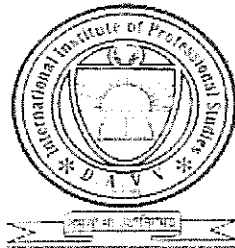




**DEVI AHILYA VISHWAVIDYALAYA, INDORE**  
( Formerly University of Indore ), NAAC A\* Grade  
State University of Madhya Pradesh, India



# **International Institute of Professional Studies**



**IIIPS  
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International Institute  
of Professional Studies

## **EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT**

**Academic Session : 2021-22**

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES (DAVV, INDORE)

EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

(SESSION 2021-22)

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:

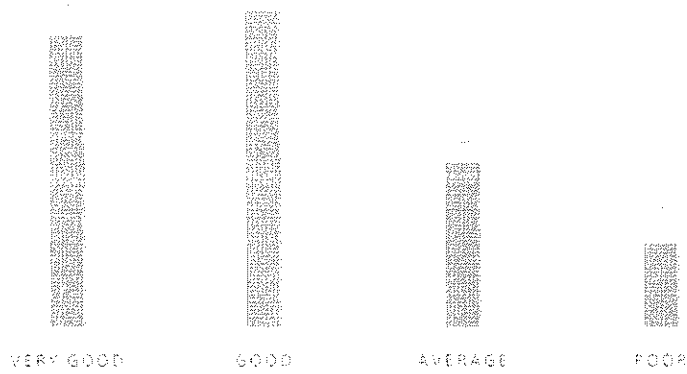
- a) Management Science
- b) Computer Science

	CURRICULUM, TEACHING, AND LEARNING EVALUATION	VERY GOOD	GOOD	AVERAGE	POOR
1.	Adequacy of the curriculum	34	36.8	19.3	9.9
2.	Skills acquired from the curriculum	29.5	30	32.5	8
3.	Depth of the curriculum	36.7	25	28	10.3
4.	Relevance of the course for providing employability	34	26	33	7
5.	Worth of the syllabus in catering to the needs of the industry/society	32.5	31.3	28	8.2
6.	Conduciveness of the syllabus for the students' readiness towards recruitment	28	18.2	43.7	10.1
7.	How do you rate the institute activities that help in getting jobs and placements?	33.6	29.4	15	22
8.	How do you rate the transformation of students after the completion of the course?	39	40	15	6

## ANALYSIS OF FEEDBACK

Adequacy of the syllabus	Very good	Good	Average	Poor
%	34	36.8	19.3	9.9

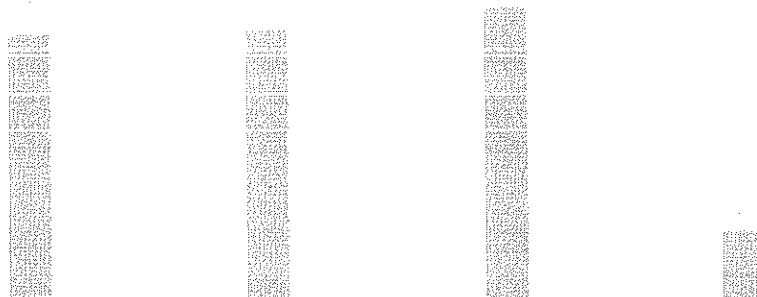
### ADEQUACY OF THE SYLLABUS



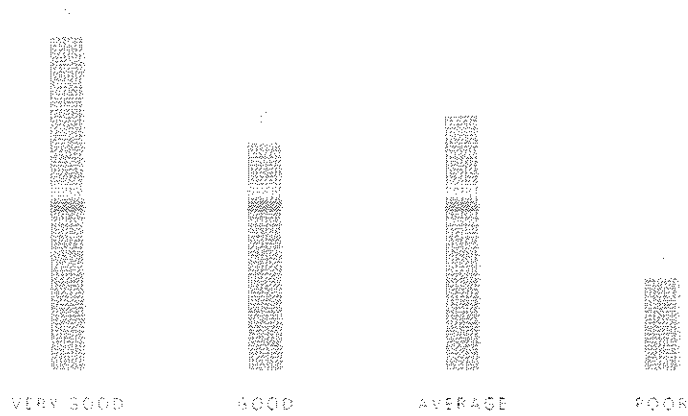
Skills acquired from the curriculum	Very good	Good	Average	Poor
%	29.5	30	32.5	8

Depth of the curriculum	Very good	Good	Average	Poor
%	36.7	25	28	10.3

### SKILLS ACQUIRED FROM THE CURRICULUM

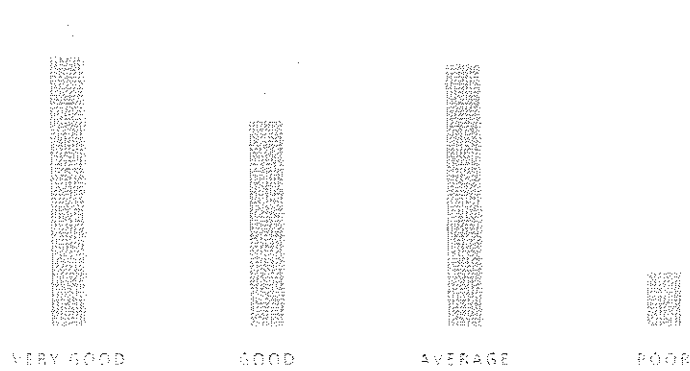


### DEPTH OF THE CURRICULUM



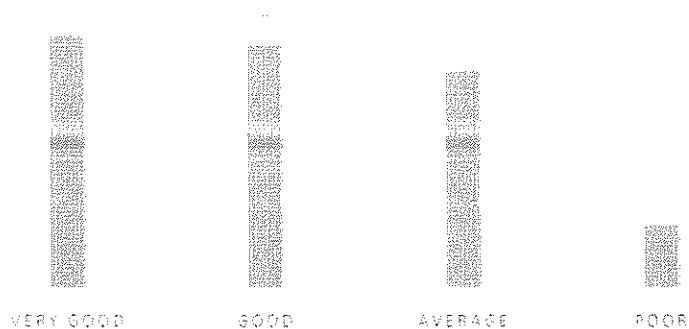
Relevance of the course for providing employability	Very good	Good	Average	Poor
%	34	26	33	7

### RELEVANCE OF THE COURSE FOR PROVIDING EMPLOYABILITY



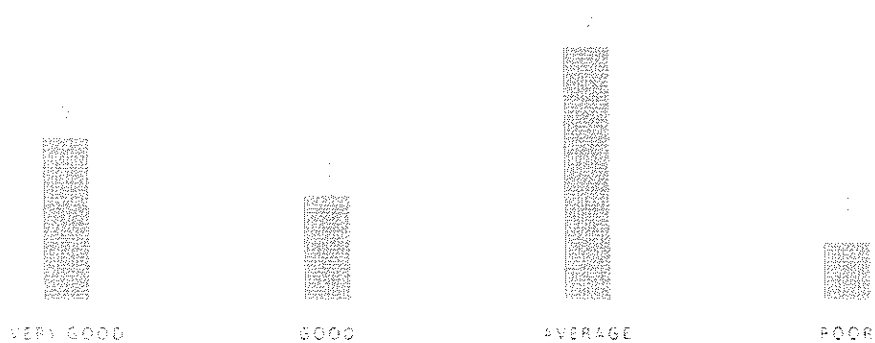
Worth of the syllabus in catering to the needs of the industry/ society	Very good	Good	Average	Poor
%	32.5	31.3	28	8.2

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
%	28	18.2	43.7	10.1

CONDUCTIVENESS OF THE SYLLABUS FOR THE  
STUDENTS' READINESS TOWARDS RECRUITMENT



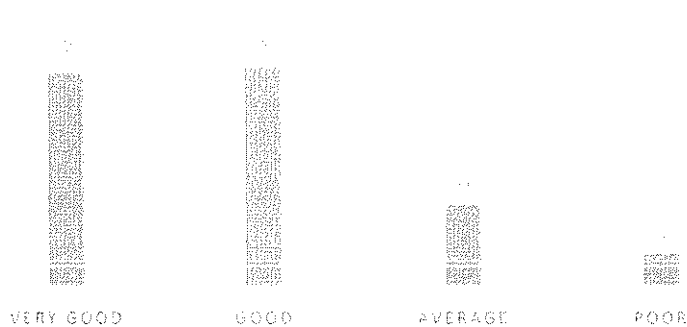
How do you rate the institute activities that help in getting jobs and placements?	Very good	Good	Average	Poor
%	33.6	29.4	15	22

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
%	39	40	15	6

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



### INTERPRETATION OF THE FEEDBACK

1. The employers have an average review about the curriculum and the depth of the subjects.
2. The syllabus does provide skills to prepare the students for upcoming recruitment process.
3. The activities for preparing and leading to transformation of students are rated above average.

### SUGGESTIONS

1. Students to be given more in-depth knowledge about particular subjects.
2. Teachers to guide and prepare the students for their changing roles.
3. Companies should take an active role in communicating about their requirements.

### ACTION TAKEN

1. Students are exposed to a more professional learning and working environment.
2. Supporting activities are designed to give exposure to the students of the real-world problems and situations and methods to deal with them.
3. Seniors and alumni are encouraged to mentor and prepare the students for facing the selectors.

**Dr. Kapil Jain**

Coordinator, Criteria One (Curricular Aspects)  
Departmental Quality Assurance Cell (DQAC)

**Dr. Jyoti Sharma**  
Co-Coordinator  
Departmental Quality Assurance Cell (DQAC)  
International Institute of Professional Studies  
Devi Ahilya University  
INDORE (M.P.)

**Dr. Yamini Karmarkar**  
Coordinator  
Departmental Quality Assurance Cell (DQAC)  
International Institute of Professional Studies  
Devi Ahilya University  
INDORE (M.P.)

**Dr. B. K. Tripathi**  
Director

Director,  
International Institute of  
Professional Studies  
D. A. University, Indore