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

International Institute of Professional Studies

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EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

Academic Session : 2020-21

INTERNATIONAL INSTITUTE OF PROFESSIONAL STUDIES (DAVV, INDORE)

EMPLOYER'S FEEDBACK ANALYSIS AND ACTION TAKEN REPORT

(SESSION 2020-21)

The Departmental Quality Assurance Cell (DQAC) of Institue 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.

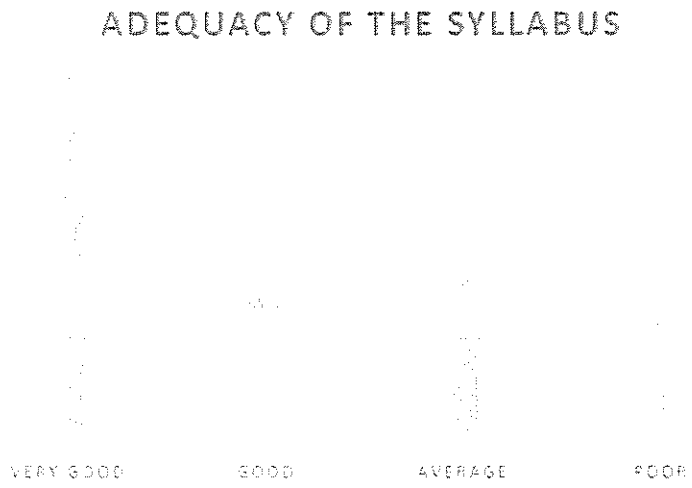
Internships and placements offered or may be offered by you in which of the following:

a) Management Science
b) Computer Science

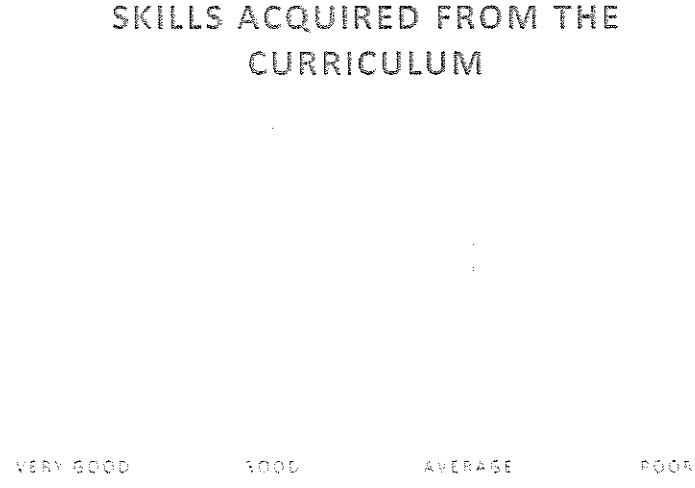
	CURRICULUM, TEACHING, LEARNING AND EVALUATION	VERY GOOD	GOOD	AVERAGE	POOR
1.	Adequacy of the curriculum	42	30	16	12
2.	Skills acquired from the curriculum	31.8	40	20.5	7.7
3.	Depth of the curriculum	35	28	30	7
4.	Relevance of the course for providing employability	37.2	26	24.7	12.1
5.	Worth of the syllabus in catering to the needs of the industry/ society	29.3	35.1	30	5.6
6.	Conduciveness of the syllabus for the students' readiness towards recruitment	30.4	23	16.6	30
7.	How do you rate the institute activities that help in getting jobs and placements?	27.5	30	20.6	21.9
8.	How do you rate the transformation of students after the completion of the course?	44.8	37	16	2.2

ANALYSIS OF FEEDBACK

Adequacy of the syllabus	Very good	Good	Average	Poor
%	42	30	16	12

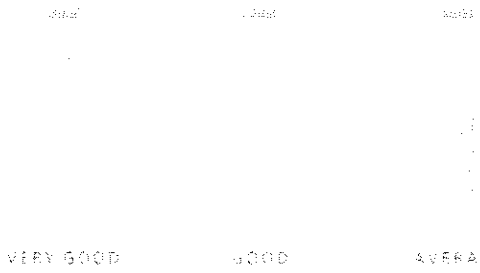


Skills acquired from the curriculum	Very good	Good	Average	Poor
%	31.8	40	20.5	7.7



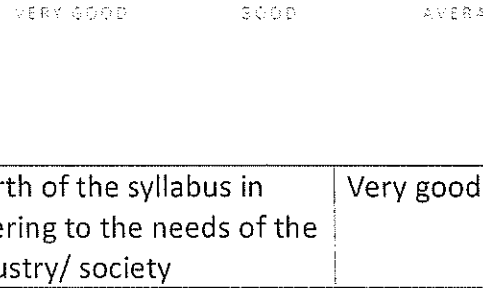
Depth of the curriculum	Very good	Good	Average	Poor
%	35	28	30	7

DEPTH OF THE CURRICULUM



Relevance of the course for providing employability	Very good	Good	Average	Poor
%	37.2	26	24.7	12.1

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
%	29.3	35.1	30	5.6

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

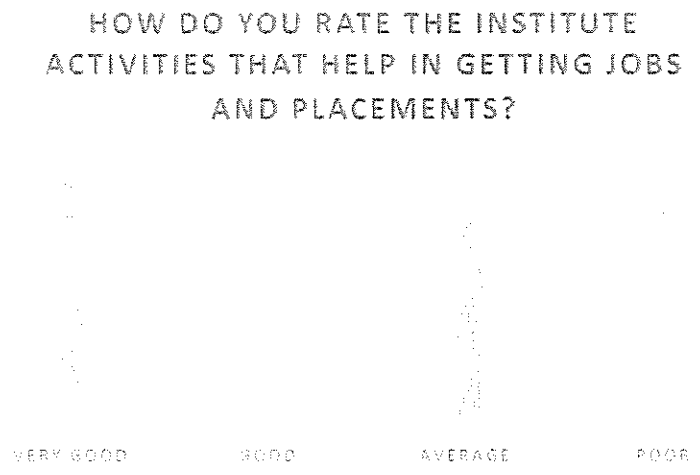
VERY GOOD GOOD AVERAGE POOR

Conduciveness of the syllabus for the students' readiness towards recruitment	Very good	Good	Average	Poor
%	30.4	23	16.6	30

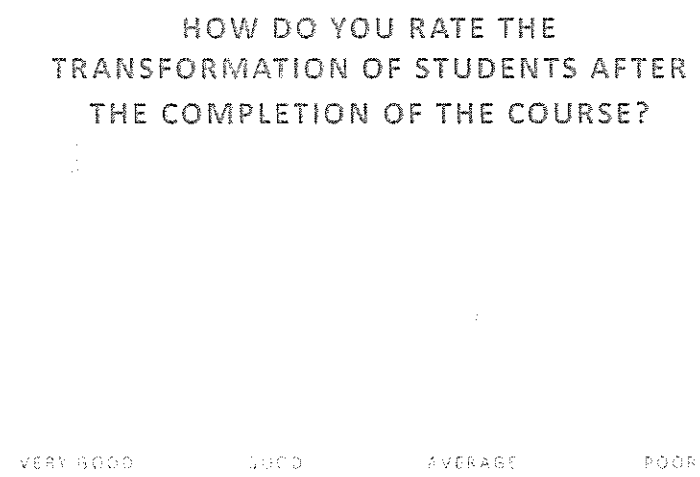
CONDUCIVENESS OF THE SYLLABUS FOR THE STUDENTS' READINESS TOWARDS RECRUITMENT

VERY GOOD GOOD AVERAGE POOR

How do you rate the institute activities that help in getting jobs and placements?	Very good	Good	Average	Poor
%	27.5	30	20.6	21.9



How do you rate the transformation of students after the completion of the course?	Very good	Good	Average	Poor
%	44.8	37	16	2.2



INTERPRETATION OF THE FEEDBACK

1. A good number of employers think the syllabus/ curriculum to be good enough to provide necessary skills and knowledge to the students for jobs.
2. The change in the students after the course is rated positively by the companies.
3. There is scope for improvement by developing activities and other aspects of the curriculum for all-round performance.

SUGGESTIONS

1. To prepare students by providing them with internship and training opportunities.
2. Companies to get some of their employees to interact with students for making them aware of the industry situations through their experience.
3. To conduct seminars and workshops to ready the students according to the requirements.

ACTION TAKEN

1. The students are taken on industrial visits to promote learning by experiencing.
2. Skill building and development courses are run to enhance students' competencies.
3. Students are taught about the industry practices through interaction with the selectors.

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