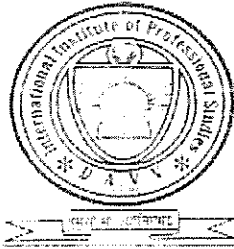




DEVI AHILYA VISHWAVIDYALAYA, INDORE
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International Institute of Professional Studies



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EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2019-20

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES (DAVV, INDORE)

EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

(SESSION 2019-20)

The Departmental Quality Assurance Cell (DQAC) of Institute has the mandate to design and collect feedback from its stakeholders to monitor and evaluate its quality on curriculum and curriculum related issues. The feedback forms were collected from employers on several aspects of the curriculum and its learning related issues in terms of quality, competence, skills and professionalism. The employers of IIPS play an important role in providing career growth and development opportunities to students. They also guide and educate them regarding current trends and requirements of the industry so that students can work on their skills and be industry-ready. The responses were analysed so that necessary measures and actions could be designed to improve on the issues raised by the employers.

The responses were collected on a four-point scale of 'very good, good, average and poor', which reflected the views of different employers. DQAC has worked on issues highlighted for better quality of curriculum design, through discussions and suggestions with authorities.

Internships and placements offered or may be offered by you in which of the following:

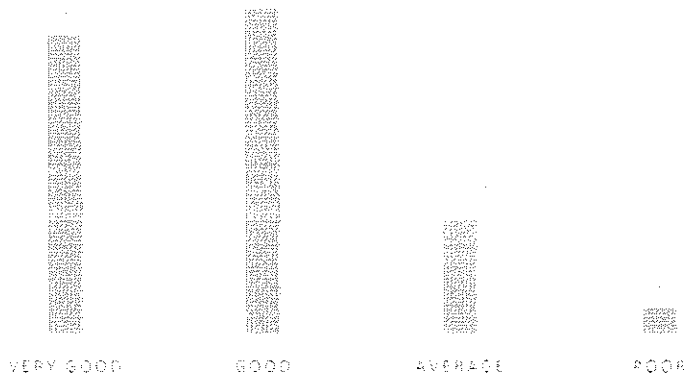
- a) Management Science
- b) Computer Science

	CURRICULUM, TEACHING, AND LEARNING EVALUATION	VERY GOOD	GOOD	AVERAGE	POOR
1.	Adequacy of the curriculum	39	42.4	15	3.6
2.	Skills acquired from the curriculum	28	36.8	25	10.2
3.	Depth of the curriculum	33.4	43	15.4	8.2
4.	Relevance of the course for providing employability	41	29	13	17
5.	Worth of the syllabus in catering to the needs of the industry/society	26	38	21.5	14.5
6.	Conduciveness of the syllabus for the students' readiness towards recruitment	22	35	26	17
7.	How do you rate the institute activities that help in getting jobs and placements?	30.9	34	15.1	20
8.	How do you rate the transformation of students after the completion of the course?	41	34	21	4

ANALYSIS OF FEEDBACK

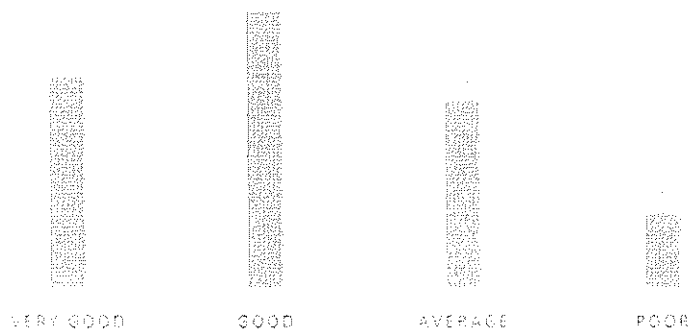
Adequacy of the syllabus	Very good	Good	Average	Poor
%	39	42.4	15	3.6

ADEQUACY OF THE SYLLABUS



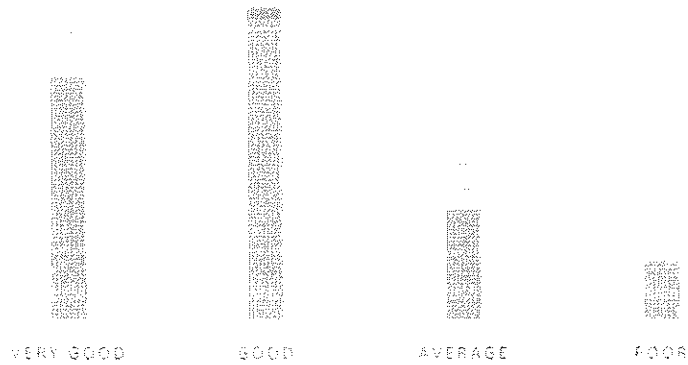
Skills acquired from the curriculum	Very good	Good	Average	Poor
%	28	36.8	25	10.2

SKILLS ACQUIRED FROM THE CURRICULUM



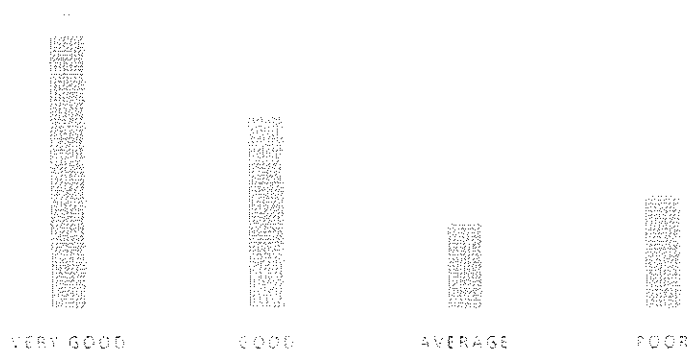
Depth of the curriculum	Very good	Good	Average	Poor
%	33.4	43	15.4	8.2

DEPTH OF THE CURRICULUM



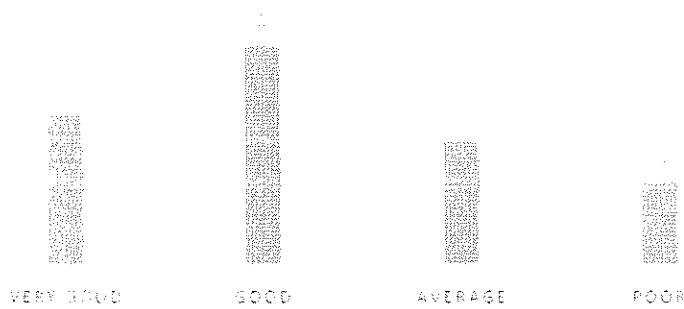
Relevance of the course for providing employability	Very good	Good	Average	Poor
%	41	29	13	17

RELEVANCE OF THE COURSE FOR PROVIDING EMPLOYABILITY



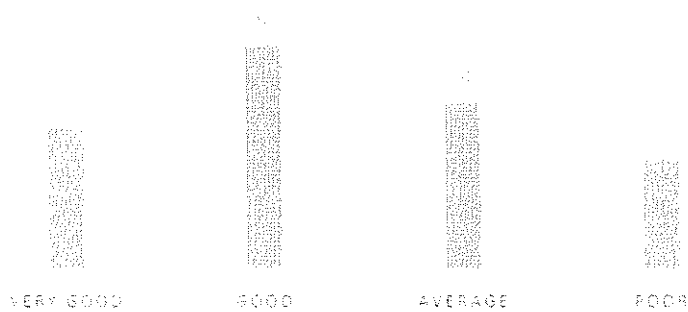
Worth of the syllabus in catering to the needs of the industry/ society	Very good	Good	Average	Poor
%	26	38	21.5	14.5

WORTH OF THE SYLLABUS IN CATERING
TO THE NEEDS OF THE INDUSTRY/
SOCIETY



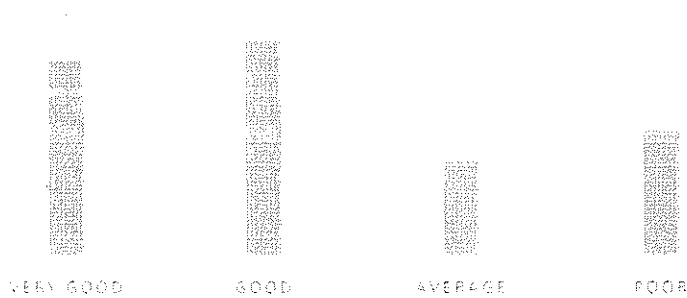
Conduciveness of the syllabus for the students' readiness towards recruitment	Very good	Good	Average	Poor
%	22	35	26	17

CONDUCTIVENESS OF THE SYLLABUS
FOR THE STUDENTS' READINESS
TOWARDS RECRUITMENT



How do you rate the institute activities that help in getting jobs and placements?	Very good	Good	Average	Poor
%	30.9	34	15.1	20

HOW DO YOU RATE THE INSTITUTE ACTIVITIES THAT HELP IN GETTING JOBS AND PLACEMENTS?



How do you rate the transformation of students after the completion of the course?	Very good	Good	Average	Poor
%	41	34	21	4

HOW DO YOU RATE THE TRANSFORMATION OF STUDENTS AFTER THE COMPLETION OF THE COURSE?



INTERPRETATION OF THE FEEDBACK

1. Most of the employers think that the syllabus is adequate and provides relevant skills and prepares the students for recruitment.
2. The employers also have average rating regarding the depth of curriculum and activities supporting the curriculum.
3. The students are transformed for the better after the completion of the course but it can be better.

SUGGESTIONS

1. Suggestion to teachers to aware the students about the industry and its practices through guest lectures.
2. Teachers to encourage students to have mentor who would guide them.
3. Arrange one-on-one or small group meetings with alumni which would give students idea about selection practices.

ACTION TAKEN

1. The placement cell of the department has taken a more active role in preparing students.
2. Selectors would be invited to interact with students and guide them about their organisation's practices.
3. There would be held mock drills to prepare students to face the recruitment process.

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