflicts is not allowing to sync between the aspirations of the job seeker and aspirations of the job provider. Therefore, the curriculum in the engineering institutions should be fine-tuned to enhance the skill-set of graduates. Engineering institution should ensure that their curriculum is up to date and that they attract the majority of students who want to work in small and medium-scale industries.

Reducing the industry-academia gap means increasing the employability among graduates. The Industry Academia system is divided into three major categories:

**1. Industry Academia Gap:** The Industry Academia Gap will assess the primary factors affecting the interaction of Industry and Academia.

**2. Supply side:** The Supply side analyses the system from an academic standpoint, as the university provides candidates to the sector.

**3. Demand side:** The Demand side would focus on what drives demand for the candidates in the industry.

There is a wide gap between industry and academic because educational institute's curriculum is static and industry application is dynamic. They have a different mindset and goals. Industry prefers proven solutions with low risk. Academic prefers new solutions with greater innovation rate. Academic institutes lack in understanding industry challenges and pains. There is a gap between skill required by the industry and the current skill level of graduates. Our goal is toidentify and bridge the skill gap. **Skill:** The ability to perform something good because of practice and training is known as skill.

#### **Types of skills:**

Skills can be classified into hard skills and soft skills.

#### Hard skills & Technical skills:

Hard skills are concrete skills for job. Technical skills are defined as hard skills. They are necessary to perform the job role. Hard skills are learned through school, training or previous work experience. They are easier to evaluate. Technical skills are mandatory but other skills are required along with hard skills in industry for better work environment.

#### Soft skills:

They are interpersonal or people skills. They can be used in any job role. Few examples are Communication, teamwork and adaptability. Soft skills need practice in real time. They are hard to evaluate. They are key in building relationship and reputation.

#### Team work:

Team work plays an important role in career. The leader must be capable of taking responsibility for his/her actions.

#### **Communication:**

Both verbal and written communications are important in a work place because they helps in creating a positive image and building a relationship. Nonverbal communication too plays a major role. Communication helps to boost individual performance.

#### Adaptability:

The industry is dynamic. It is looking for people who are adaptive to new job roles and environment. People who are willing to learn and adapt to the current industry needs.

#### **Problem solving:**

Industry is facing new challenges everyday in dynamic market. Industry is looking for problem solvers who can take actions and come up with feasible solutions.

#### **Critical thinking:**

Industries look for new ideas and innovation . Critical thinking is essential for new ideas and innovation in work environment. Critical thinking emerges from learning.

#### Skill gap:

The difference between job requirement and the skills that a worker possesses is known as skill gap. The shortage in performance is known as skill gap. It is the difference between expectation and outcome. It can be described as the required performance minus the present performance hence it is also called the performance gap .The respective field of work could be any. The identification of gaps need to be done before training, moving a person to other position or hiring. There are few controversies for the reason of present gaps in worker skills. The first theory states schools and universities are not preparing the workforce to meet new job requirements. The second theory purports that organizations are not willing to train their present workforce, not willing to pay fair wages for the skills they require, need to move to position themselves in a better area to obtain a proper workforce, or are just not effective at identifying requirements and matching personnel skills.

#### Reason for skill gap

#### 1) University curriculum does not meet industry standard:

The curriculums provided by few universities are outdated, Most of the curriculums provided by universities are theory based rather than based on application.

#### 2) Lack of industrial exposure to faculties

Faculties are research oriented, Faculties are not aware of marketing their product and making money out of it. Academic institutes are poor in marketing their product.

#### 3) Absence of industry university interaction cell

The university and industry interaction is not frequent. This makes university deprived of up to date knowledge in concerned domain.

#### 4) Industry people are not seriously involved in updating the academic curriculum.

Industry experts are busy in meeting their project deadlines. They don't have sufficienttime to invest on updating the academic curriculum.

#### **Objectives**

- > To identify the reasons for degradation of quality among engineering graduates.
- Providing solutions to reduce the gap between getting of talented engineers and unemployment.
- > To mitigate the Lack of knowledge to meet the demand in technical field.
- To create, test, and regulate a questionnaire to assess the gap between academic production and industry need.
- To identify fundamental causes of the mismatch between academic production and industry demand

- To see whether there are any disparities in the relevance of certain marketable skills as evaluated by industry partners and students.
- > To make suggestions for possible remedies to bridge the gap in quality.
- > To open up new avenues for future investigation.

#### **Limitations**

- > The main reason for degradation of the quality is increase in "Quantity".
- Being an Engineer, one must have the ability to communicate with logic on various issues and also helping everyone to make and build team.
- > Engineering graduates have fallen in the trap of getting used to easy way of life.

# Chapter 2

# **Review of Literature**

#### National and International survey

According to the National Employability Report 2016, about 80 % of the engineers are unemployed. Actually, we lack quality education and for this, we need to amend our education system. The quality of engineering has declined and if the UGC, AICTE ,HRD Ministry and other concerned bodies doesn't take action over this, then there will be serious consequences and soon a situation of over-qualification will arise e.g. an engineer is applying for a post of Peon (for which only a 12th pass is the required qualification).

According to media reports, about 50% of the total engineering seats available in India remained vacant last year. Out of the total 16.99 lakh seats approved by AICTE, only about half of the total capacity could be filled. Many government and private colleges, especially from the states of Tamil Nadu and Andhra Pradesh have shown their concern over the matter. According to AICTE sources, as many as 1,422 applications have been submitted to AICTE seeking closure of engineering departments or courses across the country in 2014.

Notably, while engineering seats have mushroomed rapidly from 659,717 in 2006 to 1.22 million in 2010, and 1.67 million in 2015, the quality of education has degraded. This increased number of engineering colleges and seats has also created a huge demand-supply imbalance, believes AICTE. The same has been also reflected in different industry surveys.

As per a survey conducted by NASSCOM in 2011, only 17.5% engineering graduates were considered as employable. A similar report from education Assessment Company Aspiring Minds suggests that the employability of engineering graduates lies between 12% and 42% for different states of India.

In my assessment, about 50 per cent of the students in a batch are not interested in a career in engineering after graduation. Another 30 per cent are not sure what they want, or are struggling through their program owing to handicaps they have brought with them, or because they are burnt out. So, only 20 per cent of the students are "good". N R Narayana Murthy has come up with a similar figure.

#### Literature Survey

Huzaif Khan (2015) states according to TOI, 18% of engineering graduates are employable. Delhi, the state with the greatest employable rate, is 13%. Bangalore, India's so-called "Silicon Valley," has a stunning 3.2 percent. 91.82% of the 1.2 lakh applicants polled across several states lacked programming and domain abilities, 73.63% lacked English speaking and comprehension skills, and 57.96% lacked analytical and mathematical skills. Engineering graduates' low employability is a result of weak education standards and a growing need for competent jobs. Most engineering colleges' course content is mostly theoretical in nature, and students are not made aware of the uses of theories in industry to improve engineers' abilities. The Embedded Model integrates soft skills into all aspects of teaching and learning across the curriculum. This methodology does not need students to take additional courses because soft skills are integrated into the learning goals of the courses. It consists of activities such as questioning, class discussion, brainstorming, teamwork, presentation, role play, project, field work, and site visits. Classes teach a restricted number of problems, a handful of which are asked in tests. The class teaches exam-beating strategies. The class promotes marks-based study. Our educational system is responsible since it bases student's rankings on the brilliance of his score. In comparison to theoretical, practical tests are given a low weightage. The increased teaching load on all academics has limited their ability to do research or produce technical papers, resulting in further improvement of their knowledge. There is widespread concern in the engineering profession, increasing proportion of higher-education, faculty teaching engineering, lack industry expertise and experience. Classes allow students to be spoon-fed and taught methods to pass tests, resulting in a lack of needed abilities in students. Our engineering students are unable to make a research-oriented decision after four years of education. Engineering graduates' low employability is a result of weak

education standards and an increasing need for competent jobs. Professors should be expected to publish and actively participate in research.

Lennart Büth A et al., (2017) concluded that work attempts to eradicate complementary training provided for fresh graduates which saves cost and time for industry. A Learning factory test bed was implemented in university to bridge the gap between academic and industry. The newly created infrastructure will be integrated with the curriculum of university. This provides the students an exposure to industrial environment. The put forward learning factories will make students ready for the job at university level. This provides road an initiative for using learning factories as an integral part of Indian education system.

**Mohd Shamsuri et al.**, (**2013**) focussed that the work attempted to understand the employer perception of hard skills and soft skills expectations from fresh engineering graduates. This work provided information for employers for employability skills needed while hiring employees. The skills employers expect while hiring engineering graduates. Providing equal importance to hard skills and soft skills during recruitment process. Frequent interaction between industries and educational institute keeps academic institutes updated with latest industry needs.

Azeez Nureni Ayofe et al., (2009) says this work looked for probable solution to bridge the gap between academic and industry. It looks for causes and probable options to bridge gap. It suggests plans to eliminate the misalignment between university and the industry. The goal is to blend rigidity of academic with relevance of industry. The challenges faced by universities and reason for skill gap are analysed. It provided suggestion to bridge the gap between industry and educational institutes.

**Natalia Shmatko et al., (2020)** concluded that this research seeks to bridge the global and national skill gap in robotics. Information is gathered from text mining of job openings for robotics and interview with industry experts. It was identified both hard skills and soft skills are equally important.

The findings emphasised the importance of furthering government programmes targeted at removing the skills gap in upcoming science and technology. The gathered information regarding skills can be used to update robotics teaching programmes. Working professionals in the domain can benefit from information on the needed skill set. This helps them to acquire new skills during additional education and training.

**Murali S et al.**, (2015) focussed that this paper attempts to understand the expectations of corporate while hiring fresh engineering graduates. A survey was conducted from students in Bangalore and most of the colleges are under Visvesvaraya Technological University. A questionnaire (paper based) was conducted which consist of both open ended and close ended questions. The results of the survey depict soft skills are equally important as hard skills (technical skills) in 21st century. Students feel technical skills are essential for job role. The response from corporate states that soft skills are equally important.

According to **Deniz Akdur et al. (2019),** graduates from non-computing disciplines experience several challenges while starting their professions due to a mismatch of abilities taught in university curriculum and skills necessary in the software sector. Companies invest much in employee training. Companies spent a lot of money and effort on this. A survey explores the gap between industry requirement and academic was designed. During the survey various opinions from field experts were taken. The results of the survey help academic institutions to adapt their program to effective curriculum for different software engineering roles and sectors. This helps non computing discipline graduates to get easily incorporated into software industry.

**Sudhania Vasudevan et al. (2018)** determined that the market is stable and in demand of workers. The industry academia gap refers to the discrepancy between industry requirements and graduate competency. The project aims to bridge the industry-academia gap. The paper investigates the behaviour of the professional education system in relation to industry-related parameters, with the industry academic gap serving as the primary variable. The industry-academic system is studied using dynamic modelling. Casual loop diagrams are used to put a conceptual model into action.

**J** Walther et al., (2007) provide work that explores the basic assumptions behind outcomes-based education in ways that previous adjustments to programme certification does not consider. It also looks closely at the nature of the perceived gap between the Graduate Attributes that institutions attempt to establish in their graduates and the competencies necessary in reality to function well in industry. This necessitates combining the students' attitudes and self-image into the concept of professional capability. This exploration of the competency challenge gives a more complete understanding of competence formation. On this premise, the article provides the outcomes of an exploratory research aiming at investigating alternative strategies of producing and influencing students' educational competency.

According to **S Zeidan et al. (2020)**, the study bridges the gap by bringing together the viewpoints of industry leaders/advisers, academic professors, alumni, and undergraduate students. A triangle design approach is used to increase the validity of the outputs by taking into account the viewpoints of all parties involved. It also gives a more comprehensive perspective of what might be improved in terms of university competencies. The outcomes of the study demonstrated a gap between graduates' abilities and the competencies required by the sector. The findings are significant because they have practical implications for both industry and academics in terms of bridging the skills gap. The study's main shortcoming is that data was acquired from only one university, making it difficult to generalise the findings. To expand the scope of this study, future research should duplicate this study by collecting data from a range of universities in the region. Furthermore, while the sample size was greater than

one hundred participants, future research should strive for a larger sample size across a variety of majors.

**Sandeep Dahiya et al., (2015)** says that article sheds light on professional options, which will help to ensure effective career planning and placement opportunities. The study discusses employment opportunities in the larger subject of electronics engineering and other related fields. The goal of this paper is to identify methods for ensuring employment and employability for engineering graduates and young technocrats in the broad domains of ICT, electronics engineering, computer science engineering, and other disciplines in order to prepare a workforce of highly skilled, self-assured, and motivated graduates for the twenty-first century. A key focus is to address the problems and challenges of offering quality education in order to secure jobs and employability.

**Ugarthi Shankalia et al., (2018)** says that a survey was conducted among 150 students in engineering colleges the teaching methods the different set of skills acquired while studying the course and the steps taken to enhance the skills in the students were discussed. The average quality of colleges and graduates is a source of concern. With the proliferation of private engineering colleges, the quality of engineering graduates continues to deteriorate. As a result, educational quality is crucial in this case. The flaws with the current way of teaching engineers may not be fixed overnight, and it will take years to solve this situation. This research concludes that college education quality should be increased, resulting in a supply of talented and skilled graduates in the near future.

According to **PrachiKapil** (2014), the purpose of this paper is to illustrate a number of ongoing and prospective programs targeted at getting ready and advancing interdependence between academic and industrial prospects in India, with a particular emphasis on research and development initiatives, governance of Indian management schools, building centres of excellence, and appealing competent faculty. Companies have tried a range of various methods and techniques to obtain the best and most

unrivalled human resources in order to economically survive and grow in a highly competitive market. These strategies range from talent identification to skill gaps, crucial skill transfer, and adjusting present abilities to new demands. As the difference between academia and industry grows wider, the government, academic institutions, and business must devise new and research-based techniques to bridge the gap. However, we cannot deny that only a country's holistic expansion across all sectors will help it beat its competitors and succeed in its quest to become a globally empowered economy.

Journal title	Research method	Respondents	Result
1. Bridging the qualification gap between academia and industry in india.	Data collection from report submitted by Federation of Indian Chambers and Central statistical organization data book and interaction with industry experts	Employers and Employees	A Learning test bench industrial infrastructure was implemented at BITS university campus in collaboration with German university.
2. Employers' perception on engineering, information and communication technology (ICT) students' employability skill	Data collection from engineering accreditation manual (EAC)and future of engineering education Report 2007 and interaction with industry experts.	Employers	The study provided information about employability skills required by employer. Need for universities to adapt rapidly according to industry needs.
3. Exploration of the Gap Between Computer Science Curriculum and Industrial I.T Skills Requirements.	Data collection from journals,books, websites and seminars	No direct respondents	A fifteen step resolution was provided. The resolution emphasizes on conducting industrial interaction programs such as workshops, update of curriculum in according to industry requirement. Training for faculties in new technologies.
4. Bridging the Skill Gap in Robotics: Global and National Environment	Data collection from journals and websites	Interview with CEOs. Researchers and faculties from universities.	The acquired list of skills can be utilized as basis for upgrading educational program in robotics. The information about required skills provide guidance for workers to obtain knowledge via training as a life long learning approach.

Table 1: Existing research methods and results

5. A Study on the	Data collection from and	Students	The study identified the
Corporate Expectations from Engineering Graduates in India – Bangalore	survey from students of Visvesvaraya Technological University in Bangalore region .		soft skills play a major role in today job market. Students response states communication skill and positive attitude plays a vital role in job placement. Domain knowledge got highest votes more than 50 percentage where soft skills got less than 2 percentage votes which is one of the major requirement by industry.
6. The Design of a Survey	Data collection was done	Software developers,	Different expert opinion
on Bridging the Gap between Software Industry Expectations and Academia.	through online questionnaire. The online questionnaire was circulated through social networking sites	Software testers,System Engineers and Managers	from field were taken to analyze industrial requirement and perception regarding academic activities. Suggestions were provided to academic to adapt an effective curriculum for different Software engineering roles and sectors.
7. A study of the industry academica gap in professional education system using system dynamic modeling.	Data collection from reported submitted by ASSOCHAM	No direct and indirect respondents	A Casual loop diagram technique was utilized. It consist of 21 variables a few of which are exogenous. The Industry Academia system was classified into three main category called the Industry Academia Gap, Supply Side Behavior and Demand Side Behavior. Utilizing this model we will be able to identify the critical areas required to be reviewed and altered so that stakeholders such as students would acquire better employment opportunities and industries will get proficient graduates.

The Literature work of this project is explained as follows: Majority of professor and industry expert response states, there is a lack of interaction between industry and academic institution. The educational institutes and industries should take appropriate steps for the happening of interaction between industry experts and faculty

members. Students feedback states that academic education is not sufficient to survive in industrial environment. So, frequent training on technical skills and soft skills needs to be provided in academic institutes in appropriate time. The suggestions include formal relation between the employer and the university. The participants presented ideas and suggestions for best practices and noted how best has to be done to connect students for more opportunities to gain strong technical knowledge. It is observed that, there is gap between demand and Supply of graduates as well as there is degradation in quality among graduates. Due to pandemic, minimum samples of data only collected and which was enlarged to large dataset for the data analytics. The below figure 2.1. is the sample work of our forth going research project.

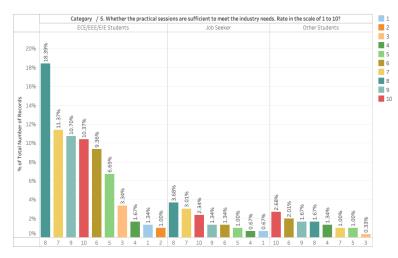


Figure 2.1: Students response for adequacy of practical sessions in academic institutes

# Chapter 3

# Methodology-Sampling Design, Data Sources, etc.,

# <u>METHODOLOGY</u> DEMAND AND SUPPLY GAP OF QUALITY ELECTRONIC ENGINEERS i) Supply Side

Engineering as a professional path is increasingly diverse, with a wide range of career options and technological professions available. Engineers are professionals who use scientific knowledge, mathematics, and invention to address technological, social, and commercial problems. Now-a-days, engineers are lacking in skills and morality. Engineers who are strong in academics but weak in skills are rejected in placement interviews. Fresh Graduates choose branded companies over start-ups. Freshers get far more experience at start-ups than large branded firms, start-up demand more originality from graduates. The procedure of assessing an engineer in academic is based on marks achieved in exams, while in corporate, assessments are based on the engineer's performance as per the sort of tasks he has managed and problems conquered.

In India, Engineering education institutes are divided into Central, State, and Deemed universities. Engineers are generated in large numbers due to the availability of opportunities in private universities. University curricula are more theoretical than practical. Some university courses are out of date. The fundamental goal of short-term training programmes, which are part of many higher education institutions' curricula, is to provide students with significant practical competence.

Faculties fail to inform students about the real-world applicability of certain topics. The professors are more focused on research and they are unsure how to turn their findings into a product. The outcome is engineering educators are challenged to educate their students for such a wide range of competency standards. As a result, there is a goal conflict between general education and training for

particular job requirements, which may be analysed in a multiple way.

Students are lacking in either technical or soft abilities, or both. As a result, universities are deprived of sophisticated and up-to-date information in a variety of subjects. In terms of money, position, and timeliness, students have high expectations from industry. Furthermore, students believe that obtaining a degree is sufficient to land a job.

#### ii) Demand Side:

Employers choose engineers based on their academics and talents. Employers are very busy achieving their own deadlines for various initiatives in the organisation, therefore they don't have enough time to invest in upgrading the academic curriculum. The Figure 3.1. shows the methodology of taking detailed survey.

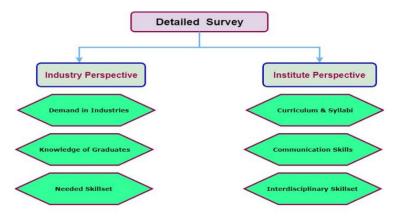


Figure 3.1: COMPONENTS OF STUDY

#### iii) Industry-Academia Gap:

The **Figure1** describes the gap between industry and academia. The **Figure1** depicts student is aware of academic syllabus whereas industry requires skill set for particular job roles such as circuit engineer, layout engineer and application engineer etc. There are several vacancies in many

companies each year, but companies do not receive job-ready professionals or students who can meet industry standards. Students are interested in understanding industrial requirement and minimum skill requirement from employer, but **Figure 3.2.** represents students are still unaware of the skillset required by the employer.

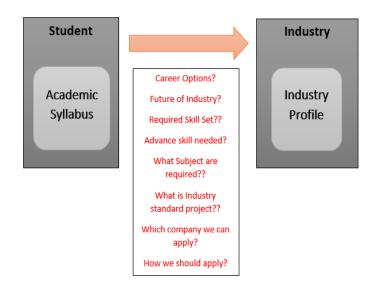


Figure 3.2. Gap between Industry and Academia

Industry and academia must have a mutually beneficial relationship because they are inextricably linked with each other. Industry expert's states curriculum used in various universities is outdated. Besides that, faculty members lack industry exposure which is essential to develop the necessary skills in students. Industry and academia should have a symbiotic relationship so that both benefit from one another and have a win-win situation.

The obstacles faced by industry are: The firm must invest time and money in staff training, shortage of competent resources and a lack of ready-to-use supplies, a time-consuming screening procedure, a long hiring and training model, a scarcity of internal training resources and student's

basic principles is lacking. The difficulties encountered while employing new employees include a lack of fundamentals and needed skills.

The problems faced by students include a lack of guidance and difficulties in choosing a field of interest. Students in their first year believe they have what it takes to be an electronics engineer. Students begin building circuits in the third semester and decide they want to be circuit designers. In the fourth semester, they believe that they can accomplish anything as an automation engineer. Students learn controllers and DSP in the fifth semester. As a result, they can work as an embedded engineer. In sixth semester, they want to be VLSI engineers. As a result, students begin asking questions to mentors about how to become a VLSI engineer. Mentors advise students to study subjects such as digital electronics, analogue electronics, CMOS, Verilog/VHDL, VLSI design, circuit design, VLSI fabrication, Scripting language etc... Out of this some of the subjects would be studied in previous semesters. Because of societal pressure, students in their fourth year consider working in the core industry as an electronics engineer. The problem here is students were more focused only on marks. Here, main challenge is students does not understand to prepare themselves as per industry requirements.

#### **STAKEHOLDERS FOR STUDY**

- 1. Target population and sample size to be covered
  - ✓ Management and HR team of Industries Minimum 25 companies
  - ✓ Fresh and Experienced employees Minimum 200 persons
  - ✓ Recruiting agencies Minimum 25 numbers
  - ✓ Academicians Minimum 100 persons
  - ✓ Engineering Graduates Minimum 250 graduates
  - ✓ College Students Minimum 250 engineering students

- 2. Methods of data collection
  - HR/Industry Survey
  - Google sheet
  - Mobile Application
  - Discussion forum
  - Use of questioners
- 3. Sources of the data

Industry perspective

- Understanding the demand in industries
- Knowledge of engineering graduates
- Skill set needed in various types of industries

Institute Perspective

- Curriculum of academic institutions
- Way of developing communication
- Need of Interdisciplinary Skill sets

#### **RESEARCH METHODOLOGIES**

#### **Collection and consolidation of Data**

The questionnaire was prepared individually for students, job seekers, employer and employee (both for academicians and industry persons) based on their role. We received responses from industry professionals, professors, jobseekers and students. Data collection was done through online questionnaire. The questionnaire covered among the following categories:

• Causes of gaps between academia and industry

- Effects of these gaps
- Strategies for analysing the demand and supply of electronic engineers

Students are given a questionnaire about how the quality of education is regarded at their colleges. Students from various educational establishments shared their perspectives on how their colleges increase educational quality and focus on generating better possibilities for their students. The questionnaire includes questions about the sort of teaching used in their colleges, the training provided to help students achieve better placements, and other issues concerning the quality of engineering education. The responders also provided proposals for improving the quality of engineering education. Google Form is prepared to collect qualitative and quantitative data among academicians, engineering students and industry persons. Also, the Google form questionnaire was discussed with our college team members by conducting audit meeting. Data analysis was performed and various problems has been identified. Consolidation of data had done. Using Data optimization tools, the collected data was clustered as per the ideas for effective representation and analysed. Based on the answers to questionnaire received from the various category of people, different remedies have been discussed in detail. Hence, gap between industry and institute was plugged in a systematic manner.

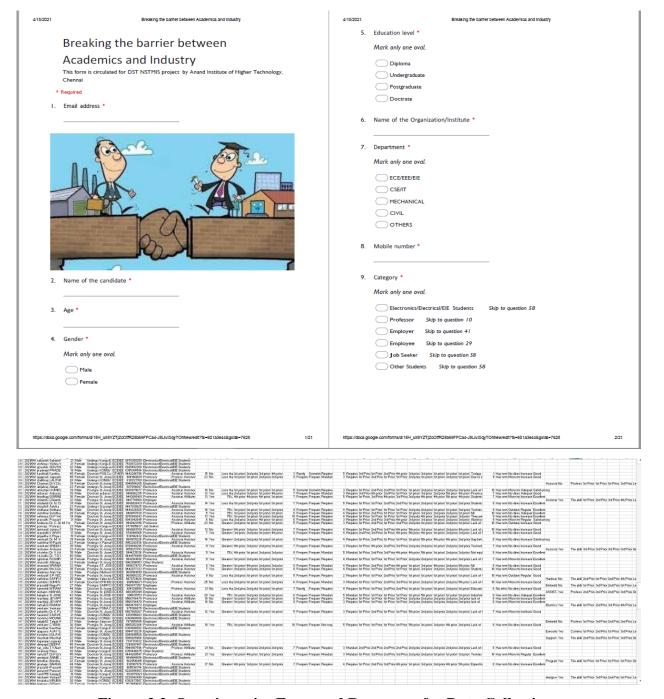


Figure 3.3. Questionnaire Form and Responses for Data Collection

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Figure 3.4. Google Form and Faculty Responses of Professor

4/15/2021	Breaking the b	arrier between A	cademics and In	dustry		4/15/2021	Breaking the barrier between Academics and Industry	
	mployee Job description *						Less than 25% Greater than 50% 75%	
30. 31. 32.	Were the abilities of graduates meet Mark only one oval. Yes No What according to you is the most ir effectively in industry ? * Mark only one oval. The ability to learn and adapt to th Communication skills along with a Professional knowledge and ability Select the challenges faced by hiring provide the details based on priority Mark only one oval per row. Selecting the might candidate Building a storong employer brand Ensuring a good interview experience for candidate Pressure to fill open posititions Mention the awareness of industrial r Mark only one oval.	e everchang well rounde to deliver w managers * Ist Priority	kill required	i to function ceed time fram g students.	ies.	35. k 36. A 36. A 37. V	Is there an update required for syllabus and curriculum for a tenure of 4 yearsto meet the industrial requirement ? * Mark only one oval. Markacory Is there a need of feedback system between industries and institution ? * Mark only one oval. Required Not required Mandacory Are students equipped with technical and soft skills to meet industry standard rate in the scale of 1 to 5. * Mark only one oval. 1 2 3 4 5 Mark only one oval. 1 2 3 4 5 Mark only one oval. Mark thanges would you suggest that will further facilitate/improve Academic-Industry collaboration? * Check all that apply. Industrial Visit Morkhops by working professional Long term internship Inplant training Crooming and orientation programs	
https://docs.goo	gie.com/forms/d/18H_uil8YZTjZcOttR28b69FFCa4-J8Llvi	SqyTOhhewiedt	1?ts=601a3e448g	pxids=7628		https://docs.google./	.comformski/18H_ull8YZTj2c0tfR28b69FFCa4-J8LlvISqyTOhhewiedt?ts=601a3e448gxids=7628	8/21

15/2021	Breaking the barrier between Academics and Industry	4/15/2021 Breaking the barrier between Academics and Industry
38	List any one obstacle in the academia industry collaboration. *	Employer / HR / Recruiter
30.		41. Job description *
	Mark only one oval.	41. Job description
	Lack of easily available information about almost everything related to industry	
	Lack of effort from the students	
	No initiative from the industrialists and academicians	
39.	Prioritize the factors required for industry and academic collaboration. $\ensuremath{^{st}}$	<ol> <li>Mention the qualities prioritized while hiring a new college graduate. *</li> </ol>
	Mark only one oval per row.	Mark only one oval per row.
	1st Priority 2nd Priority 3rd Priority	Ist Priority 2nd Priority 3rd Priority 4th Priority
	Efforts from both sildes too brridge the gap.	Prroblem solving
	Colliege should prromotte bettterr worrk cultturre	Communication
	and provide them a practical picture.	
	Sylllabus shoulld be morre prractical orrientted	Teamworrk
	as pert industry rrequirements.	Leaderrshiip
		43. Does the abilities of graduates meet employer expectations? *
40.	Please provide your valuable suggestions about the survey. *	Mark only one oval.
	Mark only one oval.	◯ Yes
	Excellent	No
	Good	
	Satisfactory	44. Is there any mismatch in the demand and supply of skills in the electronic sector professionals in India ?*
		Mark only one oval.
		Yes
		No
		45. How satisfied the employers with the skills of engineering graduates? *
		Mark only one oval.
		Satisfied
		Not much satisifed
		Somewhat satisified
		Not at all satisfied with quality of engineering graduate skills
tps://docs.goo	ogie.com/formsid/18H_uil8YZTj2cOtfR28b69FFCa4-J8LIvISqyTOhhewiedt?Is=601a3e448gxids=7628 9/21	1 https://docs.google.com/forms/d/18H_uil8YZTjZcOtR28b69FFCa4-J8LIvISqyTOthewiedt?ts=601a3e44&gxids=7628 10/21
5/2021		
	Breaking the barrier between Academics and industry	4/15/2021 Breaking the barrier between Academics and Industry
46.		
	Prioritize the skills important for students to get hired. *	
	Prioritize the skills important for students to get hired. * Mark only one oval per row.	50. How is college education/internship useful for graduates to perform better in
	Prioritize the skills important for students to get hired. * Mark only one oval per row. Ist priority 2nd priority 3rd priority	<ol> <li>How is college education/internship useful for graduates to perform better in their job roles? •</li> <li>Mork only one oval.</li> </ol>
	Prioritize the skills important for students to get hired. * Mark only one oval per row.	<ul> <li>How is college education/internship useful for graduates to perform better in their job roles? *</li> <li>Mark anly one aval.</li> <li>Has remarkable effect on performance at job</li> </ul>
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	Prioritize the skills important for students to get hired.   Mark only one oval per row.  Ist priority 2nd priority 3rd priority Corre employability skills  Professional skills	<ul> <li>How is college education/internship useful for graduates to perform better in their job roles? *</li> <li>Mark anly one aval.</li> <li>Has remarkable effect on performance at job</li> </ul>
46.	Prioritize the skills important for students to get hired. • Mark only one ovel per row.  Ist priority 2nd priority 3rd priority Corre employability skills  Prodicesional skills  Communication skills	<ul> <li>How is college education/internship useful for graduates to perform better in their job roles? *</li> <li>Mark only one oval.</li> <li>Has remarkable effect on performance at job</li> <li>No effect on job performance</li> <li>51. If answer to 9 is yes, please specify the % of practical / workshop exposure</li> </ul>
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Figure 3.5. Google Form and Faculty Responses of Employee and Employer

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rmule Working Analus Ere Frank Undergi Analus Ere Frank Undergi Analus Ere Frank Undergi Analus Ere Hall Undergi Malare Ere Hall Undergi Malare Ere Nak Undergi Analus Ere Hall Undergi Analus Ere Hall Undergi Analus Ere Frank Undergi Malare Ere	9E-09 Other sti Affiliate Y 9E-09 Other sti Affiliate Y 8E-09 Job See Affiliate N 8E-09 Job See Affiliate N 8E-09 Job See Affiliate N 8E-09 Job See Affiliate N	No	3 50% to 7 5 3 50% to 7 5 3 50% to 7 5	to 7 00% to 7	7 Sufficier Yes Sufficier 6 Sufficier Yes Sufficier 5 Not suff Yes Insufficie 8 Sufficier Yes Sufficier	
Femal Femal	0         Ubday (Mallack CC)           0         Ubday		<ul> <li>Bernstein, S. B. S. S.</li></ul>			F.P.         G.P.         H.H.         L.G.         C.C.         C.G.         P.M.         D.G.         T.G.         T.G. <tht.g.< th="">         T.G.         T.G.         <tht< td=""></tht<></tht.g.<>

Figure 3.6. Google Form and Faculty Responses of Student and Job Seeker

11/30/21, 1:40 F	M Bridging the gap between academic and industry	11/30/21, 1:40	
	Bridging the gap between academic and industry This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology. Chanai		Name of the Organization/Institute *
* 5	lequired		Mark only one oval.
1.	Email *		CSE/TECHER
2.	Name of the candidate *		CIVIL OTHERS
3.	Age *	8.	Mobile number*
		9.	Category*
4.	Gender *		Mark only one oval.
	Mark only one oval. Male Pemale		Employer Employee
		10.	Domain *
5.	Education level *		Mark only one oval.
	Mark only one oval.		EMBEDDED AND ROBOTICS Skip to question 11
	Diploma Undergraduate		VLSI Skip to guestion 29 PLC & SCADA Skip to guestion 36
	PostGraduate     Doctrate	E	MBEDDED AND ROBOTICS
https://docs.goo	gie zom/formski/1867/EF_GASyGAGH15GIAqV/mBwdFkU/12H+u/7acGavedt	1/11 https://docs.go	oge.com/tomski1is07j/F_QA5gAQeHSDA4/mBw2FUU12He-u7ixcDwedt 2/11

11/30/21, 1:40 PN	I Bridging the gap between academic and industry	11/30/21, 1:40	PM Bridging the gap between academic and industry	
11.	1. Describe the employee hiring process you use for college recruiting $?^{\ast}$	15.	5. What is the trend in the hiring process you see in the electronics design industry today? $^{\ast}$	
12	<ol> <li>Do fresh electronic graduates prefer IT sector because of high pay scale? *</li> </ol>			
	Ark only one oval.	16.	6. What is the key technology skill sets that are in demand in the industry today? $\ \ \ast$	
	Ves No			
	<ol> <li>Whether stability an issue with fresh electronic graduates? *</li> <li>Mark only one oval.</li> </ol>			
	─ Yes ○ No	17.	7. How would you advise an aspirant on the right steps to follow while applying for a job in electronics design sector? $^{\ast}$	
	<ol> <li>Is 'quality talent' a challenge that Electronics Design players are facing/going to face in India?</li> </ol>			
	Mark only one oval.			
	Ves No	18.	8. When you hire what are the key basic skills that you look for? $\ ^{\ast}$	
https://docs.googi	e.com/tomaid11607/fQA9y0AGH50IAqVmBeatFkU12He-uTixcDavedt	3/11 https://docs.go	oge.com/tormsid11807)[F_QA9)GAQHSSIAqVmBwzFkU12He-u7JxcDwiedt	4/11

10/21, 1:40 PM	Bridging the gap between academic and industry	11/30/21, 1:40 P	M Bridging the gap between academic and industry
	9. With smart cities in the picture, what are the talent requirements and in which all sectors? *	. 23.	12. What steps can academic institutions take to bridge the industry-academia gap for the electronics design sector? *
	10. a. What are the skill sets required for someone looking to work in electric vehicle sector? *	24.	13. What are the right steps to follow to become a successful design engineer?*
	10 b. What are the challenges faced in hiring candidate for electric vehicle sector ?*	25.	14. Whether fresh engineering graduates are aware of skills required for pcb design entry level positions ? * Mark only one oval. Ves No
	<ol> <li>What would be your advice to the academia-how should they reinvent their curriculum to create techies suitable for the industry? *</li> </ol>	• 26.	15. Whether fresh engineering graduates are equipped with skills required for pcb design entry level positions? * Mark only one oval. Ves No

Figure 3.7. Questionnaire for Employer (Embedded Responses)

/30/21, 1:42 PM	Bridging the gap between academic and industry	11/30/21, 1:42 PM	Bridging the gap between academic and industry
4. Is 'quality talent' a facing/going to face i 4 responses	challenge that Electronics Design players are n India?		ou advise an aspirant on the right steps to follow while applying for nics design sector?
	• Yes • No	Be strong in ele	rledge, soft skill have good knowledge on industrial requirements octonics Fundamentals 19 than salaries at initial stages of carrer
<ul> <li>5. What is the trend in industry today?</li> <li>4 responses</li> </ul>	•	8. When you hi 4 responses Command on t	re what are the key basic skills that you look for?
Embedded design IoT and automation Embedded systems ar	d IoT		aware design and development ge, trainable or not, approach to concepts mming
lot and embedded sys	lems	9. With smart o all sectors?	ities in the picture, what are the talent requirements and in which
6. What is the key teo 4 responses	hnology skill sets that are in demand in the industry today?	4 responses Knowledge on i	lat .
Embedded design, pob	design in allium,coding, testing,fabrication.		with high efficiency
Embedded C/C++, AI, I	Python	lot, Al, embedd	ed systems
Knowledge regarding l		Core python an	d iot knowledge
Raspoerry pi and arm	20ITEX		
	y0AQrH3ISIAqVmBwzPkU12He-u70xcSwViewanalytics	7/16 https://docs.google.com/forms/d/11s0	

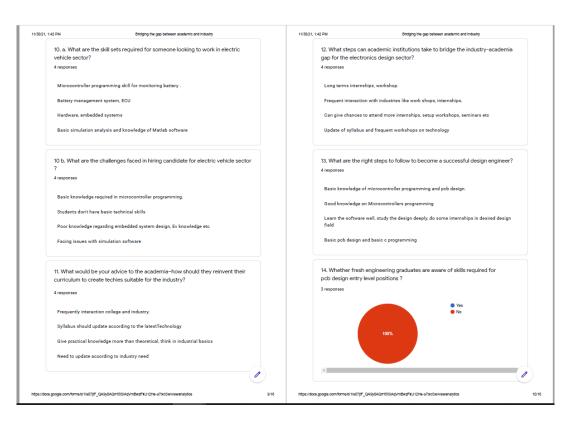
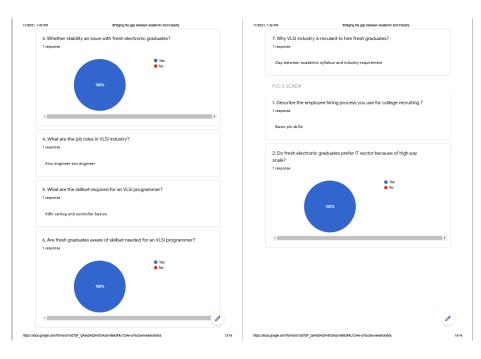


Figure 3.8. Responses for Employer (Embedded Responses)

11/30/21, 1:40 F	PM Bridging the gap between academic and industry	11/30/21, 1:40	PM Bridging the gap between academic and industry
27.	16. Whether fresh graduates are aware of skill set required for inverter design ?	31.	3. Whether stability an issue with fresh electronic graduates? *
	Mark only one oval.		Mark only one oval. Yes No
28.	17. Whether fresh graduates are equipped with skillset required for inverter design ? * Mark only one oval. Yes No	32.	4. What are the job roles in VLSi industry? *
VI	_SI	33.	5. What are the skillset required for an VLSI programmer? *
29.	Describe the employee hiring process you use for college recruiting ?*	34.	6. Are fresh graduates aware of skillset needed for an VLSI programmer? * Mark only one oval.
30.	2. Do fresh electronic graduates prefer IT sector because of high pay scale? * Mark only one oval. Yes No		Yes No
https://doce.goo	xgle.com/tomsid11607)#_QA9yGAQnH50IAqVmBwzFkU12He-u7hccSwiedt	7/11 https://docs.go	oge.com/tormold11607)F_QA9jGAQrtSOAqVmBezFkU12He-u7hcOaledt

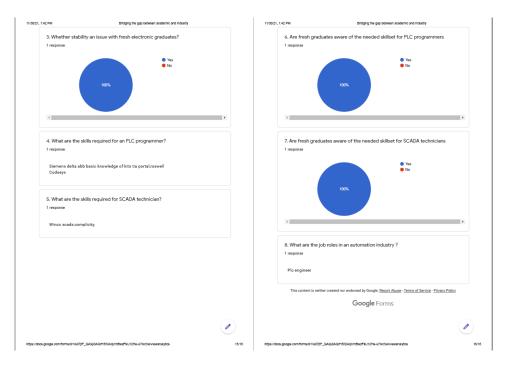
## VLSI



## **VLSI Response**

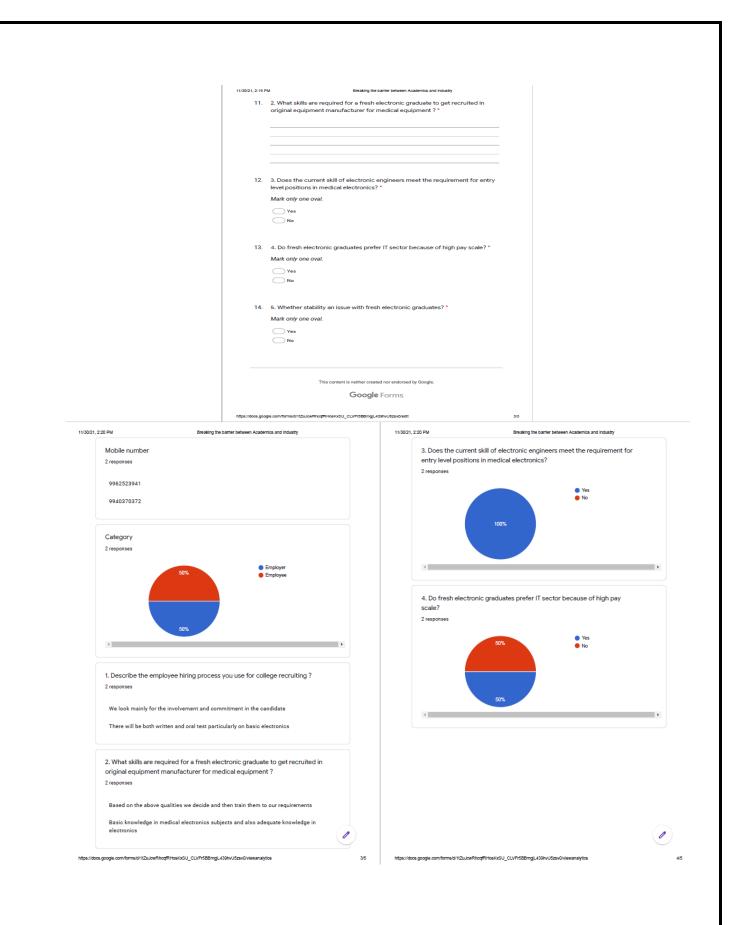
11/30/21, 1:40 PM	Bridging the gap between academic and industry	11/30/21, 1:40 PM	M Bridging the gap between academic and industry
35.	7. Why VLSI industry is reculant to hire fresh graduates? *	39.	4. What are the skills required for an PLC programmer?*
PLC	6 SCADA	40.	5. What are the skills required for SCADA technician? *
36.	1. Describe the employee hiring process you use for college recruiting ? *		
		41.	6. Are fresh graduates aware of the needed skillset for PLC programmers *
	2. Do fresh electronic graduates prefer IT sector because of high pay scale? *  Mark only one oval.  Yes  No  No  No  No  No  No  No  No  No  N		Mark only one oval.
	3. Whether stability an issue with fresh electronic graduates? * Mark only one oval. Yes No	42.	7. Are fresh graduates aware of the needed skillset for SCADA technicians * Mark only one oval. Vee No
hite Wace consider	sontamesticatif OxyoOctoCoxemoutUtite-Chastered	9/11 https://docs.co.co	R KINAMUSTICTY 200000004-MINITUTH-THOMAST

## PLC and SCADA



## PLC and SCADA Response

11/30/21, 2:19	PM Breaking the barrier between Academics and industry	11/30/21, 2:1	9 PM Breaking the barrier between Academics and industry
		6.	Name of the Organization/Institute *
	Breaking the barrier between		
	Academics and Industry		
	This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology,	-	
	Chennai	1.	Department *
	Required		Mark only one oval.
1.	Email *		C ECE/EEE/EIE
			CSE/IT
			MECHANICAL
2.	Name of the candidate *		
		8.	Mobile number *
3.	Age *		
		9	Category *
	Gender*		Mark only one oval.
4.			
	Mark only one oval.		Employer
	Male		Employee
	- Female		
		10	. 1. Describe the employee hiring process you use for college recruiting ? *
5.	Education level *		
	Mark only one oval.		
	Diploma		
	Undergraduate     PostGraduate		
	Doctrate		
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# **Chapter 4 Detailed analysis of the data**

				Ŷ	SYLLA	BUS UP	DATE		
F	PROFESS	OR	STUD	ENT	E	CMPLOY	(EE	INFERENCE	SOLUTION
	meet the	university industry	<b>S9:</b> Rate the eduand its application in the scale of 1 to	on to industry o 5.				The response from student's state that the	• Special focus must be given to updating the syllabus as per industry standards and requirements for engineers.
be an u curricul	you think t pdate of syl um for a te o meet the	labus and nure of 4	More than 85% people rated 3 and greater than 3. <b>S16:</b> What chang like to see in system? More emphasis on practical knowledge		required curricul	d for syl lum for te o meet the	an update labus and enure of 4 industrial Not Required	syllabus should more emphasis on practical knowledge. Hence, we suggest syllabus update is required.	<ul> <li>Lab experiment curriculum along with the equipment's/software needs to be change to meet the industry standards. The laboratory experiments should be given more weight age.</li> <li>The number of credits required for theory has to be reduced. For summer internships, credits have to be made mandatory.</li> <li>Make it a point to set a specific time frame to review and revise this syllabus, every 2-3 years.</li> </ul>
60.6%	35.4%	3.9%	78.5%	development 60.6%	55.6%	42.4%	2%		<ul> <li>Besides creating more industry-specific learning centres of excellence, make minimum 3-4 months of on-job industry training mandatory in all graduate courses.</li> <li>Asking practical based questions, conducting regular seminars on difficult topics, by involving students in more number of presentations and conducting extra hours of classes when the particular topic is not clear for the students.</li> </ul>

			INDU	JSTRY REQU	UIREMEN	NT (STUD	ENTS A	ND FACULTY)	
PR	OFESS	SOR	STUL	DENT	E	MPLOYE	E	INFERENCE	SOLUTION
P2: Select the awareness level of student about industrial requirement.			<b>S3:</b> Rate your industry require scale of 1 to 5.	<b>EE4:</b> Mention the awareness of industrial requirement by the student.Less thanGreater75 %			Majority of employee rated industry	<u>STUDENTS</u> • Establishment of Industry-Institute Partnership /Incubation Centre	
than 50 % 49.6 %	than 25 % 29.9%	20.5%	rated industry awareness 3 and Greater than 3	8% students rated awareness less than 3	25 % 45.5%	than 50 % 42.4%	12.1 %	awareness of student less than 25%. Students stated knowledge	visit Technical Institution to deliver lectures.
interaction sufficient students t	for fac to unde teeds. R		interaction p	he industrial rograms are students to ndustry needs.		ere the ab meet expec		gained from academic education is not sufficient for	<ul> <li>Apprenticeship/Scholarships/ Fellowships instituted by industries at the Institute for students.</li> <li>Practical training of students in industries.</li> <li>Institutes faculty may take up projects</li> </ul>
Greater that 60 %	%		Sufficient	Not Sufficient	Yes		No	performance in corporate world.	in industry and students should be involved to execute these projects.
respondent rated 5 and greater than	rat	spondents ted less an 5	61.6%	38.4%	76.8%	2	3.2%	Hence, we conclude industrial	• Industry owners/experts may be invited for lectures/interaction with the students in institutions.
			<b>S5:</b> Whether sessions are subthe industry need scale of 1 to 10. Greater than	ficient to meet eds. Rate in the				requirement of student was not met.	<ul> <li>FACULTY</li> <li>Organizing Workshops, conferences and symposia with joint participation of the faculty and the industries.</li> </ul>

Г Т Т		 1	
	%	•	Encouraging experts from industry
Respondents	Respondents		to visit Technical Institution to
rated greater	rated less than		deliver lectures.
than 8	8	•	Arranging visits of staff members to
<b>S6:</b> Do ye	ou feel that		various industries.
knowledge gair			Industrial testing by faculty &
	ducation is		technicians at site or in laboratory.
sufficient to pe			
the corporate wo		•	Joint research programs and field
	/104 :		studies by faculty and people from
Not Sufficient	Sufficient		industries.
50.20/	42.90/	•	Visits of faculty to industry for study
59.2%	42.8%		and discussions or delivering
			lectures on subjects of mutual
			interest.
		•	Short-term assignment to faculty
			members in industries.
		•	Making relative industrial
			experience as one of the essential
			requirement for appointing faculty in
			institutions.
			Faculty Involvement in Designing
			Skill Development Programs as per
			Industry Standards.
		•	Faculty Participations in Industry
			Conferences on similar Projects.
		•	Regular FDP Programs with
			Industry.
		•	Faculty to Monitor the Progress of
			Live Projects with Industry.

					INTI	ERNSHIP			
PROFI	ESSOR	Š	STUDENI		EMP	LOYER	INFERENCE		SOLUTION
<b>P12:</b> Rate the practice school 6 months) in the 10.	(internship >		oritize the b school (inter		<b>ER11:</b> Rate the practice schoo months) in the	Employers and Professors stated internship has	•	Courses should be interdisciplinary in nature and requires the knowledge of multiple domains;	
Percentage of respondents rated greater than 5 80%	Percentage of respondents rated less than 5 20 %	Real Time Industry Experie nce and Exposur e 1 <sup>st</sup> Priority	Helps to Make Professio nal Network	Add Values, Skills, and Experie nce to the CV 3 <sup>rd</sup> Priority	Employer rated importance of internship greater than 5	Employer rated importance of internship less than 5	remarkable effect on performance and Students stated it provides real time experience and exposure. Hence,	•	they need to be included in the curriculum of multiple disciplines. Engineering colleges need to introduce courses on creativity and innovation to stimulate problem- solving skills in future engineers. Student must also be introduced to
<b>P13:</b> How is college education or internship were useful for graduates to perform better in their job roles?		<b>S11:</b> Select the semester internship should be incorrested in the second state of the second		program rated to		nship useful for perform better in	we conclude the internship must be made mandatory for	•	the industry-initiated courses by entering into MoUs with relevant industries. Compulsory industry internships
Has remarkable effect on performance at job 87.4%	No effect on performance at job 12.6%	6 <sup>th</sup> 57.2 %	7 <sup>th</sup> 8 <sup>th</sup> 24.2         10.1           %         %	Any other 8.4%	Has remarkable effect on performance at job 88.9%	No effect on job performance	students.		will be helpful to the students to get to know the industry work culture and help them to prepare themselves in that direction.

		HACKA	THO	N/SEMINAR	/WORKSHOP/	PROJECT	
PROFESSOR	STU	DENT		EMPI	LOYER	INFERENCE	SOLUTION
related workshop and	<b>S7:</b> Does project provid experience?			practical / we necessary in th	a feel sufficient orkshop input is a institute before re appointed for astries.	Employer stated sufficient practical training is required before	<ul> <li>Incorporating student exchange programs as a part of internship and conducting various activities like seminars and workshops to</li> </ul>
		sit / Tech vative Idea vour college Work shop kathon / Se / Interns a prominen red in ind	% kshop/ hnical as are e? IV Some times emina ship / nt role lustry.	please specify t / workshop exp	No         11.1%         wer to 9 is yes, the % of practical posure required in s room training.         Theory 60% , Practical 40%         12.5%	entering industrial environment and there must be equal training on theory and practical. Hence we conclude seminars and workshops must be increased.	<ul> <li>improve the skills of the students.</li> <li>structured team projects promotes both teamwork and communication skills</li> <li>testing a prototype at a competition develops problem solving and creative thinking skills</li> <li>Include an external competitive to expose students to a wider context.</li> <li>Arrange alumni reviews and industry visits to help to contextualise the value of the projects to their own future</li> </ul>

1	1	1	1		
			shop		
	1 <sup>st</sup>	$2^{nd}$	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
	Prio	Prio	Prior	Prio	Prio
	r	r		r	r

STUDENT       EMPLOYER       INFERENCE       SOLUTION         S1: Are you interested to settle in your core field?       ER12: Select the suitable option to reduce the engineering skill gap.       Majority of employer stated hiring a       • Students should be encour companies frequently along to main a semester. This would he skills is a challenge.         Yes       No       Hiring a work ce out skill gap.       Look out with force your for special       work force with mixed skills is a challenge.       in a semester. This would he get awareness about Independent to the skills is a challenge.			
core field?       reduce the engineering skill gap.       stated hiring a       companies frequently along         Kes       No       Hire a       Enhan       Look       Work       workforce with mixed       in a semester. This would here	SOLUTION		
ForceSkilledHoreeSpectalHence we concludeenvironment.forcewith mixe d skillswith value skillslst value softist recruit ers skillsHence we conclude new courses must be included which has interdisciplinary skillIndustry people should be designing the curriculums of and reviewed frequently curriculum can meet the of Industry standard.73.1%26.9%3rd Prior2nd Prior1st Prior2nd Prior3rd Prior2nd Prior3rd Prior2nd Prior3rd PriorPrior Prior	ong with faculties d help students to Industry working be involved in s of the university tly so that the e expectations of the gap between by bringing into		

	CHALLENGES FACED BY HIRING MANAGERS														
	EMPI	OYEE			EMP	INFERENCE	SOLUTION								
hiring m	anagers w	challenges f hile hiring e details b Ensuring a good interview experienc e for candidate	students.	hiring n	nanagers v	challenges while hiring he details Ensuring a good interview experienc e for candidate	g students.		<ul> <li>Exposure to skills that grow the ability to build a good rapport, work efficiently and interact with others effectively.</li> <li>Skills that expand their ability, thinking skills such as analysis and evaluation of discussions.</li> <li>Training to improve recognition and respect for others beliefs behavior and</li> </ul>						
1 <sup>st</sup> Prior	2 <sup>nd</sup> Prior	3 <sup>rd</sup> Prior	4 <sup>th</sup> Prior	1 <sup>st</sup> Prior	2 <sup>nd</sup> Prior	3 <sup>rd</sup> Prior	4 <sup>th</sup> Prior		<ul> <li>attitude.</li> <li>Exposure so as to improve the ability to identify and analyze difficult problems under pressure and make reliable evaluation.</li> </ul>						

		FEED	BACK S	YSTEM BE	<b>TWEEN INDUS</b>	TRIES AND INST	TTUTION
	PROFESSO	R		EMPLOY	YEE	INFERENCE	SOLUTION
		is a need of industries and Not Required		here a need o dustries and in Mandatory	f feedback system stitution? Not Required	Majorityofemployeeandprofessorstated	e e
70.9%	26%	3.1%	53.5%	41.4%	5.1%	there is a need of feedback system between industries and educational institutes hence industrial workshops /Seminars must be increased	<ul> <li>MoU between the Institute and industries to bring the two sides emotionally and strategically closer.</li> <li>Having a close interaction in place, industries are able to participate in technical and vocational education programs, with the goal of cross-fertilizing ideas for systems improvement</li> </ul>

						I	INDUS	TRY	/ACA	DEM	IC C	COLLA	BAR	ATION		
PROFESSOR EMPLOYEE										EMPLOYER				INFERENCE		SOLUTION
P14: List any one obstacle in the academia industry collaboration.EE8: What changes would you suggest that will further facilitate/improve Academic- Industry collaboration?				you facili	sugges	t that prove	anges v will f Acad ation?	urther	EmployeeandEmployerstatedLong term internshipand Workshops will	•	Students should be encouraged to visit companies frequently along with faculties in a semester. This					
Out date d Syll abu s	Lack of prope r infras tructu re	More impor tance given to marks	No direct interacti on between industry experts and academi cians	Ind ustr ial Visi t	Wo rk sho ps by wor kin g prof essi onal	Lo ng ter m Int ern shi p	In- plant traini ng Groo ming and orient ation progr ams	Gro omi ng and orie ntat ion pro gra ms	Ind ustr ial Visi t	Wo rk sho ps by wor kin g prof essi onal	Lo ng ter m Int ern shi p	In- plant traini ng Groo ming and orient ation progr ams	Gro omi ng and orie ntat ion pro gra ms	improve academic industry collobration. Hence long term internships must be made mandatory.	•	would help students to get awareness about Industry working environment. Industry people should be involved in designing the curriculums of the university and reviewed frequently so that the curriculum can meet the expectations of Industry standard.
11 %	3.9%	41.7 %	`43.3%	48. 5%	72. 7%	76. 8%	48.5 %	42. 4%	25 %	62. 5%	50 %	12.5 %	50 %		•	Faculty should bridge the gap between theory and application by
most suppo Inst ituti	impo ort such Ade quat	rtant a collab Regula r	oration? Increase in	the collar Lac eas	aca boratio k of sily	demia n. Lac k	N initia	lustry o tive	in t collat Lac eas	the a coratio k of sily	caden n. Lac k	N initia	lustry o ative		•	bringing into colleges live projects from Industry. We must develop infrastructure and curriculum for creating and promoting entrepreneurs and
onal sup port	fun din	revisio n of syllab us	interactio n between two entities	infor n al alm every	lable matio bout nost /thing ed to	of effo rt fro m the	from indust s at acader n:	rialist nd micia	infor n al alm	lable matio pout nost rthing ed to	of effo rt fro m the	from indust s a acade n	rialist nd micia		•	self-financing businesses for students. Government should encourage and

12.6 %	11 %	14.2%	62.2%	44.4%	stud ents24. 2%	31.3%	industry 37.5%	stud ents25 %	37.5%
				required academic	for ind collaborat	ion.	required academic	for ind collaborat	ion.
				from both sides to bridge the gap	College should promote better work culture and provide them a practical picture.		Efforts from both sides to bridge the gap	College should promote better work culture and provide them a practical picture.	
				1 <sup>st</sup> Prior	2 <sup>nd</sup> Prior	2 <sup>nd</sup> Prior	1 <sup>st</sup> Prior	3 <sup>rd</sup> Prior	2 <sup>nd</sup> Prior

		PROBLEM SOLVI	NG/COMM	UNICATIO	)N/TE	CHN	ICAL SH	KILLS	
SKILLS	PROFESSOR	STUDENT	EMPL	OYER	EN	APLO	YEE	INFERENCE	SOLUTION
			ER2: Does of gradue employer ex No			es of g expecta yer?	ere the graduates ation by	Employer and Professor stated problem solving skill as important requirement. Hence co-curricular	PROBLEM SOLVING • The course should improve students'
			66.7%	33.3%	76.8		23.2%	activities must be included in curriculum to	ability to understand problems. Therefore,
			mismatch demand and skills in th sector profe India? Yes	there any in the d supply of e electronic essionals in No	to yo import require effecti indust The abilit y to learn and adap t to the ever chan ging indu stry	u is t tant ed to vely ry? Com muni cation skills along with a well round ed perso nality	to deliver within stipula ted time frames	enhance problem solving skills	<ul> <li>training should focus on strategies and tools that assist with problem analysis.</li> <li>Courses need to be designed to develop the habit of evaluation and reflection.</li> <li>The course should address misconceptions such as quickness in problem solving and the focus on solutions.</li> </ul>
			77.8%	22.2%	63.6	15.2	21.2%		

	[				1		01	0/		
							%	%		
			ER4: emplo skills gradu Sati	oyers of	satisfie with engine So	the			 -	• Colleges and the industry need to interact with each other more, pursue an
			sfie d	muc h satis ifed	me wha t satis ifie d	at all satis fied with qual ity ofen gine erin g grad uate skill s11. 1%				<ul> <li>aggressive policy of internship. This will give students an idea of how the corporate life is different from the academic life.</li> <li>Examination / Evaluation tactics should change. Emphasize on inference type questions, rather than fact-based questions.</li> <li>Encourage fresh engineers to research work, so that they can have bright future.</li> <li>In order to respond to</li> </ul>
			11.1 %	22.2 %	33.3 %	33.3 %				the globalisation, the engineering studies should touch the
Problem Solving Skills	<b>P3:</b> Prioritize the skills or abilities that students lack to gain employment during their career in industry.	<b>S4:</b> Mention the skill level accomplished for entry level positions through your academic syllabus.			nga	the ritized new				<ul> <li>should touch the global boundaries and should not confine to national boundaries only.</li> <li>Give importance to</li> </ul>

Prob lem Solv in g	Te ch ni ca l	Com mu nicati on	Lis t eni ng	Basic skill (Spea king/l isteni ng/W riting )	Higher order Thinki ng skills (Decis ion makin g /Innov ation)	Affe ctive empl oyabi lity skills (posi tive attitu de/Fl exibi	Prob lem Solv in g	Co m mu nic ati on	Tea m Wo rk	Lea ders hip	comunication
1 <sup>st</sup> Prior	2 <sup>nd</sup> Pr ior	3 <sup>rd</sup> Prior	4 <sup>th</sup> pri or	50 - 70% 2 <sup>nd</sup> Prior	50 - 70% 1 <sup>st</sup> Prior	lity/ Resp onsib ility) 50 - 70% 3 <sup>rd</sup> Prior	1 <sup>st</sup> Prior	3 <sup>rd</sup> Prio r	2 <sup>nd</sup> P r ior	4 <sup>th</sup> prio r	<ul> <li>SKILLS</li> <li>Colleges should on the soft sk interview followed Personality development programs.</li> <li>Need to i practical dime of evaluation forms of</li> </ul>
priorit	ized b	the quali by indust g freshers	try		<u>.</u>		ER5: skills studen	imp	ioritize ortant et hire	for	introduction, discussions, exams, presenta quizzes and pe
Prob lem Solv ing	Co m mu nic ati on	Tea m Wor k	Le ad er sh ip				Core emplo yabilit y skills	a ski	on u l	Comm inicati on skills	<ul> <li>quizzes and perinterviews to imstudent's communication.</li> <li>There is a ne conduct courses in beginning of the</li> </ul>

Technica		: Sel	or ect th	Prior ne pos				ose th			<ul><li>Frequently</li><li>1. Knowledge gaining workshop</li><li>2. Industry related workshop</li></ul>		between high- low-proficiency learners.	gap and
Skills				outable				attribı						
			ymer	nt base	d on			rment	base	d on				
	prio	rity.				prio	rity.							
	La	Р	Lo	La	Jo	La	Ро	Lo	La	Jo				
	ck	0	w	ck	b	ck	pul	w	ck	b				
	of	р	Ins	of	ор	of	ati	Ins	of	op				
	tec	ul	titu	co	por	tec	on	titu	со	por				
	hni	at	tio	m	tun	hni		tio	m	tun				
	cal	io	n/	mu	ity	cal		n/	mu	ity				
	ski	n	Un	nic	&q	ski		Un	nic	&q				
	lls		ive		ual	lls		ive	ati	ual				
			rsit	on	ific			rsit	on	ific				
			ySt	ski lls	ati			ySt	ski lls	ati				
			an dar	118	on mi			an dar	115	on mi				
			d		sm			d		sm				
					atc			-		atc				
					h					h				

	1 <sup>st</sup>	3 <sup>r</sup>		nd	4 <sup>th</sup>	$1^{st}$	5 <sup>th</sup>	3 <sup>rd</sup>	$2^{nd}$				
	Pri	Pı	i F	Pri	Pri	Pri	Pri	Pri	Pri				
	or	or	· c	or	or	or	or	or	or				
		5 <sup>t</sup>	h					$4^{\text{th}}$					
		P1						4 Pri					
		or						or					ľ
Ē	<b>P7:</b>	Do you	u thi	ink	that					<b>EE7:</b> A	re students		
	stude	ents eq	uipp	ed v	with					equipped	with		
	techr	nical an	id so	ft sl	kills					technical	and soft		
	to	meet	i	indu	stry					skills to r	neet industry		
	stand	lard r	ate	in	the					standard	rate in the		
	scale	of 1 to	5.							scale of 1	to 5.		
-	00.0/		1.0							D 1			
	89 %			2%						Responde	-		
	respo	ondents	re	spor	nde					nts rated	nts rated		
	rated	3 and	nt	s rat	ed					3 and	less than		
	great	er than	le	ss th	nan					greater	3		
	3		3							than 3			

59/23, 11:47 AM Solution for bridging the gap between Academia and industry	Size a contest, the question name was prepared as shown being Size and the size of the s
Solution for bridging the gap between	Mark only one oval.
Academia and Industry	Male
	- Female
This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology,	4. Education level *
Chennai	Mark only one oval.
* Indicates required question	Diploma
	Undergraduate
	Postgraduate
	Doctrate
	5. Non-office Conscionation for the test in the second se second second sec
	5. Name of the Organization/Institute
	6. Department *
	Mark only one oval.
	ECE/EEE/EIE
	CSE/IT
	MECHANICAL
1. Name of the candidate	
	OTHERS
2. Age	7. Mobile number
https://docs.googie.com/formsid/1JIJAyRyi1UNLoxprmxxmTa21pi/mWisqQSeaR2diGStpBY/edil?pi=1 1/12	https://docs.googie.com/forms/d/1J/Ayfty/1UNL.oxpmwxmTa21p/kmWisqQSeaR2diGStpBY/edit7pI=1 2/12
5/9/23, 11:47 AM Solution for bridging the gap between Academia and Industry	5/9/23, 11:47 AM Solution for bridging the gap between Academia and industry
8. Category *	<ol> <li>Choose the appropriate choice that makes the student industry ready. *</li> </ol>
Mark only one oval.	Mark only one oval.
Electronics/Electrical/ElE Students     Skip to question 22	Establishment of Industry-Institute Partnership /Incubation Centre.
Professor Skip to question 9	Apprenticeship/Scholarships/ Fellowships instituted by industries for students.
Employer Skip to question 9	Faculty must procure projects in association with industry and students should be involved to execute them.
Employee Skip to question 9     Job Seeker Skip to question 22	Regular interaction of SMEs (subject matter experts) with students through guest
Other Students Skip to guestion 22	lectures, workshops, symposiums etc.
Employer/Employee/Professor	11. 3. Choose an appropriate option that faculty should infer/contribute from *
	industry - institute collaboration.
<ol><li>Select the appropriate changes need to be made in syllabus. *</li></ol>	Mark only one oval.
Mark only one oval.	Organize research programs, Workshops, conferences and symposia with joint
Special focus must be provided for updating the syllabus as per industrial standard and ext a capacities time forms to cruice and cruice the cruice way 2.3 years	participation of the faculty with industries. Faculty visits to industry for study and discussions or delivering lectures on
and set a specific time frame to review and revise the syllabus every 2-3 years. Number of credits required for theory has to be reduced. Credits must be made	Faculty visits to industry for study and discussions or delivering lectures on subjects of mutual interest.
mandatory for summer internships and laboratory experiments should be given more weightage.	Implement Industry best practices in lab sessions or project execution.
weigntage.	<ul> <li>Faculty should involve in designing skill development programs as per industry standards via regular FDP.</li> </ul>
courses besides creating more industry-specific learning centers of excellence.	
Every student, on admission, would be put through a mandatory induction training to reinforce the fundamental concepts and the required language skills for technical	
education.	12. 4. Select the appropriate option that insists the importance of internships. *
	Mark only one oval.
	Internships provide exposure to the real world.
	<ul> <li>Internships provide students a great opportunity to establish critical networking connections.</li> </ul>
	Connections.
	Internships eloup sudent with note than just technical skins.
https://docs.google.com/forms/d/1/JJAyRy/1UNLoxpmwxmTa21pk/mWsqQSeaR2dIG3tp8Y/edit7pI=1 3/12	https://docs.googie.com/forms/d/1.JJjAyRy11UNLoxpmexmTa21pKmWsqQSeaR2diGStp8Y/edit?pt=1 4/12

Based on the analysis done on the previous tables, the questionnaire was prepared as shown below.

#### 5/9/23, 11:47 AN

13. 5. Choose the appropriate choice to reduce the skill gap among students with \* that of industry expectations.

Solution for bridging the gap between Academia and Industry

#### Mark only one oval.

To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.

In order to meet the industry expectations, curriculum needs to designed in collaboration with industry SMEs.

Faculty should bridge the gap between theory and application by working on live

industry projects All the above

14. 6. Pick out the appropriate option that insist importance of communication skill \* in employment.

Mark only one oval.

Colleges should focus on soft skills and personality development programs. There is a need to include practical dimensions of evaluation in the form of Self-introduction, group discussions, and personal interviews to improve student's verbal communication.

There is a need to conduct bridge courses in the beginning of the term to level the gap between high- and low-proficiency learners.

All the above.

#### VsqQSeaR2dlGStpBY/edit?p cs.google.com/forms/d/1JijAyRyI1UNLoxpmw

18. 10. Select the type of collaboration required between institutes and industries.\*

#### Mark only one oval.

5/9/23, 11:47 AM

We must develop infrastructure and curriculum for promoting entrepreneurship among students.

Solution for bridging the gap between Academia and Industry

Industries should provide fund for innovative thoughts of students.

Collaboration with the industry will allow undergraduates exposed to real case

studies and get training assistance for educational purposes.

Dedicated training on machinery equipment's and methods through properly planned industrial training.

19. 11. Pick out the appropriate requirement in technical skill for students.\*

Mark only one oval.

Colleges and the industry need to interact with each other, pursue a mandatory policy of internship. This provides an idea of difference between corporate and academic life.

Examination / Evaluation tactics should emphasize on inference type questions, rather than fact-based question

Engineering studies should touch the global boundaries and should not confine to national boundaries.

The focus must be given for practical knowledge, so fresh graduates can easily be employed or can become potential entrepreneurs.

#### 20. 12. Choose the appropriate choice to enhance problem solving skill for students. \* Mark only one oval.

The course should improve students' ability to understand problems. Therefore, training should focus on strategies and tools that assist with problem analysis.

Courses need to be designed to develop the habit of evaluation and reflection.

The course should address misconceptions such as quickness in problem solving and focus on solutions

All the above.

#### https://docs.google.com/forms/d/1JIJAyRyI1UNLoxpmwxmTa21pKmWsqQSeaR2dIGStpBY/edit?pll=1

7/12

### Solution for bridging the gap between Academia and Industry

15. 7. Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.

#### Mark only one oval.

5/9/23, 11:47 AM

Structured team projects promotes both teamwork and communication skills.

Prototype testing at a competition develops problem solving and creative thinking

There is a need to include an external competitive to expose students to a wider context

Live projects from industry for educational institutions to bring new innovative academic ideas in existing products/Services.

#### 16. 8. Choose the appropriate challenge faced by managers while hiring students. \* Mark only one oval.

- Lack of inter-personal communication skills among students.
- C Lack of learning ability, rationale thinking, analytical thinking etc among students.
- Lack of respect towards other opinions among students.
- ) Lack of exposure to identify and analyze difficult problems under pressure among students

#### 17. 9. Pick out the appropriate feedback system required between industries and institutes.

#### Mark only one oval.

Visits of experts and practicing engineers from industry for providing suggestions on research work.

Online Groups between Industry & Academia to discuss Common Parameters.

Academia should work in industry for a fixed term intermittently and industry experts should work in institutions.

Mutual review of academic curriculum, lab infrastructure facilities by the industry experts and innovative, cross functional ideas by faculty members.

Solution for bridging the gap between Academia and Industry

## https://docs.google.com/forms/d/1JIJAyRyI1UNLoxpmwxmTa21pKmWsqQSeaR2dlGStpBY/edit?

5/9/23, 11:47 AM

5/12

6/12

21. Please provide your valuable suggestions about the survey. \*

#### Mark only one oval.

C Excellent

## Good

Satisfactory

#### Student/Job Seeker

22. 1. Select the appropriate changes need to be made in syllabus.\*

#### Mark only one oval.

Special focus must be provided for updating the syllabus as per industrial standard and set a specific time frame to review and revise the syllabus every 2-3 years.

Number of credits required for theory has to be reduced. Credits must be made mandatory for summer internships and laboratory experiments should be given more weightage.

Minimum 3-4 months of on-job industry training is mandatory for all graduate courses besides creating more industry-specific learning centers of excellence.

Every student, on admission, would be put through a mandatory induction training to reinforce the fundamental concepts and the required language skills for technical education.

#### 23. 2. Choose the appropriate choice that makes the student industry ready.

#### Mark only one oval.

https://docs.google.com/forms/d/1JijAyRy11UNLoxpmwxmTa21pKmWsqQSeaR2diGStpBY/edit?pli=1

Establishment of Industry-Institute Partnership /Incubation Centre.

Apprenticeship/Scholarships/ Fellowships instituted by industries for students. Faculty must procure projects in association with industry and students should be

involved to execute the Regular interaction of SMEs (subject matter experts) with students through guest

lectures, workshops, symposiums etc

			47 AM Solution for bridging the gap between Academia and industry	
47 AM	Solution for bridging the gap between Academia and Industry	5/9/23, 11:		
24.	<ol><li>Select the appropriate option that insists the importance of internships. *</li></ol>		27. 6. Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.	
	Mark only one oval.			
	Internships provide exposure to the real world.		Mark only one oval.	
	<ul> <li>Internships provide students a great opportunity to establish critical networking connections.</li> </ul>		Structured team projects promotes both teamwork and communication skills.     Detecting testing at a competition develope problem solving and creative thicking	
	Internships equip student with more than just technical skills.		Prototype testing at a competition develops problem solving and creative thinking skills.	
	Internships allows students to gain a competitive edge.		There is a need to include an external competitive to expose students to a wider context.	
			context.	
			academic ideas in existing products/Services.	
25.	<ol> <li>Choose the appropriate choice to reduce the skill gap among students with that of industry expectations.</li> </ol>			
	Mark only one oval.		28. 7. Choose the appropriate challenge faced by managers while hiring students. *	
	To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.		Mark only one oval.	
	In order to meet the industry expectations, curriculum needs to designed in		Lack of inter-personal communication skills among students.	
	collaboration with industry SMEs.		Lack of learning ability, rationale thinking, analytical thinking etc among students.	
	<ul> <li>Faculty should bridge the gap between theory and application by working on live industry projects.</li> </ul>		Lack of respect towards other opinions among students.	
	All the above		Lack of exposure to identify and analyze difficult problems under pressure among students.	
26.	<ol> <li>Pick out the appropriate option that insist importance of communication skill * in employment.</li> </ol>		<ol> <li>8. Pick out the appropriate feedback system required between industries and         * institutes.     </li> </ol>	
	Mark only one oval.		Mark only one oval.	
			· ·	
	Colleges should focus on soft skills and personality development programs. There is a need to include practical dimensions of evaluation in the form of Self-		Visits of experts and practicing engineers from industry for providing suggestions on research work.	
	introduction, group discussions, and personal interviews to improve student's verbal		Online Groups between Industry & Academia to discuss Common Parameters.	
	communication. There is a need to conduct bridge courses in the beginning of the term to level the		<ul> <li>Academia should work in industry for a fixed term intermittently and industry experts should work in institutions.</li> </ul>	
	gap between high- and low-proficiency learners.		Mutual review of academic curriculum, lab infrastructure facilities by the industry	
	All the above.		experts and innovative, cross functional ideas by faculty members.	
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s.google 47 AM	.com/formi/df1/jk/fty11UNLospmaxmTb21pk/mWaqQdeaR2dlGdbfbYedtTpi+1 Dolution for bridging like gap between Academia and Industry	9/12 https://doc 5/9/23, 11		10/12
47 AM				10/12
47 AM	Solution for bridging the gap between Academia and Industry		547 AM Solution for bridging the gap between Academia and industry	10/12
47 AM	Solution for bridging the gap between Academia and Industry 9. Select the type of collaboration required between institutes and industries. * Mark only one oval. Use must develop infrastructure and curriculum for promoting entrepreneurship		Colution for bridging the gap between Academia and Industry 33. Please provide your valuable suggestions about the survey. *	10/12
47 AM	Solution for bringing the gap between Academia and Industry 9. Select the type of collaboration required between institutes and industries. * Mark only one oval. We must develop infrastructure and curriculum for promoting entrepreneurship among students.		1x7 AM     Solution for bridging the gap between Academia and Industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.     Excellent       Good     Good	10/12
47 AM	Solution for bridging the gap between Academia and Industry 9. Select the type of collaboration required between institutes and industries. * Mark only one oval. Use must develop infrastructure and curriculum for promoting entrepreneurship		:x7 AM     Solution for arising the gap between Academia and industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.	10/12
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47 AM	Soution for bridging the gap between Academia and Industry 9. Select the type of collaboration required between institutes and industries. * Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship among students.  Industries should provide fund for innovative thoughts of students.  Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.  Dedicated training on machinery equipment's and methods through properly		C27AM     Soution for bridging the gap between Academia and Industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.	10/12
47 am 30.	Solution for bringing the gap between Academia and Industries.*  Academia and Industries.*  Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship ang students.  Industries should provide fund for innovative thoughts of students.  Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.  Dedicated training on machinery equipment's and methods through properly planned industrial training.		1x7 AM     Solution for bridging the gap between Academia and Industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.     Excellent       Good     Good	10/12
атам 30.	Soution for bringing the gap between Academia and industries.*  Academia and industries.*  Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship and students.  Industries should provide fund for innovative thoughts of students.  Dedicated training assistance for educational purposes. Dedicated training on machinery equipment's and methods through properly planned industrial training.		C27AM     Soution for bridging the gap between Academia and Industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.	10/12
47 am 30.	Solution for bringing the gap between Academia and Industries.*  Academia and Industries.*  Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship ang students.  Industries should provide fund for innovative thoughts of students.  Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.  Dedicated training on machinery equipment's and methods through properly planned industrial training.		XFTAM       Soution for bridging the gap between Academia and industry         3.1       Please provide your valuable suggestions about the survey. *         Mark only one oval.	10/12
47 AM 30.	Soution for bringing the gap between Academia and industries.*  Academia and industries.*  Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship and students.  Industries should provide fund for innovative thoughts of students.  Dedicated training assistance for educational purposes. Dedicated training on machinery equipment's and methods through properly planned industrial training.		XFTAM       Soution for bridging the gap between Academia and industry         3.1       Please provide your valuable suggestions about the survey. *         Mark only one oval.	10/12
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## Professor

Chapter 5 Result and Discussion The survey was carried out on students, job seekers, professors, employer and employees. The data collection was done through online questionnaire. It consists of both open ended and closed ended questions. The closed ended questions are used to analyze the responses easily. The closed ended questions are for unlimited and impulsive perspectives. We have received a total of 533 responses as shown in **Table 1**. We have received 108 responses from industry professionals, 125 responses from professors, 43 responses from jobseekers and 257 responses from students. The classification of respondents based on educational qualification is depicted in **Table 2**. The following are the research findings.

Gender	Total no of	Percentage
	Respondents	
Male	280	52.5
Female	253	47.5
Total	533	100.0
Respondents		

Table 5.1. Classification of respondents based on Gender

	Responder	nts	Percentage			
	Diploma	6	1.1			
Education	Undergraduate	348	65.3			
	Postgraduate	113	21.2			
	Doctorate	66	12.4			
Total Respondents		533	100.0			

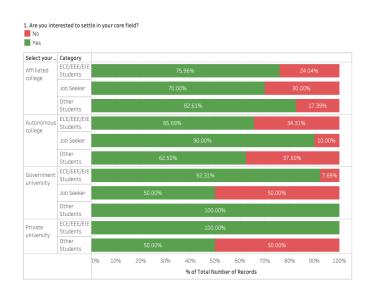


Figure 5.1. Students career interest in core sector

The **Figure 5.1.** states large number of students responded they are interested to work in core sector. From **Figure 5.1.** it is observed 75.9% of students and Job seekers responded to settle in core sector. But there is a wide gap between demand and supply of quality electronic engineers. This is due to lack of training on appropirate skillset required for industry. The **Figure 5.2.** depicts 53.1% of students and job seekers from government and private universities stated the internship must be incorporated in sixth semester for better outcome. The **Figure 5.3.** shows 56.6% students stated academic education is not sufficient to survive in industrial environment. So frequent training on technical skills and soft skills needs to be provided in academic institutes in appropriate time.

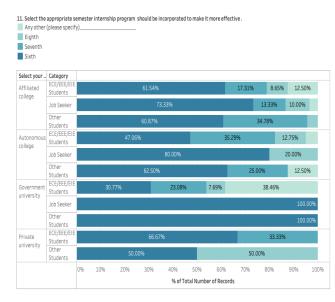


Figure 5.2. Students response for incorporation of internship programs

Select your	Category										
college -	ECE/EEE/EIE Students		46.15	96				53.85	96		
	Job Seeker	16.67%				83.33%					
	Other Students		43.48%			56.52%					
Autonomous college	ECE/EEE/EIE Students		47.06%				52.94%				
	Job Seeker	50.00%			50.00%						
	Other Students		37.50%			62.50%					
university -	ECE/EEE/EIE Students	53.85%				46.15%					
	Job Seeker	100.00%									
	Other Students		50.00%				50.00%				
Private university	ECE/EEE/EIE Students									100	.00%
	Other Students									100	.00%

Figure 5.3. Student's response on meeting corporate expectation

The **Figure 5.4.** shows 41.4% academician responded more importance is given to marks and 43% academician responded there is no direct interaction between industry experts and academicians. The **Figure 5.5.** depicts 71.1% academician responded there is a need of feedback system between institute and industry. The solution for **Figure 5.4. and 5.5.** can be achieved by increasing the interaction between industry experts and academicians via industrial visits, workshops and seminars.

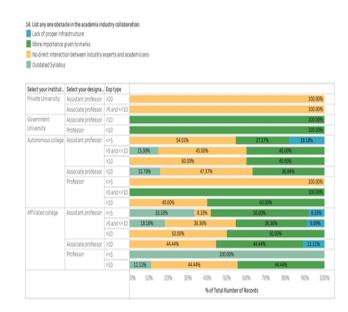


Figure 5.4. Academician response for obstacle in academic and industry collaboration

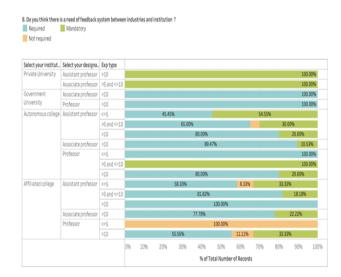


Figure 5.5. Faculties response on need of feedback between industries and educational institutes

Employer response for question in **Figure 5.6.** states industries are not satisfied with fresh graduates. Students lack in fundamentals, and problem-solving skills in their specialization. Industrialist states that students lack interest and commitment. Job stability is the major concern with fresh graduates. Quality talent is a major challenge that Electronics Design players are facing in outside world. Students are expected to have good knowledge on industrial requirements and strong in electronic fundamentals. The **Figure 5.7.** depicts 44.4% response from employee states that the major obstacle in industry and academic collaboration is lack of available resources related to industry, 31.3% employees stated lack of effort from students. There must be platform for faculties and students to access resources related to industry such as information on website and online forums.

Category	Department	7. Mention the reason corporate leaders and industrialist are not satisfied with rece	
Employer	ECE/EEE/EIE	Clarity in thought.	
		Knowledge level	
		Lack of foundation knowledge and problem solving skills	
		Meeting with current requirements	
		The Main Reason would be, Being an Engineer is more about Persona than Just Knowledge, the Engineer should have the Right Attitude in Soliving the Problem more over just to Give solution and just do what they are toold to do. Personality and Individuality Development should be Kept as Foundation before Learning a Skill and Mastering the Field	
	OTHERS	Lack of interst and commitment	
		No core knowledge	
		The candidates are absolutely weak in the most basic things - For example an EEE or ECE grad is unable to solv a simple problem using OHM's law / Kirchoff's laws. They claim to have "done". C language but unable to write very simple "for loop" on their own.	

Figure 5.6. Industry experts' response on expectation level from graduates

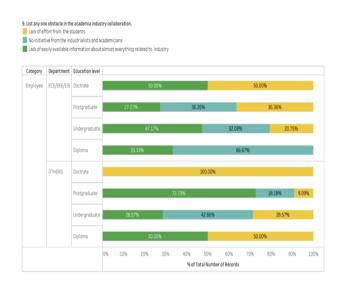


Figure 5.7. Employee response on obstacle in industry academic collaboration

Survey method was used with the help of a questionnaire to build Solution for bridging the gap between Academia and Industry. The questionnaire covered 1. Causes of gaps between academia and industry 2. Effects of these gaps. 3. Remedies and Actions for filling these gaps. Based on the answers to questionnaire received from the students, job seekers, professors, employer and employees various remedies are discussed detail to fill the gap between industry and institute.

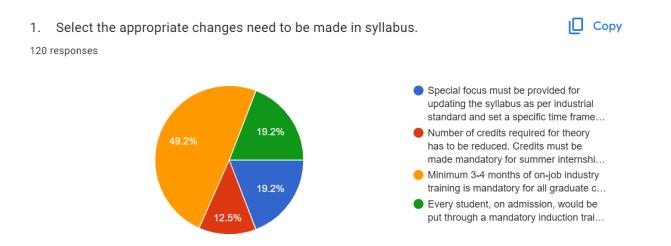


Figure 5.8. Professor/Employer/Employee responded on changes need to be made in syllabus.

From Figure 5.8. majority of academicians and industry people has suggested Minimum 3-4 months of on-job industry training is mandatory for all graduate courses besides creating more industry-

specific learning centers of excellence.

3. Select the appropriate option that insists the importance of internships.



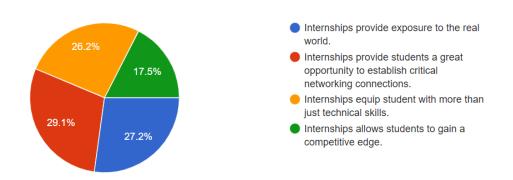


Figure 5.9. Students/Job seeker responded importance of internship.

From above Figure 5.9. majority of students suggested that Internships provide exposure to the real world and provide students a great opportunity to establish critical networking connections.
 Discussion:

#### Table 5.3. Industry & Academia Collaboration

1	Organizing Industry-Academia Interfaces i.e.HR Meets, HR Summit etc
2	Faculty Development Programs by Industry.
3	Online Groups between Industry & Academia to discuss Common Parameters.

#### Table 5.4. Industry-Institute linkage

1	Frequent visits and interaction by faculty and students to the related industries.
2	Guest lecturers from experts in the industry
3	Dedicated training and experience on machinery equipment and methods in industry through properly planned industrial training.
4	Making relative industrial experience as one of the essential requirement for appointing faculty in institutions.

#### Table 5.5. live projects to Academia by Industry

1	To Judge the Skill Level of Students before Placing them in Industries.
2	To bring New Innovative Academic Ideas in Existing Products/Services.
3	When Outsourcing Work of an Industry requires Research.
4	Long-Term Projects where Academia can effectively contribute in Years.

Copy

1	Faculty Involvement in Designing Skill Development Programs as per Industry
	Standards.
2	Faculty Participations in Industry Conferences on similar Projects.
3	Regular FDP Programs with Industry.
4	Faculty to Monitor the Progress of Live Projects with Industry.

#### Table 5.6. Academia to equip faculty for latest industry ready skills

#### Table 5.7. Planning internship programmes to meet industry requirement

1	By Studying New Innovative Products/Services Possible to Industry & then Plan
	Internship.
2	By Fusion of Internship Programs with Outsourcing Projects of Industry.
3	Long-Term Projects to be taken & to be passed on to various Batches for Execution
	purpose.
4	Projects with Value Additions to Industries has Better Approval Prospects.

#### Table 5.8. Steps by Universities to involve industry experts in internship

1	Online Interfaces to be planned i.e. through Skype, Video Conferencing etc
2	By planning Weekend Interfaces after approvals from Industry.
3	Flexible Interfaces to be planned as per Feasibility of Industry Experts.
4	By planning FDP's at Industry only based upon suitability.

#### Table 5.9. Curriculum design to meet practical requirement of industry

	1	Having workshops	of industrial re	epresentatives a	and faculties	on svllabus	preparation
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- 2 Sending syllabus to experts in industry before adopting in institutions
- 3 Evaluating the requirements of industry and adding required knowledge in syllabus.
- 4 Having representatives from related industry while preparing syllabus.

#### Table 5.10. Strategies for future of Industry –Academia for designing collaborative Models

1	By Involving Students in Live Projects with Industries.
2	By Continuously upgrading the Skill Levels of Students.
3	By Designing Internships with Pre-defined Deliverables.
4	Through Regular Interaction with Industries.

#### Table 5.11. Strategic Planning requirements by universities to bridge industry-Institute Gap

- 1 Regular Updation in Academia Curriculum as per Market.
- 2 Design Events to inculcate Critical, Systematic Thinking to address Changes.
- 3 By adopting Industry-Centric Strategic Planning in Academia.
- 4 Regular Up gradation of Academia Infrastructure.

#### Table 5.12. Strategies by universities for obtaining industry inputs for curriculum design

1	Inviting Industry Experts for Discussions on Latest Developments in Industry.
2	Asking Suggestions from Industries regarding Updations required in Curriculum.
3	Incorporation of Industry's View of Competency Based Approach to Curriculum.
4	By Involving Industry Mentors in Regular Studies

## Chapter 6 Findings/Summary and Recommendations

#### **ENGINEERING EDUCATION FUTURE**

The survey findings should be studied not only to obtain ratings and rankings, but also to learn about, appraise, and evaluate the current situation. If we account for these characteristics, the gap between engineering education and industry will diminish. The corporate environment is extremely competitive, unpredictable, and unclear in multiple ways. The requirement of adaptation to globalization and vertical development, engineering institutions should reach out to the world by providing high-quality technical education. Keeping engineering students unemployed is unhealthy for their families and bad for the economy. Essentially, no country will progress without the assistance of engineers. The procedures that follow will assist to alleviate this awful predicament to a considerable extent.

- 1. Education of high quality should be prioritized.
- 2. Every engineering student should be offered a job guarantee.
- 3. Engineering graduates who are unemployed should be compensated monetarily.
- 4. Those seeking admission to engineering programs should be instilled with confidence.
- 5. Encouragement of the professional job in the appropriate branch, so that they would be delighted since they have chosen the right group.
- 6. Encourage new engineers to conduct research so that they could progress in career.

#### SUGGESTIONS

- 1. Class room learning would be an engaging part if theoretical and practical learning were given equal weightage.
- 2. Internships should not be done for the purpose of documentary work; rather, they should be used to gain experience with real projects.

- 3. Faculties, who play an important role in encouraging students, should have industrial experience to help students understand way things are done in organizations. Furthermore, the staff must be trained on a regular basis by visiting industries to stay up to date on the recent developments.
- 4. In colleges, grades and marks determine a student's performance; nevertheless, in industry, a candidate's performance in handling a project and how candidate overcomes is evaluated.
- 5. Industry academic partnership is essential for institutions to stay current with recent demands for the advancement of student's future.
- 6. At the entry level, student's mindset is a degree is sufficient to acquire a job must be modified.
- 7. Making it mandatory for students to be a part of several cells such as NSS, AICUF, and CSI will help them overcome stage fright and inspire them to improve professionally.
- 8. Alumni associations play an important function; holding frequent alumni meetings would assist students in developing current needs.

#### CONCLUSION

Majority of professor response states, there is a lack of interaction between industry and academic institution. Students feedback states that academic education is not sufficient to survive in industrial environment. Industry experts have highlighted a number of factors where academics is falling short. It is observed that, there is gap between demand and Supply of graduates as well as there is degradation in quality among graduates. The participants presented ideas and suggestions for best practices and noted how best has to be done to connect students for more opportunities to gain strong technical knowledge. The suggestions include formal relation between the employer and the university. After reviewing several papers and interviewing individuals, we found that the primary lag is in the educational system. Students are racing for grades, yet they lack skills since the curriculum is outdated. As a result, it is the role of universities to overcome educational problems and devise innovative

approaches to bridge such gaps. The educational institutes and industries should take appropriate steps for the happening of interaction between industry experts and faculty members. A regulatory body comprised of experts from industry and academia can be created to continually monitor and identify gaps, as well as to make ongoing attempts to bridge those gaps.

#### **RESEARCH SUMMARY**

National Science and Technology Management Information Output: Study for Meeting the Demand and Supply of Quality Electronic Engineers in Technical Field (2020-2022)by Dr. Sankara Malliga G, Professor and Head & R.Logeshwaran, Assistant Professor, Anand Instittue of Higher Technology, Kazhipathur, Chennai 603103

Professional education is pursued by students for a number of reasons, one of which is to secure employment. As per ASSOCHAM report published in 2016, the education quality is deteriorating and the number of un-employed graduates is increasing. The market requirement does not meet graduate competency. The industry academia gap refers to the mismatch between industry demands and graduate competency. Engineering is the core of innovation and knowledge-based economy, processing the next generation of talent engineers with the required set of skills is essential. The main objective of this paper is to identify the reasons for degradation of quality among electronic engineering graduates. The study explores interaction of the professional education system with regard to industry-related factors and industry-academic gap representing as the principle component. Literature survey performed in order to analyse the gap between demand and supply of electronic engineers. The survey was performed in two perspective 1. Academia and 2. Industry. The survey utilized google form for collecting both quantitative and qualitative data among academicians, engineering students and industry persons. The collected data was clustered and analysed using data visualization tool. The study's findings show that there is a mismatch between graduate skills and industry competencies. The findings are remarkable because they have practical implications for both employers and academia in bridging the skill gap.

#### **End Project Deliverables:**

#### Discussion

#### Table 1 Industry & Academia Collaboration

1	Organizing Industry-Academia Interfaces i.e.HR Meets, HR Summit etc
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2	Faculty Development Programs by Industry	y.
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3 Online Groups between Industry & Academia to discuss Common Parameters.

#### Table 2 Industry-Institute linkage

1	Frequent visits and interaction by faculty and students to the related industries.	

- 2 Guest lecturers from experts in the industry
- 3 Dedicated training and experience on machinery equipment and methods in industry through properly planned industrial training.
- 4 Making relative industrial experience as one of the essential requirement for appointing faculty in institutions.

#### Table 3 live projects to Academia by Industry

1	To Judge the Skill Level of Students before Placing them in Industries.
2	To bring New Innovative Academic Ideas in Existing Products/Services.
3	When Outsourcing Work of an Industry requires Research.
4	Long-Term Projects where Academia can effectively contribute in Years.

#### Table 4 Academia to equip faculty for latest industry ready skills

1	Faculty Involvement in Designing Skill Development Programs as per Industry
	Standards.
2	Faculty Participations in Industry Conferences on similar Projects.
3	Regular FDP Programs with Industry.
4	Faculty to Monitor the Progress of Live Projects with Industry.

#### Table 5 Planning internship programmes to meet industry requirement

1	By Studying New Innovative Products/Services Possible to Industry & then Plan
	Internship.
2	By Fusion of Internship Programs with Outsourcing Projects of Industry.
3	Long-Term Projects to be taken & to be passed on to various Batches for Execution
	purpose.
4	Projects with Value Additions to Industries has Better Approval Prospects.

#### Table 6 Steps by Universities to involve industry experts in internship

- 1 Online Interfaces to be planned i.e. through Skype, Video Conferencing etc
- 2 By planning Weekend Interfaces after approvals from Industry.
- 3 Flexible Interfaces to be planned as per Feasibility of Industry Experts.
- 4 By planning FDP's at Industry only based upon suitability.

#### Table 7 Curriculum design to meet practical requirement of industry

- 1 Having workshops of industrial representatives and faculties on syllabus preparation
- 2 Sending syllabus to experts in industry before adopting in institutions
- 3 Evaluating the requirements of industry and adding required knowledge in syllabus.
- 4 Having representatives from related industry while preparing syllabus.

#### Table 8 Strategies for future of Industry –Academia for designing collaborative Models

- 1 By Involving Students in Live Projects with Industries.
- 2 By Continuously upgrading the Skill Levels of Students.
- 3 By Designing Internships with Pre-defined Deliverables.
- 4 Through Regular Interaction with Industries.

#### Table 9 Strategic Planning requirements by universities to bridge industry-Institute Gap

- 1 Regular Updation in Academia Curriculum as per Market.
- 2 Design Events to inculcate Critical, Systematic Thinking to address Changes.
- 3 By adopting Industry-Centric Strategic Planning in Academia.
- 4 Regular Up gradation of Academia Infrastructure.

#### Table 10 Strategies by universities for obtaining industry inputs for curriculum design

1	Inviting Industry Experts for Discussions on Latest Developments in Industry.
2	Asking Suggestions from Industries regarding Updations required in Curriculum.
3	Incorporation of Industry's View of Competency Based Approach to Curriculum.
4	By Involving Industry Mentors in Regular Studies

#### **KEY OUTCOMES OF THE PROJECT**

- 1. Education of high quality should be prioritized.
- 2. Every engineering student should be offered a job guarantee.
- 3. Engineering graduates who are unemployed should be compensated monetarily.
- 4. Those seeking admission to engineering programs should be instilled with confidence.
- 5. Encouragement of the professional job in the appropriate branch, so that they would be delighted since they have chosen the right group.
- 6. Encourage new engineers to conduct research so that they could progress in career.

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### Annexure

### Questionnaire

### Breaking the barrier between Academics and Industry

This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology, Chennai

\* Required

I. Email address \*



- 2. Name of the candidate \*
- 3. Age \*
- 4. Gender \*

Mark only one oval.

\_\_\_\_ Male

Female

5. Education level \*

Mark only one oval.

- Diploma
- Undergraduate
- Postgraduate
- Doctrate
- 6. Name of the Organization/Institute \*
- 7. Department \*

Mark only one oval.

- ECE/EEE/EIE

- OTHERS
- 8. Mobile number \*
- 9. Category \*

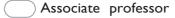
- Electronics/Electrical/EIE Students Skip to question 58
- Professor Skip to question 10
- Employer Skip to question 41
- Employee Skip to question 29
- **Job Seeker** Skip to question 58
- Other Students Skip to question 58

Professor	
-----------	--

10. Select your designation \*

Mark only one oval.

Assistant professor



Professor

II. Select your institute type \*

Mark only one oval.



Affiliated college

Government University

- Private University
- 12. Your total work experience in years \*
- 13. Does the university syllabus meets the industry requirement? \*

Mark only one oval.



14. Select the awareness level of student about industrial requirement. \*

Mark only one oval.

Less than 25%

Greater than 50%

75%

#### 15. Prioritize the skills or abilities that students lack to gain employment during their career in industry. \*

Mark only one oval per row.

Prrobllem sollviir	ng 🔾	$\bigcirc$	$\bigcirc$	$\bigcirc$
Techniicall		$\bigcirc$	$\bigcirc$	
Liistteniing	$\bigcirc$	$\bigcirc$	$\bigcirc$	
Communiicattiio	on	$\bigcirc$	$\bigcirc$	$\bigcirc$

16. Does industrial interaction programs are sufficient for students and faculties to understand the industry needs. Rate in the scale of 1 to 10. \*

Mark only one oval.

	I	2	3	4	5	6	7	8	9	10	
Low	$\bigcirc$	High									

17. How often industry related workshop and knowledge gaining workshop are conducted in your college? \*

Mark only one oval per row.

	Frequently	Rarely	Sometimes
Industtrry rrellatted worrkshop	$\bigcirc$	$\bigcirc$	$\bigcirc$
Knowlledge gaiiniing worrkshop	$\bigcirc$	$\bigcirc$	$\bigcirc$

18. Do you think there must be an update of syllabus and curriculum for a tenureof 4 years to meet the industrial requirement? \*

Mark only one oval.

Required
 Not required
 Mandatory

19. Do you think that students equipped with technical and soft skills to meet industry standard rate in the scale of 1 to 5. \*



20. Do you think there is a need of feedback system between industries and institution ? \*

Mark only one oval.

Required

Not required

Mandatory

21. Select the qualities prioritized by industry while hiring freshers. \*

Mark only one oval per row.

	Ist Priority	2nd Priority	3rd Priority	4th priority
Prrobllem sollviing	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Communiicattiion	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Teamworrk	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Leaderrshiip				

22. Select the possible factors attributable to unemployment based on priority. \*

Mark only one oval per row.

	l st priority	2nd priority	3rd priority	4th priority	5th priority
	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Popullattiion					
Low IInsttiittuttiion/Uniiverrsiitty	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Sttandarrd	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Lack off ttechniicall skiillls	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Job oppo <b>rt</b> un <b>ity &amp; qualification</b> miismattch					

23. Mention the reason corporate leaders and industrialist are not satisfied with https://docs.google.com/forms/d/18H\_uli8YZTjZcOtfR28b69FFCa4-J8LlvISqyTOhhew/edit?ts=601a3e44&gxids=7628

recent graduates? \*

24. Rate the importance of practice school (internship > 6 months) in the scale of 1 to 10. \*

Mark only one oval.

	Ι	2	3	4	5	6	7	8	9	10	
Low	$\bigcirc$	High									

25. How is college education or internship were useful for graduates to perform better in their job roles? \*

Mark only one oval.



Has remarkable effect on performance at job



No effect on performance at job

26. List any one obstacle in the academia industry collaboration. \*

Mark only one oval.

Outdated Syllabus

Lack of proper infrastructure



- No direct interaction between industry experts and academicians
- 27. What do you think is the most important factor to support such a collaboration ? \*

Mark only one oval.



Adequate funding

- Regular revision of syllabus
  - Increase in interaction between two entities
- 28. Please provide your valuable suggestions about the survey. \*

#### Mark only one oval.

Excellent

Good

Satisfactory

Ε	mployee				
29.	Job description *				
30.	Were the abilities of graduates meet	expectatior	ו by employ	/er? *	
	Mark only one oval.				
	Yes				
	No				
31.	What according to you is the most in effectively in industry ? *	nportant sk	ill required	to functior	ı
	Mark only one oval.				
	The ability to learn and adapt to the	e everchangi	ng industry		
	Communication skills along with a	well rounde	d personality		
	Professional knowledge and ability	to deliver w	rithin stipulat	ed time fram	ies.
32.	Select the challenges faced by hiring provide the details based on priority.	-	while hirin	g students.	Please
	Mark only one oval per row.				
		l st Priority	2nd Priority	3rd Priority	4th Priority
		$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
	Sellecttiing tthe rriightt candiidatte		()		
	Buiilldiing a sttrrong emplloyerr brrand				
	Ensurriing a good iintterrviiew experriience	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
	fforr candiidatte				
	Prressurre tto ffiilli open posiittiions			$\bigcirc$	

33. Mention the awareness of industrial requirement by the student. \*

Less than 25%
---------------

Greater than 50%

75%

**34.** Is there an update required for syllabus and curriculum for a tenure of 4 yearsto meet the industrial requirement ? \*

Mark only one oval.

Required

Not required

- Mandatory
- 35. Is there a need of feedback system between industries and institution ?\*

Mark only one oval.

Required

Not required

Mandatory

**36.** Are students equipped with technical and soft skills to meet industry standard rate in the scale of 1 to 5. \*

Mark only one oval.



**37.** What changes would you suggest that will further facilitate/improve Academic-Industry collaboration? \*

Check all that apply.

Industrial Visit
 Workshops by working professional
 Long term Internship
 In-plant training
 Grooming and orientation programs

38. List any one obstacle in the academia industry collaboration. \*

Mark only one oval.

Lack of easily available information about almost everything related to industry

Lack of effort from the students

- No initiative from the industrialists and academicians
- 39. Prioritize the factors required for industry and academic collaboration. \*

Mark only one oval per row.

	Ist Priority	2nd Priority	3rd Priority
Efffortts ffrom botth siides tto brriidge tthe gap	$\bigcirc$	$\bigcirc$	$\bigcirc$
Colllege shoulld prromotte betttterr worrk culltturre and prroviide tthem a prracttiicall piictturre	$\bigcirc$	$\bigcirc$	$\bigcirc$
Sylllabus shoulld be morre prracttiicall orriientted as perr iindusttrry rrequiirrementt.	$\bigcirc$	$\bigcirc$	$\bigcirc$

40. Please provide your valuable suggestions about the survey. \*



## Employer / HR / Recruiter

41. Job description \*

42. Mention the qualities prioritized while hiring a new college graduate. \*

Mark only one oval per row.

	Ist Priority	2nd Priority	3rd Priority	4th Priority
Prrobllem sollviing	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Communiicattiion	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Teamworrk	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Leaderrshiip				

43. Does the abilities of graduates meet employer expectations? \*

Mark only one oval.

$\subset$	$\supset$	Yes
$\subset$	$\supset$	No

44. Is there any mismatch in the demand and supply of skills in the electronic sector professionals in India ? \*

Mark only one oval.

$\square$	)	Yes
$\square$	)	No

45. How satisfied the employers with the skills of engineering graduates? \*

Mark only one oval.

Satisfied

- Not much satisifed
- Somewhat satisified

Not at all satisfied with quality of engineering graduate skills

#### 46. Prioritize the skills important for students to get hired. \*

Mark only one oval per row.

	lst priority	2nd priority	3rd priority
Corre emplloyabiilliitty skiillls	$\bigcirc$	$\bigcirc$	$\bigcirc$
Prroffessiionall skiillls			
Communiicattiion skiillls			

**47.** Select the challenges faced by hiring managers while hiring students. Please provide the details based on priority. \*

Mark only one oval per row.

l st Priority	2nd Priority	3rd Priority	4th Priority
$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$

Prressurre tto ffiill open posiittiions

- **48.** Mention the reason corporate leaders and industrialist are not satisfied with recent graduates? \*
- **49.** Do you feel sufficient practical / workshop input is necessary in the institute before the students are appointed for training in industries. \*

Mark only one oval.

Yes No

50. How is college education/internship useful for graduates to perform better in their job roles? \*

Mark only one oval.

Has remarkable effect on performance at job



No effect on job performance

**51.** If answer to 9 is yes, please specify the % of practical / workshop exposure required in relation to class room training.

Mark only one oval.

- Theory 50% , Practical 50 %
- Theory 70% , Practical 30 %
- Theory 60% , Practical 40%
- Theory 80% , Practical 20%
- Theory 90% , Practical 10%
- Any others ( Please specify ) \_\_\_\_\_
- 52. Rate the importance of practice school (internship > 6 months) in the scale of 1 to 10. \*

	I	2	3	4	5	6	7	8	9	10	
Low	$\bigcirc$	High									

#### 53. Select the suitable option to reduce the engineering skill gap. \*

Mark only one oval per row.

	l st Priority	2nd Priority	3rd Priority	4th Priority	5th Priority
Hiirriiing a Skiillled worrk fforrce					
Hiirre a worrkfforrce wiitth miixed skiillls					
Enhance yourr emplloyee vallue prroposiittiion	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Lookoutt fforr valluablle soffttskiillls	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Worrk wiitth speciialliistt rrecurriitterrs	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$

**54.** What changes would you suggest that will further facilitate/improve Academic-Industry collaboration? \*

Check all that apply.

- Industrial visit
- Workshops by working professional
- Long Term Internship
- In Plant Training
- Grooming and Orientation Program
- 55. List any one obstacle in the academia industry collaboration. \*

#### Mark only one oval.

Lack of easily available information about almost everything related to industry





#### 56. Prioritize the factors required for industry and academic collaboration. \*

Mark only one oval per row.

	Ist Priority	2nd Priority	3rd Priority
Efffortts ffrom botth siides tto brriidge tthe gap	$\bigcirc$	$\bigcirc$	$\bigcirc$
Colllege should prromotte betttterr worrk culltturre and prroviide tthem a prracttiicall piictturre	$\bigcirc$	$\bigcirc$	$\bigcirc$
Sylllabus shoulld be morre prracttiicall orriientted as perr iindusttrry rrequiirrementt.	$\bigcirc$	$\bigcirc$	$\bigcirc$

57. Please provide your valuable suggestions about the survey. \*

Mark only one oval.

Excellent

Satisfactory

### **Student/Job Seeker**

58. Select your institute type \*

Mark only one oval.

- Affiliated college
- Autonomous college
- Government university
- Private university
- 59. Are you interested to settle in your core field? \*

Mark only one oval.

Yes

60. If Yes, please mention few core company names.

61. Rate your awareness of industry requirement in the scale of 1 to 5. \*



# 62. Mention the skill level accomplished for entry level positions through your academic syllabus. \*

Mark only one oval per row.

	Less than 25%	50% to 75%	75%
Basiic skiilll((Speakiing/Iliistteniing/Wrriittiing))			$\bigcirc$
Hiigherr orrderr Thiinkiing skiillls((Deciisiion makiing/IInnovattiion))	$\bigcirc$	$\bigcirc$	$\bigcirc$
Affffecttiive emplloyabiilliitty skiillls((posiittiive attttiittude/Fllexiibiilliitty/Responsiibiilliitty))		$\bigcirc$	$\bigcirc$

## **63.** Whether the practical sessions are sufficient to meet the industry needs. Ratein the scale of 1 to 10? \*

	Ι	2	3	4	5	6	7	8	9	10	
Disagree	$\bigcirc$	Agree									

64. Do you feel that knowledge gained from your academic education is sufficient to perform well in the corporate world? \*

Mark only one oval.



Mark only one oval.

sufficient

65. Does your academic project provides good learning experience ?\*

$\square$	)	Yes
$\square$	$\supset$	No

**66.** Does the industrial interaction programs are sufficient for students to understand the industry needs. \*

Mark only one oval.

Sufficient

Insufficient

67. Rate the education quality and its application to industry in the scale of 1 to 5.

	I	2	3	4	5	
Low	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	High

## **68.** How often Workshop/Industrial Visit/Technical Seminar/Innovative Ideas are conducted in your college? \*

Mark only one oval per row.

	Frequently	Rarely	Sometimes
Worrkshop	$\bigcirc$	$\bigcirc$	$\bigcirc$
Industrriiall Viisiitt	$\bigcirc$	$\bigcirc$	$\bigcirc$
Techniicall Semiinarr	$\bigcirc$	$\bigcirc$	$\bigcirc$
IInnovattiive IIdeas	$\bigcirc$	$\bigcirc$	$\bigcirc$

**69.** Select the appropriate semester internship program should be incorporated to make it more effective . \*

Mark only one oval.

Eighth
Seventh
Sixth
Any other (please specify)

70. Prioritize the benefit of practice school (internship > 6 months). \*

Mark only one oval per row.

	Ist Priority	2nd Priority	3rd Priority
Reall Tiime IIndusttrry Experriience and Exposurre	$\bigcirc$	$\bigcirc$	$\bigcirc$
Hellps tto Make Prroffessiionall Nettworrk	$\bigcirc$	$\bigcirc$	$\bigcirc$
Add Vallues,, Skiillls,, and Experriience tto tthe CV	$\bigcirc$		$\bigcirc$

# 71. Does hackathon/Seminar/Workshop/Internship/Project plays a prominent role to get recruited in industry. Select the appropriate choice. \*

Mark only one oval per row.

	lst priority	2nd priority	3rd priority	4th priority	5th priority
Hackatthon	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
IIndusttrriiall worrkshop	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
IIntterrnshiip	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Prrojjectt	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Semiinarr	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$

### 72. Choose the possible factors attributable to unemployment based on priority.

Mark only one oval per row.

	l st priority	2nd priority	3rd Priority	4th priority	5th priority
Popullattiion					
Low IInsttiittuttiion/Uniiverrsiitty	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Sttandarrd Lack off ttechniicall skiillls	$\square$				
Lack off communiicattiion skiillls	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
<b>J</b> ob oppo <b>rt</b> un <b>it</b> y & qua <b>lifi</b> cation miismattch	$\bigcirc$		$\bigcirc$	$\bigcirc$	$\bigcirc$

73. Mention the skill you feel need to be enhanced to get a job? \*

74. What changes would you like to see in our education system? \*

Check all that apply.

More emphasis on practical knowledge
--------------------------------------

- Importance should be given to skill development
- 75. Please provide your valuable suggestions about the survey. \*

Mark only one oval.

Excellent

Good

Satisfactory

This content is neither created nor endorsed by Google.



# Bridging the gap between academic and industry

This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology, Chennai

\* Required

- 1. Email \*
- 2. Name of the candidate \*
- 3. Age \*
- 4. Gender \*

Mark only one oval.

🔵 Male

🔵 Female

5. Education level \*

Mark only one oval.

Diploma

- Undergraduate
- PostGraduate
- Doctrate

- 6. Name of the Organization/Institute \*
- 7. Department \*

Mark only one oval.

- ECE/EEE/EIE
- CSE/IT
- MECHANICAL
- OTHERS
- 8. Mobile number \*
- 9. Category \*

Mark only one oval.

_			
r	)	Emp	lovor
		EIID	lover
		1.	- ) -

Employee

10. Domain \*

Mark only one oval.

EMBEDDED AND ROBOTICS Skip to question 11

VLSI Skip to question 29

PLC & SCADA Skip to question 36

#### EMBEDDED AND ROBOTICS

11. 1. Describe the employee hiring process you use for college recruiting?\*

 2. Do fresh electronic graduates prefer IT sector because of high pay scale? \* Mark only one oval.



13. 3. Whether stability an issue with fresh electronic graduates? \*

Mark only one oval.

$\square$	)	Yes
$\square$	)	No

14. 4. Is 'quality talent' a challenge that Electronics Design players are facing/going to face in India? \*

Mark only one oval.



🔵 No

15. 5. What is the trend in the hiring process you see in the electronics design industry today? \*

16. What is the key technology skill sets that are in demand in the industry today?
\*

17. 7. How would you advise an aspirant on the right steps to follow while applying for a job in electronics design sector? \*

18. 8. When you hire what are the key basic skills that you look for? \*

19. 9. With smart cities in the picture, what are the talent requirements and in which all sectors? \*

20. 10. a. What are the skill sets required for someone looking to work in electric vehicle sector? \*

21. 10 b. What are the challenges faced in hiring candidate for electric vehicle sector ? \*

22. 11. What would be your advice to the academia-how should they reinvent their curriculum to create techies suitable for the industry? \*

- 23. 12. What steps can academic institutions take to bridge the industry-academia gap for the electronics design sector? \* 24. 13. What are the right steps to follow to become a successful design engineer? \* 25. 14. Whether fresh engineering graduates are aware of skills required for pcb design entry level positions ? \* Mark only one oval. Yes No
- 26. 15. Whether fresh engineering graduates are equipped with skills required for pcb design entry level positions? \*

Mark only one oval.

Yes No

27. 16. Whether fresh graduates are aware of skill set required for inverter design?

Mark only one oval.

$\square$	Yes	
$\subset$	No	

\*

28. 17. Whether fresh graduates are equipped with skillset required for inverter design ? \*

Mark only one oval.

Yes

VLSI

29. 1. Describe the employee hiring process you use for college recruiting ?\*

 2. Do fresh electronic graduates prefer IT sector because of high pay scale? \* Mark only one oval.

Yes No

31. 3. Whether stability an issue with fresh electronic graduates? \*

Mark only one oval.

$\square$	Yes	
$\subset$	No	

32. 4. What are the job roles in VLSI industry? \*

33. 5. What are the skillset required for an VLSI programmer? \*

34. 6. Are fresh graduates aware of skillset needed for an VLSI programmer? \* Mark only one oval.

$\square$	Yes
$\square$	No

35.	7. Why VLSI industry is reculant to hire fresh graduates? *
PL	C & SCADA
36.	1. Describe the employee hiring process you use for college recruiting ? $^{\star}$
27	2. De freek electronic greductes profer IT sector becouse of high pour secle2 *
37.	2. Do fresh electronic graduates prefer IT sector because of high pay scale? * Mark only one oval.
	Yes
	No
38.	3. Whether stability an issue with fresh electronic graduates? * <i>Mark only one oval.</i>
	Yes

) No

39.	4. What are the skills required for an PLC programmer? *
40.	5. What are the skills required for SCADA technician? *
41.	6. Are fresh graduates aware of the needed skillset for PLC programmers *
41.	
	Mark only one oval.
	Yes
	No
42.	7. Are fresh graduates aware of the needed skillset for SCADA technicians *

Mark only one oval.

$\square$	)	Yes

No

43. 8. What are the job roles in an automation industry?\*

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# **Google** Forms

 $https://docs.google.com/forms/d/11s07 jt F_QA9y0AQrH5 iSIAqVmBwzFkU12He-u7lxcSw/edit$ 

# Breaking the barrier between Academics and Industry

This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology, Chennai

\* Required

- 1. Email \*
- 2. Name of the candidate \*
- 3. Age \*
- 4. Gender \*

Mark only one oval.

🔹 ) Male

🔹 🗍 Female

5. Education level \*

Mark only one oval.

Diploma

- Undergraduate
- PostGraduate
- Doctrate

- 6. Name of the Organization/Institute \*
- 7. Department \*

Mark only one oval.

- ECE/EEE/EIE
- CSE/IT
- MECHANICAL
- OTHERS
- 8. Mobile number \*
- 9. Category \*

Mark only one oval.

\_\_\_\_ Employer

Employee

10. 1. Describe the employee hiring process you use for college recruiting ? \*

11. 2. What skills are required for a fresh electronic graduate to get recruited in original equipment manufacturer for medical equipment?\* 3. Does the current skill of electronic engineers meet the requirement for entry 12. level positions in medical electronics? \* Mark only one oval. Yes No 13. 4. Do fresh electronic graduates prefer IT sector because of high pay scale? \* Mark only one oval. Yes No 14. 5. Whether stability an issue with fresh electronic graduates? \* Mark only one oval. Yes No

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# Solution for bridging the gap between Academia and Industry

This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology, Chennai

\* Indicates required question



- 1. Name of the candidate
- 2. Age

3. Gender

Mark only one oval.

🔵 Male

🔵 Female

4. Education level \*

Mark only one oval.

🔵 Diploma

🔵 Undergraduate

Postgraduate

Doctrate

#### 5. Name of the Organization/Institute

6. Department \*

Mark only one oval.

ECE/EEE/EIE

CSE/IT

OTHERS

7. Mobile number

8. Category \*

Mark only one oval.

on 22

Professor Skip to question 9

Employer Skip to question 9

Employee Skip to question 9

Job Seeker Skip to question 22

Other Students Skip to question 22

Employer/Employee/Professor

9. 1. Select the appropriate changes need to be made in syllabus. \*

Mark only one oval.

Special focus must be provided for updating the syllabus as per industrial standard and set a specific time frame to review and revise the syllabus every 2-3 years.

Number of credits required for theory has to be reduced. Credits must be made mandatory for summer internships and laboratory experiments should be given more weightage.

Minimum 3-4 months of on-job industry training is mandatory for all graduate courses besides creating more industry-specific learning centers of excellence.

Every student, on admission, would be put through a mandatory induction training to reinforce the fundamental concepts and the required language skills for technical education.

10. 2. Choose the appropriate choice that makes the student industry ready. \*

Mark only one oval.

Establishment of Industry-Institute Partnership /Incubation Centre.

Apprenticeship/Scholarships/ Fellowships instituted by industries for students.

Faculty must procure projects in association with industry and students should be involved to execute them.

Regular interaction of SMEs (subject matter experts) with students through guest lectures, workshops, symposiums etc.

11. 3. Choose an appropriate option that faculty should infer/contribute from industry - institute collaboration.

Mark only one oval.

Organize research programs, Workshops, conferences and symposia with joint participation of the faculty with industries.

Faculty visits to industry for study and discussions or delivering lectures on subjects of mutual interest.

Implement Industry best practices in lab sessions or project execution.

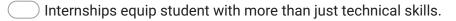
Faculty should involve in designing skill development programs as per industry standards via regular FDP.

#### 12. 4. Select the appropriate option that insists the importance of internships. \*

Mark only one oval.

Internships provide exposure to the real world.

Internships provide students a great opportunity to establish critical networking connections.





 5. Choose the appropriate choice to reduce the skill gap among students with \* that of industry expectations.

Mark only one oval.

To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.

In order to meet the industry expectations, curriculum needs to designed in collaboration with industry SMEs.

Faculty should bridge the gap between theory and application by working on live industry projects.

All the above

 Pick out the appropriate option that insist importance of communication skill \* in employment.

Mark only one oval.

Colleges should focus on soft skills and personality development programs.

There is a need to include practical dimensions of evaluation in the form of Selfintroduction, group discussions, and personal interviews to improve student's verbal communication.

There is a need to conduct bridge courses in the beginning of the term to level the gap between high- and low-proficiency learners.

All the above.

15. 7. Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.

Mark only one oval.

Structured team projects promotes both teamwork and communication skills.

Prototype testing at a competition develops problem solving and creative thinking skills.

There is a need to include an external competitive to expose students to a wider context.

Live projects from industry for educational institutions to bring new innovative academic ideas in existing products/Services.

16. 8. Choose the appropriate challenge faced by managers while hiring students. \*

Mark only one oval.

Lack of inter-personal communication skills among students.

Lack of learning ability, rationale thinking, analytical thinking etc among students.

Lack of respect towards other opinions among students.

Lack of exposure to identify and analyze difficult problems under pressure among students.

 Pick out the appropriate feedback system required between industries and \* institutes.

#### Mark only one oval.

Visits of experts and practicing engineers from industry for providing suggestions on research work.

Online Groups between Industry & Academia to discuss Common Parameters.

Academia should work in industry for a fixed term intermittently and industry experts should work in institutions.

Mutual review of academic curriculum, lab infrastructure facilities by the industry experts and innovative, cross functional ideas by faculty members.

18. 10. Select the type of collaboration required between institutes and industries. \*

Mark only one oval.

We must develop infrastructure and curriculum for promoting entrepreneurship among students.

Industries should provide fund for innovative thoughts of students.

Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.

Dedicated training on machinery equipment's and methods through properly planned industrial training.

19. 11. Pick out the appropriate requirement in technical skill for students. \*

Mark only one oval.

Colleges and the industry need to interact with each other, pursue a mandatory policy of internship. This provides an idea of difference between corporate and academic life.

Examination / Evaluation tactics should emphasize on inference type questions, rather than fact-based questions.

Engineering studies should touch the global boundaries and should not confine to national boundaries.

The focus must be given for practical knowledge, so fresh graduates can easily be employed or can become potential entrepreneurs.

20. 12. Choose the appropriate choice to enhance problem solving skill for students. \*

Mark only one oval.

The course should improve students' ability to understand problems. Therefore, training should focus on strategies and tools that assist with problem analysis.

Courses need to be designed to develop the habit of evaluation and reflection.

The course should address misconceptions such as quickness in problem solving and focus on solutions.

All the above.

21. Please provide your valuable suggestions about the survey. \*

Mark only one oval.

Excellent

Good

Satisfactory

#### Student/Job Seeker

22. 1. Select the appropriate changes need to be made in syllabus. \*

#### Mark only one oval.

Special focus must be provided for updating the syllabus as per industrial standard and set a specific time frame to review and revise the syllabus every 2-3 years.

Number of credits required for theory has to be reduced. Credits must be made mandatory for summer internships and laboratory experiments should be given more weightage.

Minimum 3-4 months of on-job industry training is mandatory for all graduate courses besides creating more industry-specific learning centers of excellence.

Every student, on admission, would be put through a mandatory induction training to reinforce the fundamental concepts and the required language skills for technical education.

#### 23. 2. Choose the appropriate choice that makes the student industry ready.

#### Mark only one oval.

Establishment of Industry-Institute Partnership /Incubation Centre.

Apprenticeship/Scholarships/ Fellowships instituted by industries for students.

Faculty must procure projects in association with industry and students should be involved to execute them.

Regular interaction of SMEs (subject matter experts) with students through guest lectures, workshops, symposiums etc.

24. 3. Select the appropriate option that insists the importance of internships. \*

Mark only one oval.

Internships provide exposure to the real world.

Internships provide students a great opportunity to establish critical networking connections.

Internships equip student with more than just technical skills.

- Internships allows students to gain a competitive edge.
- 4. Choose the appropriate choice to reduce the skill gap among students with \* that of industry expectations.

Mark only one oval.

To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.

In order to meet the industry expectations, curriculum needs to designed in collaboration with industry SMEs.

Faculty should bridge the gap between theory and application by working on live industry projects.

All the above

 Pick out the appropriate option that insist importance of communication skill \* in employment.

Mark only one oval.

Colleges should focus on soft skills and personality development programs.

There is a need to include practical dimensions of evaluation in the form of Selfintroduction, group discussions, and personal interviews to improve student's verbal communication.

There is a need to conduct bridge courses in the beginning of the term to level the gap between high- and low-proficiency learners.

All the above.

 Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.

Mark only one oval.

Structured team projects promotes both teamwork and communication skills.

Prototype testing at a competition develops problem solving and creative thinking skills.

There is a need to include an external competitive to expose students to a wider context.

Live projects from industry for educational institutions to bring new innovative academic ideas in existing products/Services.

28. 7. Choose the appropriate challenge faced by managers while hiring students. \*

Mark only one oval.

Lack of inter-personal communication skills among students.

Lack of learning ability, rationale thinking, analytical thinking etc among students.

Lack of respect towards other opinions among students.

Lack of exposure to identify and analyze difficult problems under pressure among students.

 Pick out the appropriate feedback system required between industries and \* institutes.

#### Mark only one oval.

Visits of experts and practicing engineers from industry for providing suggestions on research work.

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Academia should work in industry for a fixed term intermittently and industry experts should work in institutions.

Mutual review of academic curriculum, lab infrastructure facilities by the industry experts and innovative, cross functional ideas by faculty members.

30. 9. Select the type of collaboration required between institutes and industries. \*

Mark only one oval.

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Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.

Dedicated training on machinery equipment's and methods through properly planned industrial training.

31. 10. Pick out the appropriate requirement in technical skill for students. \*

Mark only one oval.

Colleges and the industry need to interact with each other, pursue a mandatory policy of internship. This provides an idea of difference between corporate and academic life.

Examination / Evaluation tactics should emphasize on inference type questions, rather than fact-based questions.

Engineering studies should touch the global boundaries and should not confine to national boundaries.

The focus must be given for practical knowledge, so fresh graduates can easily be employed or can become potential entrepreneurs.

32. 11. Choose the appropriate choice to enhance problem solving skill for students. \*

Mark only one oval.

The course should improve students' ability to understand problems. Therefore, training should focus on strategies and tools that assist with problem analysis.

Courses need to be designed to develop the habit of evaluation and reflection.

The course should address misconceptions such as quickness in problem solving and focus on solutions.

All the above.

#### 33. Please provide your valuable suggestions about the survey. \*

Mark only one oval.

Excellent

Good

Satisfactory

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# **Google** Forms

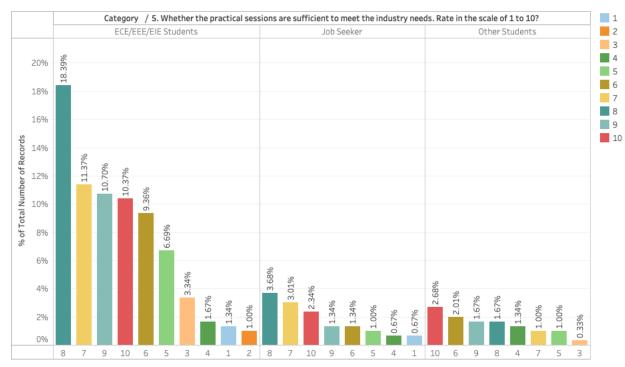
# File Number: DST/NSTMIS/2019/354/2020-21Topic: Study for Meeting the Demand and Supply of Quality Electronic<br/>Engineers in Technical FieldProject Investigator: Dr Sankara Malliga G, Professor & Head / ECE,<br/>ANAND INSTITTUE OF HIGHER TECHNOLOGY,<br/>Kazhipathur, Chennai 603103

#### **QUERY NO.1**

#### Include only the findings of the present study as per the approved objectives – 5 nos

**Objective 1:** To identify the reasons for degradation of quality among engineering graduates

Majority of professor and industry expert response states, there is a lack of interaction between industry and academic institution. The educational institutes and industries should take appropriate steps for the happening of interaction between industry experts and faculty members. The student's feedback states that academic education is not sufficient to survive in industrial environment.



#### Figure: Students response for adequacy of practical sessions in academic institutes

**Objective 2:** Providing solutions to reduce the gap between getting of talented engineers and unemployment

Frequent training on technical skills and soft skills needs to be provided in academic institutes in appropriate time. The participants presented ideas and suggestions for best practices and noted how best has to be done to connect students for more opportunities to gain strong technical knowledge.

<b>REDUCTION OF SKILL GAP</b>										
STUI	DENT			EMPLOY		INFERENCE	SOLUTION			
S1:       Are you interested to settle in your core field?       ER12:       Select the suitable option to reduce the engineering skill gap.         Hiring       Hire a       Enhance       Look out       Work with		Majority of employer stated hiring a workforce with mixed skills is a challenge. Hence we conclude new courses	• Students should be encouraged to visit companies frequently along with faculties in							
Yes	No	a skilled force	force with mixed skills	employee value proposition	valuable soft skills	specialist recruiters	must be included which has interdisciplinary skill set.	a semester. This would help students to get awareness about Industry working		
73.1%	26.9%	3 <sup>rd</sup> Prior	2 <sup>nd</sup> Prior	1 <sup>st</sup> Prior	2 <sup>nd</sup> Prior	3 <sup>rd</sup> Prior		<ul> <li>environment.</li> <li>Industry people should be involved in designing the curriculums of the university and reviewed frequently so that the curriculum can meet the expectations of Industry standard.</li> </ul>		

the gap between
theory and application
by bringing into
colleges live projects
from Industry.

					I	NTERNSHIP					
PROFI	PROFESSOR STUDENT					EMPLO	OYER	INFERENCE		SOLUTION	
practice school	importance of $(internship > 6 scale of 1 to 10)$	6  (internship > 6 months).		> 6 (internship > 6 months). practice school (internship >		Employers and Professors stated internship has remarkable effect on performance and Students	•	Courses should be interdisciplinary in nature and requires the knowledge of			
or internship w	Percentage of respondents rated less than 5 20 %			ional k	Add Values, Skills, and Experience to the CV 3 <sup>rd</sup> Priority ester internship o make it more	Employer rated importance of internship greater than 5 <b>ER8:</b> How education/intern graduates to per their job roles?	-	stated it provides real time experience and exposure. Hence, we conclude the internship must be made mandatory for students.	•	multiple domains; they need to be included in the curriculum of multiple disciplines. Engineering colleges need to introduce courses	
Has remarkable effect on performance at job 87.4%	No effect on performance at job	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Any other 8.4%	Has remarkable effect on performance at job 88.9%	No effect on job performance		•	on creativity and innovation to stimulate problem- solving skills in future engineers. Student must also be introduced to the industry-initiated courses by entering	

## **Objective 3:** To mitigate the Lack of knowledge to meet the demand in technical field

				into MoUs	with
				relevant industr	ries.
			•	Compulsory	
				industry interns	hips
				will be helpfu	ıl to
				the students to	get
				to know	the
				industry v	work
				culture and	help
				them to pre-	pare
				themselves in	that
				direction.	

		HACKATHON/SEMINAR	/WORKSH	)P/PROJE(	CT	
PROFESSOR	ST	UDENT	EMPL	OYER	INFERENCE	SOLUTION
<b>P5:</b> How often industry related workshop and knowledge gaining workshop are conducted in your college?	<b>S7:</b> Does your academic experience?	project provides good learning	<b>ER9:</b> Do sufficient workshop necessary institute l students appointed in industrie	practical / input is in the before the are for training	Employer stated sufficient practical training is required before entering industrial environment and	<ul> <li>Incorporating student exchange programs as a part of internship and conducting various activities like seminars and workshops to improve the skills of the students.</li> <li>structured team projects promotes</li> </ul>
Knowledge Gaining	Yes	No	Y es	No	there must be equal training on theory	both teamwork and communication skills
workshop conducted more	83.5%	16.5%	88.9%	11.1%	and practical.	communication skills

frequently than								Hence we conclude	• testing a prototype at a
Industry related workshop								seminars and	competition develops problem
workshop								workshops must be	solving and creative thinking
		often Work	÷				answer to 9 ase specify	increased.	skills
	Seminar/min			u in your cor	iege.		practical /		• Include an external competitive
						-	exposure		to expose students to a wider
						required in class room	relation to training.		context.
	Tech.	Innovtive	ideas	Workshop	IV	Theory Theory			• Arrange alumni reviews and
	seminar			1		50%,	60% ,		industry visits to help to
						Practical 50 %	Practical 40%		contextualise the value of the
									projects to their own future
	Frequently	Rarely	7		Sometimes	87.5%	12.5%		careers.
		ackathon / Sen		*					• Students will experience
	plays a propriate	minent role to choice.	get recruit	ed in industry	y. Select the				significant improvement in
			To 1 - (of -1	During	Gundan	-			communication skill, team
	Internship	choice. Hackathon Industrial workshop		Project	Seminar				working skill, critical thinking
			··· • • • • • • • • •						and problem-solving skill, moral
	1 <sup>st</sup> Prior	2 <sup>nd</sup> Prior	3 <sup>rd</sup> Prior	4 <sup>th</sup> Prior	5 <sup>th</sup> Prior				and professional ethics skills after
									their industrial training
									• Giving live projects to Academia
									by Industry to bring New
									Innovative Academic Ideas in
									Existing Products/Services.
									• Long-Term Projects where
									Academia can effectively
									contribute in Years.

# **Objective 4:** To create, test, and regulate a questionnaire to assess the gap between academic production and industry need

#### **Enclosed in Annexure I**

			INI	DUSTRY REQU	IREMEN	Г (STUDE	NTS AI	ND FACULTY)	
PR	OFESSO	R	STUE	DENT	EN	IPLOYEE		INFERENCE	SOLUTION
<b>P2:</b> Select the awareness level of student about industrial requirement.		<b>S3:</b> Rate your industry requires scale of 1 to 5.	<b>EE4:</b> Mention the awareness of industrial requirement by the student.			Majority of employee rated industry awareness of student less than 25%.	• Establishment of Industry- Institute Partnership /Incubation Centre		
Greater than 50 %	an 50 than 25 %		92% students rated industry awareness 3 and Greater	8% students rated awareness less than 3	Less than 25 %	Greater than 50 %	75 %	Students stated knowledge gained from academic education is	• Encouraging experts from industry to visit Technical Institution to deliver lectures.
49.6 %	29.9%	20.5%	than 3		45.5%	42.4%	12.1 %	not sufficient for performance in	• R&D Laboratories sponsored by industries at the Institute.
programs faculties understand	<b>P4:</b> Does industrial interaction programs are sufficient for faculties and students to understand the industry needs. Rate in the scale of 1 to 10.		S8: Does to interaction p sufficient for understand the i	graduates	ne the abilition by empl	meet	corporate world. Hence, we conclude industrial requirement of student was not met.	<ul> <li>Apprenticeship/Scholarships/ Fellowships instituted by industries at the Institute for students.</li> <li>Practical training of students in industries.</li> <li>Institutes faculty may take up</li> </ul>	
Greater that % responde rated 5 and	ents %	ss than 40 pondents	Sufficient Not Sufficient		Yes No				projects in industry and students should be involved to execute
greater thar	n 5 rat	-	61.6%	38.4%	76.8%	2.	3.2%		<ul><li>these projects.</li><li>Industry owners/experts may be invited for lectures/interaction</li></ul>
			S5: Whether sessions are sub	the practical fficient to meet					with the students in institutions. FACULTY

**Objective 5:** To identify fundamental causes of the mismatch between academic production and industry demand

scale of 1 for a scale	han Less than 40 % % ts Respondents ater rated less than 8 1 feel that knowledge	-	<ul> <li>Organizing Workshops, conferences and symposia with joint participation of the faculty and the industries.</li> <li>Encouraging experts from industry to visit Technical Institution to deliver lectures.</li> <li>Arranging visits of staff members to various industries.</li> <li>Industrial testing by faculty &amp;</li> </ul>
education	om your academic is sufficient to ell in the corporate ient Sufficient		<ul><li>technicians at site or in laboratory.</li><li>Joint research programs and field studies by faculty and people from industries.</li></ul>
59.2%	42.8%		<ul> <li>Visits of faculty to industry for study and discussions or delivering lectures on subjects of mutual interest.</li> <li>Short-term assignment to faculty members in industries.</li> <li>Making relative industrial experience as one of the essential requirement for appointing faculty in institutions.</li> <li>Faculty Involvement in</li> </ul>
			<ul> <li>Faculty Involvement in Designing Skill Development Programs as per Industry Standards.</li> <li>Faculty Participations in Industry Conferences on similar Projects.</li> </ul>

			• Regular FDP Programs with
			Industry.
			• Faculty to Monitor the Progress
			of Live Projects with Industry.

## **QUERY NO. 2**

# Comparison of problems/issues related to Electronic Engineers and non-Electronic Engineers may be included in the revised PCR

8. Do you think there is a need of feedback system between industries and institution ?

Required Mandatory

Not required

Select your institut	Select your designa	Exp type												
Private University	Assistant professor	>10										100	0.00%	
	Associate professor	>5 and <=10										100	0.00%	
Government	Associate professor	>10										100	0.00%	
University	Professor	>10										100	0.00%	
Autonomous college	Assistant professor	<=5			45.45	1%				54.55%				
		>5 and <=10				65.009	6				30.0	00%		
		>10					80.00%					20.00%		
	Associate professor	>10					89.	47%				10.5	53%	
	Professor	<=5										100	0.00%	
		>5 and <=10										100	0.00%	
		>10					80.00%					20.00%		
Affiliated college	Assistant professor	<=5				58.33%			8.33%		33.33	96		
		>5 and <=10					81.82%					18.18%		
		>10						100.00%						
	Associate professor	>10					77.78%					22.22%		
	Professor	<=5						100.00%						
		>10		55.56% 11.11%						33.33%				
			096	1.0%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
							% of T	otal Numbe	r of Records	5				

#### Faculty Members' response on need of feedback between industries and educational institutes

The survey was carried out on students, job seekers, professors, employer and employees. The data collection was done through online questionnaire. It consists of both open ended and closed ended questions. The closed ended questions are used to analyze the responses easily. The closed ended questions are for unlimited and impulsive perspectives. We have received a total of 533 responses, in which 108 responses from industry professionals, 125 responses from professors, 43 responses from jobseekers and 257 responses from students.

The problems faced by students include a lack of guidance and difficulties in choosing a field of interest. Students in their first year believe they have what it takes to be an electronics engineer. Students begin building circuits in the third semester and decide they want to be circuit designers. In the fourth semester, they believe that they can accomplish anything as an automation engineer. Students learn controllers and DSP in the fifth semester. As a result, they can work as an embedded engineer. In sixth semester, they want to be VLSI engineers. As a result, students begin asking questions to mentors about how to become a VLSI engineer. Mentors advise students to study subjects such as digital electronics, analogue electronics, CMOS, Verilog/VHDL, VLSI design, circuit design, VLSI fabrication, Scripting language etc... Out of this some of the subjects would be studied in previous semesters. Because of societal pressure, students in their fourth year consider working in the core industry as an electronics engineer. The problem here is students were more focused only on marks. Here, main challenge is students does not understand to prepare themselves as per industry requirements.

The blow figure states large number of students responded they are interested to work in core sector. From the figure. it is observed 75.9% of students and Job seekers responded to settle in core sector. But there is a wide gap between demand and supply of quality electronic engineers. This is due to lack of training on appropriate skillset required for industry.

9. List any one obstacle in the academia industry collaboration.

Lack of effort from the students

No initiative from the industrialists and academicians

Lack of easily available information about almost everything related to industry



Employee response on obstacle in industry academic collaboration

## **QUERY NO. 3**

Highlight the unique problems faced by Electronic Engineers. List of Questionnaire and reposes may be included in report

Enclosed in Annexure 2

## **Questionnaire:**

Annexure 1

11	6000	11:47 AM Solution for bridging the gap between Academia and industry	5/9/23, 11:47 AM	Solution for bridging the gap between Academia and Industry	
	5/9/23,	11.47 AM Solution for origing the gap between Academia and industry		Solution for proging the gap between Academia and industry	
		Solution for bridging the gap between		Mark only one oval.	
		Academia and Industry		Male	
				Female	
		This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology,	4.	Education level *	
		Chennai		Mark only one oval.	
		* Indicates required question		Diploma	
				Undergraduate	
				Postgraduate     Doctrate	
		100 30			
			5.	Name of the Organization/Institute	
			6.	Department *	
		D V		Mark only one oval.	
				ECE/EEE/EIE	
				CSE/IT	
		1. Name of the candidate			
				OTHERS	
		2. Age	7.	Mobile number	
Q	https://	loos google.com/forms/d/1JJJAyRy11UNLoxpmwxmTa21pKmWsqQSeaR2dliS5tpEY/edit?pil=1 1/12	https://docs.googl	le.com/forms/d/1.JIJAyRy/1UNLoxprnexmTa21pKmWsqQSeaR2d/GStpEY/edit?pil=1 2	2/12
5					
	9/23, 11:47	M Solution for bridging the gap between Academia and Industry	5/9/23, 11:47 AM	Solution for bridging the gap between Academia and Industry	
		Category *	10. 2	2. Choose the appropriate choice that makes the student industry ready. $\$	
		Category * Mark only one oval.	10. 2	<ol> <li>Choose the appropriate choice that makes the student industry ready. * Mark only one oval.</li> </ol>	
		Category * Mark only one oval. Delectronics/Electrical/Ele Students Skip to question 22	10. 2	<ol> <li>Choose the appropriate choice that makes the student industry ready. * Mark only one oval.</li> <li>Establishment of Industry-Institute Partnership /Incubation Centre.</li> </ol>	
		Category * Mark only one oval.	10. 2 M ( (	Choose the appropriate choice that makes the student industry ready.      Mark only one oval.     Establishment of Industry-Institute Partnership /Incubation Centre.     Apprenticeship/Scholarships/ Fellowships instituted by industries for students.     Faculty must procure projects in association with industry and students should be	
		Category * Mark only one oval. Electronics/Electrical/EIE Students Skip to question 22 Professor Skip to question 9 Employer Skip to question 9 Employee Skip to question 9	10. 2 M ( (	Choose the appropriate choice that makes the student industry ready.      Mark only one oval.     Establishment of Industry-Institute Partnership /Incubation Centre.     Apprenticeship/Scholarships/ Fellowships instituted by industries for students.     Faculty must procure projects in association with industry and students should be involved to execute them.	
		Category * Mark only one oval. Electronics/Electrical/ElE Students Skip to question 22 Professor Skip to question 9 Employer Skip to question 9 Employee Skip to question 9 Job Seeker Skip to question 22	10. 2 N ( ( (	Choose the appropriate choice that makes the student industry ready.      Mark only one oval.     Establishment of Industry-Institute Partnership /Incubation Centre.     Apprenticeship/Scholarships/ Fellowships instituted by industries for students.     Faculty must procure projects in association with industry and students should be	
		Category * Mark only one oval. Electronics/Electrical/EIE Students Skip to question 22 Professor Skip to question 9 Employer Skip to question 9 Employee Skip to question 9	10. 2 N ( ( (	2. Choose the appropriate choice that makes the student industry ready.  4.  4.  4.  4.  4.  4.  4.  4.  4.  4	
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13. 5. Choose the appropriate choice to reduce the skill gap among students with \* that of industry expectations.

Solution for bridging the gap between Academia and Industry

Mark only one oval.

- To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.
- In order to meet the industry expectations, curriculum needs to designed in collaboration with industry SMEs.

Faculty should bridge the gap between theory and application by working on live

industry projects

All the above

14. 6. Pick out the appropriate option that insist importance of communication skill \* in employment.

#### Mark only one oval.

Colleges should focus on soft skills and personality development programs.

- There is a need to include practical dimensions of evaluation in the form of Self-introduction, group discussions, and personal interviews to improve student's verbal communication.
- There is a need to conduct bridge courses in the beginning of the term to level the gap between high- and low-proficiency learners.

All the above.

VsqQSeaR2dlGStpBY/edit?p cs.google.com/forms/d/1JijAyRyI1UNLoxpmw

## 18. 10. Select the type of collaboration required between institutes and industries.\*

Mark only one oval.

5/9/23, 11:47 AM

We must develop infrastructure and curriculum for promoting entrepreneurship among students.

Solution for bridging the gap between Academia and Industry

Industries should provide fund for innovative thoughts of students.

Collaboration with the industry will allow undergraduates exposed to real case

studies and get training assistance for educational purposes.

Dedicated training on machinery equipment's and methods through properly planned industrial training.

- 19. 11. Pick out the appropriate requirement in technical skill for students.\*
  - Mark only one oval.

Colleges and the industry need to interact with each other, pursue a mandatory policy of internship. This provides an idea of difference between corporate and academic life.

Examination / Evaluation tactics should emphasize on inference type questions, rather than fact-based question

Engineering studies should touch the global boundaries and should not confine to national boundaries.

The focus must be given for practical knowledge, so fresh graduates can easily be employed or can become potential entrepreneurs.

- 20. 12. Choose the appropriate choice to enhance problem solving skill for students. \* Mark only one oval.
  - The course should improve students' ability to understand problems. Therefore, training should focus on strategies and tools that assist with problem analysis.

Courses need to be designed to develop the habit of evaluation and reflection.

- The course should address misconceptions such as quickness in problem solving and focus on solutions
- All the above.
- https://docs.google.com/forms/d/1JIJAyRyi1UNLoxpmwxmTa21pKmWsqQSeaR2diGStpBY/edit?pli=1

7/12

#### Solution for bridging the gap between Academia and Industry

15. 7. Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.

#### Mark only one oval.

5/9/23, 11:47 AM

Structured team projects promotes both teamwork and communication skills.

Prototype testing at a competition develops problem solving and creative thinking

There is a need to include an external competitive to expose students to a wider context

Live projects from industry for educational institutions to bring new innovative academic ideas in existing products/Services.

- 16. 8. Choose the appropriate challenge faced by managers while hiring students. \* Mark only one oval.

  - Lack of inter-personal communication skills among students.
  - C Lack of learning ability, rationale thinking, analytical thinking etc among students.
  - Lack of respect towards other opinions among students.
  - ) Lack of exposure to identify and analyze difficult problems under pressure among students
- 17. 9. Pick out the appropriate feedback system required between industries and institutes.

#### Mark only one oval.

Visits of experts and practicing engineers from industry for providing suggestions on research work

- Online Groups between Industry & Academia to discuss Common Parameters.
- Academia should work in industry for a fixed term intermittently and industry

experts should work in institutions. Mutual review of academic curriculum, lab infrastructure facilities by the industry experts and innovative, cross functional ideas by faculty members.

https://docs.google.com/forms/d/1JIJAyRyI1UNLoxpmwxmTa21pKmWsqQSeaR2dlGStpBY/edit?

5/12

6/12

5/9/23, 11:47 AM Solution for bridging the gap between Academia and Industry 21. Please provide your valuable suggestions about the survey. \*

Mark only one oval.

C Excellent Good

#### Satisfactory

22. 1. Select the appropriate changes need to be made in syllabus.\*

### Mark only one oval.

Special focus must be provided for updating the syllabus as per industrial standard and set a specific time frame to review and revise the syllabus every 2-3 years.

Number of credits required for theory has to be reduced. Credits must be made mandatory for summer internships and laboratory experiments should be given more weightage.

Minimum 3-4 months of on-job industry training is mandatory for all graduate courses besides creating more industry-specific learning centers of excellence.

Every student, on admission, would be put through a mandatory induction training to reinforce the fundamental concepts and the required language skills for technical education.

#### 23. 2. Choose the appropriate choice that makes the student industry ready.

#### Mark only one oval.

Establishment of Industry-Institute Partnership /Incubation Centre.

Apprenticeship/Scholarships/ Fellowships instituted by industries for students. Faculty must procure projects in association with industry and students should be

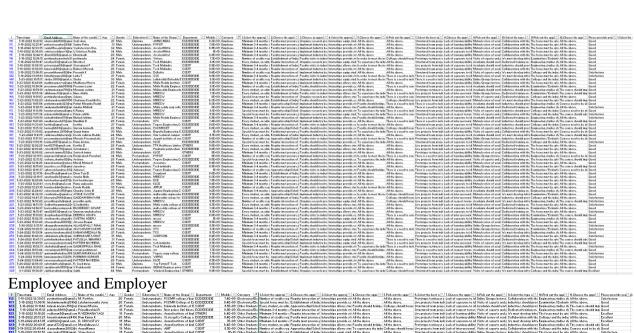
involved to execute the Regular interaction of SMEs (subject matter experts) with students through guest

lectures, workshops, symposiums etc

https://docs.google.com/forms/d/1JijAyRy11UNLoxpmwxmTa21pKmWsqQSeaR2diGStpBY/edit?pli=1

Student/Job Seeker

24. 25.	that of industry expectations.  Mark only one oval.  To experience the industry working standards, Students must be encouraged to visit companies along with faculties every semester.  In order to meet the industry expectations, curriculum needs to designed in collaboration with industry SMEs.  Faculty should bridge the gap between theory and application by working on live industry projects.  All the above  5. Pick out the appropriate option that insist importance of communication skill * in employment.		<ul> <li>27. 6. Select the best option that insist the importance of Workshops/Seminars/Hackathon/Project.</li> <li>Mark only one oval.</li> <li>Structured team projects promotes both teamwork and communication skills.</li> <li>Prototype testing at a competition develops problem solving and creative thinking skills.</li> <li>There is a need to include an external competitive to expose students to a wider context.</li> <li>Live projects from industry for educational institutions to bring new innovative academic ideas in existing products/Services.</li> <li>28. 7. Choose the appropriate challenge faced by managers while hiring students. * Mark only one oval.</li> <li>Lack of inter-personal communication skills among students.</li> <li>Lack of eming ability, rationale thinking, analytical thinking etc among students.</li> <li>Lack of respect towards other opinions among students.</li> <li>Lack of exposure to identify and analyze difficult problems under pressure among students.</li> <li>29. 8. Pick out the appropriate feedback system required between industries and institutes.</li> </ul>	
	Mark only one oval.  Colleges should focus on soft skills and personality development programs.  There is a need to include practical dimensions of evaluation in the form of Self- introduction, group discussions, and personal interviews to improve student's verbal communication.  There is a need to conduct bridge courses in the beginning of the term to level the gap between high- and low-proficiency learners.  All the above.		Mark only one oval.  Visits of experts and practicing engineers from industry for providing suggestions on research work.  Online Groups between Industry & Academia to discuss Common Parameters.  Academia should work in industry for a fixed term intermittently and industry experts should work in institutions.  Mutual review of academic curriculum, lab infrastructure facilities by the industry experts and innovative, cross functional ideas by faculty members.	
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1:47 AM	exemtomedri JulyAyNYIUUL.commemTa2 (primitiveqGeaREadCSQUEVriestTpin1  Dolution for bridging the gap between Academia and industry  S. Select the type of collaboration required between institutes and industries. *  Mark only one oval.  Mer must develop infrastructure and curriculum for promoting entrepreneurship among students.  Industries should provide fund for innovative thoughts of students.  Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.  Dedicated training on machinery equipment's and methods through properly planned industrial training.	5/9/23, 11:4		10/12
1:47 ам 30.	Solution for program the gap between Academia and Industry 9. Select the type of collaboration required between institutes and industries. * Mark only one oval.  We must develop infrastructure and curriculum for promoting entrepreneurship among students.  Collaboration with the industry will allow undergraduates exposed to real case studies and get training assistance for educational purposes.  Dedicated training on machinery equipments and methods through properly	5/9/23, 11:4	A7 AM     Solution for bridging the gap between Accodemia and industry       33.     Please provide your valuable suggestions about the survey. *       Mark only one oval.	10/12
1:47 ам 30.	Solution for ransging the gap between Academia and industries. *  Arry only one overal.  By the nust develop infrastructure and curriculum for promoting entrepreneurship By thustries build provide fund for innovative thoughts of students.  By thusteries and get training assistance for educational purposes.  Dedicated training on machinery equipment's and methods through property and industrial training.  10. Pick out the appropriate requirement in technical skill for students. *	5/9/23, 11:4	a7 AM       Soution for bridging the gap between Academia and industry         33. Please provide your valuable suggestions about the survey. *         Mark only one oval.         Excellent         Good         Satisfactory	10/12
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## Students and Job Seeker

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238	5-24	4-2022 3:40.04 vadlarilozza@anail.co V Jesza	26 Female	Undergraduate	Mallaredda cago colle	ECE/EEE/DE	3.4E+03 Professor	Minimum 3-4 months (Faculty must process of Faculty misits to index) Internations state All the above. Structured team projoc Lack of inter-personal Mittual review of acad Collaboration with the The focus must be give All the above. Structured team projoc Lack of inter-personal Mittual review of acad Collaboration with the The focus must be give All the above.	stisfactory
240	5-2	24-2022 3:43:17 makehyrarikotha2256 KOTHA MAHESHWAF	24 Fomalo	Pootgraduate	mollo redde cegincerin	ECE/EEE/EIE	7E+03 Professor	Special focus must be Apprenticeshin/Scholl Inclument Industrie by International Industrie by International Industrie by All the above. Colleges should focus Structured team project Lock of respect towns' Visits of experts and a Dedicated training on The focus must be give All the above.	lood
241	5-24	4-2022 3:43:02 cimleytejs1234@qnsil SUSHMASREE KOUK	24 Female	Poctgraduate		ECE/EEE/EIE	8.3E+03 Professor	Special focus must be Approximationship/Scholl Paculty should involve International and the above. Live projects from inde Lack of inter-percental Academis should work Collaboration with the Engineering studies of All the above. Go	lood
246		4-2022 10:01:25 dkruckes2007@qmail. DHRUSHYA.DODDA	25 Female	Undergraduate	mallareddy engineering	ECENEEENER	3.12+03 Professor	Minimum 3-4 months / Regular interaction of Paceby sicks to index! Interaction with the The Focus must be give All the above. State	Sticfactory
247	5-24	-2022 10.03.06 prestastavabaava@v BUTYA.SRAVYA	30 Female	Undergraduate	MRECV	ECE/EEE/DE	0E+03 Professor	Special focus must be Regular interaction of Faculty risks to index Interaction with the Engineering studies shall the above. Prototype testing at a Lack of learning ability' Academia should work Collaboration with the Engineering studies shall the above. Stat	stisfactory
266	5-24	4-2022 10:56:01 revelop-dctit23@an PODETLRENUKA	23 Forald	Pootgraduate	VIT	ECE/EEE/EIE	8.8E+03 Professor	Special forces must be Apprenticeship/Scholl Inclument Industries being equip ated in order to meet the in-There is a need to con-There is a need to inch. Lock of respect tomos "Define Groups betwee Industries should prove Engineering ated in order to be do Go	lood
271	5.2	24-2022 1505:5 kostonokohitko@qnoi KAATAM AKSHITHA	28 Female	Pectgraduate	Tagore Engineering C-		8.8E+09 Professor		lood
276	5-2	4-2022 II:35:85 (gomo.puttabastiki9g PUTTABANTH JYOS	27 Female	Poctgraduate	VELTECH	ECENERENEIE	8.3E+03 Professor	Number of credits reg. Approxice/hip/Scholl Implement Industry be intereships equip stud Paculty should bridge. There is a need to cone Live projects from indi Lack of exposure to id Mutual review of acad. Collaboration with the Engineering studies of the Course should add. Go	bood
210	5-24	4-2022 13:55:00 prakask.ece@bharathi Dr. S. Prakash	53 Male	Doctrate	Dharath lestinate of His	ECE/EEE/DE	Professor	Every student, on adm. Regular interaction of Implement Industry by: Interactions and All the above. Prototype testing at a Lack of inter-personal Daline Groups betwee Industries should prove The focus must be give All the above. Exercising at a Lack of inter-personal Daline Groups betwee Industries should prove The focus must be give All the above.	coeffeat
233	5-2	4-2022 14:15:45 DUBHAKULARAMY/ DUBHAKULA RAMY.	28 Fomalo	Pootgraduate	SVECW	ECE/EEE/EIE	1E+10 Professor	Minimum 3-4 months - Regular interaction of Implement Industry by Internalistic provide of All the above. Prototype testing at a Lack of exposure to id Mitted review of sead Collaboration with the Engineering studies at All the above. Go	lood
234	5-24	4-2022 14:16:53 and wrogood 36/Rear GUNAGANTI SINDHL	26 Famalo	Poctarsduste	SVECW	ECE/EEE/EIE	SE+03 Professor	Number of credite real Extensions addition of a control of the con	lood
255	5-24	I-2022 Mo82:28 divakami.eco@bharath Dr Skokami	42 Female	Doctrate	Bhoroth inctitute for hi	ECENERENEIE	3.8E+03 Professor	Number of credits reg. Faculty next process p Organias recearch pro Internation equip and Faculty should bridge All the above. Live projects from indi Lack of exposure to id Online Groups betwee Dedicated training on The Focus meet be give The course should imp Exc	xcollest
300	5-2	4-2022 15:00:12 epwari287@-gnoil.com DR. S. MURUGESWA	54 Female	Doctrate	DHARATH INSTITUTE	ECE/EEE/DE	3.4E+03 Professor	Special focus must be Apprenticeship/Scholl Organize research pro Internships provide or All the above All the above. Downstrated team projor Lack of inter-personal Mittual review of acad Dedicated training on The focus must be give All the above. Downstrated team projor Lack of inter-personal Mittual review of acad Dedicated training on The focus must be give All the above.	coeffeat
301	5-24	4-2022 15:25:43 parameedanai1975@qi 8, Sanamee	46 Fomalo	Pootgraduate	Bhoroth Institute of His	ECE/EEE/EIE	1E+10 Professor	Minimum 3-4 months - Establishment of Indus Organizes research pro Internations camp ated To experience the indu All the above. Excel from indi Lack of exposure to id Mitted review of sead Ve mast develop infra Colleges and the indus. All the above.	xcollest
302	5-24	4-2022 15:28:16 chitrs.occ/9bhorsthani Dr.M.Chitrs	39 Female	Doctrate	Bhoroth Institute of His	ECE/EEE/EIE	3.5E+03 Profezzor	Special focus must be Regular interaction of Intelement Industry by Interaction with the Colleges and the indus All the above. Executed focus Live projects from indi Lack of supports to id Mitted review of send Colleges and the indus. All the above.	scollest
305	5-24	-2022 IS:08:42 vscunstN.q05@gnsH G.VASUMATH	36 Female	Poctgraduate	Bhoroth institute of Hi-	ECENERENEIE	1E+10 Profeccor	Every student, on adm Regular interaction of Implement Industry by Interaction of All the above. Live projects from ind. Lack of inter-percental Mutual review of actad. Collaboration with the Engineering studies of All the above. Exe	collest
306	5-2	4-2022 (5)4150 ahanedkanducakib.cor/Dr.S.k.A Ahaned kand	47 Male	Doctrate	DINER	ECE/EEE/DE	3.0E+03 Professor	Minimum 3-4 months ( Faculty must procure g Faculty risks to index) Internalizes end All the above All the above Go acad Collaboration with the The Focus must be give All the above. Go	bood
311	5-24	4-2022 16:16:05 p.padka50@gmail.com Sebbalalakei K	43 Fomalo	Postgraduate	Bhoroth Institute of His	ECE/EEE/EE	3.2E+03 Professor	Special focus must be Establishment of Indu: Organize research and International provide on To experience the indu: Colleges should focus Structured team proto Lack of inter-personal Visits of experts and J. Ve must develop infra Colleges and the indu: The course should imp Exc	xcollest
315		I-2022 19:24:45 vaniths.cco@bharsther Dr. Vaniths L	48 Female	Doctrate	Bhoroth Institute of Ho		3.4E+03 Professor		lood
315	5-26	-2022 2105:28 viscylloyd@qnoll.com Dr.F.VINCY LLOYD	55 Female	Doctrate	Bhoroth Institute of No.	ECE/EEE/EIE	3.8E+03 Professor	Special focus must be Faculty must procure g Implement Industry by Internetips equip stud Faculty should bridge There is a used to incl. Lack of learning ability (Mutual review of actad Collaboration with the Examination / Evaluati The course should imp Go	bood
		25-2022 0:17:33 iceabkchnis3/9/0mai G.Jeeabkchni	42 Female	Pectaradante	Dhorath institute of his	ECE/DEE/DE	3.6E+03 Professor	Special forces must be Faculty must processe of Faculty with to index Internetions provide of To experience the index Colleges should doe for	weatherst.

## Professor

## Annexure 2

# Bridging the gap between academic and industry

This form is circulated for DST NSTMIS project by Anand Institute of Higher Technology, Chennai

\* Required

- 1. Email \*
- 2. Name of the candidate \*
- 3. Age \*
- 4. Gender \*

Mark only one oval.

🔵 Male

🔵 Female

5. Education level \*

Mark only one oval.

Diploma

- Undergraduate
- PostGraduate
- Doctrate

- 6. Name of the Organization/Institute \*
- 7. Department \*

Mark only one oval.

- ECE/EEE/EIE
- CSE/IT
- MECHANICAL
- OTHERS
- 8. Mobile number \*
- 9. Category \*

Mark only one oval.

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r	)	Emp	lovor
		EIID	lover
		1.	- ) -

Employee

10. Domain \*

Mark only one oval.

EMBEDDED AND ROBOTICS Skip to question 11

VLSI Skip to question 29

PLC & SCADA Skip to question 36

## EMBEDDED AND ROBOTICS

11. 1. Describe the employee hiring process you use for college recruiting?\*

 2. Do fresh electronic graduates prefer IT sector because of high pay scale? \* Mark only one oval.



13. 3. Whether stability an issue with fresh electronic graduates? \*

Mark only one oval.

$\square$	)	Yes
$\square$	)	No

14. 4. Is 'quality talent' a challenge that Electronics Design players are facing/going to face in India? \*

Mark only one oval.



🔵 No

15. 5. What is the trend in the hiring process you see in the electronics design industry today? \*

16. What is the key technology skill sets that are in demand in the industry today?
\*

17. 7. How would you advise an aspirant on the right steps to follow while applying for a job in electronics design sector? \*

18. 8. When you hire what are the key basic skills that you look for? \*

19. 9. With smart cities in the picture, what are the talent requirements and in which all sectors? \*

20. 10. a. What are the skill sets required for someone looking to work in electric vehicle sector? \*

21. 10 b. What are the challenges faced in hiring candidate for electric vehicle sector ? \*

22. 11. What would be your advice to the academia-how should they reinvent their curriculum to create techies suitable for the industry? \*

- 23. 12. What steps can academic institutions take to bridge the industry-academia gap for the electronics design sector? \* 24. 13. What are the right steps to follow to become a successful design engineer? \* 25. 14. Whether fresh engineering graduates are aware of skills required for pcb design entry level positions ? \* Mark only one oval. Yes No
- 26. 15. Whether fresh engineering graduates are equipped with skills required for pcb design entry level positions? \*

Mark only one oval.

Yes No

27. 16. Whether fresh graduates are aware of skill set required for inverter design?

Mark only one oval.

$\square$	Yes	
$\subset$	No	

\*

28. 17. Whether fresh graduates are equipped with skillset required for inverter design ? \*

Mark only one oval.

Yes

VLSI

29. 1. Describe the employee hiring process you use for college recruiting ?\*

 2. Do fresh electronic graduates prefer IT sector because of high pay scale? \* Mark only one oval.

Yes No

31. 3. Whether stability an issue with fresh electronic graduates? \*

Mark only one oval.

$\square$	Yes	
$\subset$	No	

32. 4. What are the job roles in VLSI industry? \*

33. 5. What are the skillset required for an VLSI programmer? \*

34. 6. Are fresh graduates aware of skillset needed for an VLSI programmer? \* *Mark only one oval.* 

$\square$	Yes
(	No

35.	7. Why VLSI industry is reculant to hire fresh graduates? *						
PL	C & SCADA						
36.	1. Describe the employee hiring process you use for college recruiting ? $^{\star}$						
27	2. De freek electronic greductes profer IT sector becouse of high pour secle2 *						
37.	2. Do fresh electronic graduates prefer IT sector because of high pay scale? * Mark only one oval.						
	Yes						
	No						
38.	3. Whether stability an issue with fresh electronic graduates? * <i>Mark only one oval.</i>						
	Yes						

) No

39.	4. What are the skills required for an PLC programmer? *
40.	5. What are the skills required for SCADA technician? *
41.	6. Are fresh graduates aware of the needed skillset for PLC programmers *
	Mark only one oval.
	Yes
	No
42.	7. Are fresh graduates aware of the needed skillset for SCADA technicians *

Mark only one oval.

$\square$	)	Yes
$\subseteq$	/	

No

43. 8. What are the job roles in an automation industry?\*

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# **Google** Forms

 $https://docs.google.com/forms/d/11s07 jt F_QA9y0AQrH5 iSIAqVmBwzFkU12He-u7lxcSw/edit$