



KORAMBAYIL AHAMED HAJI MEMORIAL  
**UNITY WOMEN'S COLLEGE, MANJERI**  
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## 1.4 FEEDBACK SYSTEM

### EMPLOYER FEEDBACK ANALYSIS REPORT 2019 -2024

# ANALYSIS REPORT OF THE FEEDBACK RESPONSES FROM EMPLOYER 2023-24

The feedback received from employers plays a crucial role in evaluating the effectiveness of educational programs and aligning them with industry needs. This report presents a detailed analysis of employer responses for the academic year 2023-24, based on feedback provided regarding the sufficiency, relevance, and overall effectiveness of the curriculum in preparing students for real-world challenges. The aim of this analysis is to identify strengths and areas for improvement within the curriculum to enhance its alignment with the evolving demands of various industries.

The analysis covers multiple aspects such as course sufficiency, relevance of experiments, awareness of industry developments, skill development, and employability. By understanding employer perceptions, the institution can better shape its curriculum to ensure that graduates are well-equipped with the necessary technical and communication skills, while also fostering innovation and entrepreneurship.

**1. Sufficiency of Courses in Relation to Industry Needs** Most employers responded positively, with 39% employers strongly agreeing that the courses offered by the institution are sufficient in meeting real-time industry requirements. Another 10 employers (about 56%) agreed with this statement, indicating overall satisfaction with the course content. Only 1 employer (around 5%) strongly disagreed, suggesting room for improvement in ensuring all courses align with specific industry needs.

## Analysis:

This suggests that the majority of employers find the courses sufficient, but there is still a need to address the gaps perceived by a small portion of respondents. Engaging with these employers to understand specific deficiencies could be valuable.

**2. Relevance of Experiments and Real-Life Application** The feedback indicates a strong correlation between the experiments in the curriculum and their real-life application. Around 39% of employers strongly agreed, while 44% agreed that the curriculum incorporates relevant experiments, equipping students for real-life situations. A small minority remained neutral or disagreed, with 1 employer strongly disagreeing.

## Analysis:

While the majority appreciate the practical relevance, further improvements in hands-on training might benefit students to bridge the gap for those few employers who are not fully satisfied.

**3. Awareness of Recent Developments in the Field** A total of 39% employers strongly agreed that the curriculum includes awareness of recent developments in the field, with another 33% agreeing. However, 22% employers remained neutral, possibly indicating a need for further enhancement in this area.



**Analysis:**

This reflects an overall positive response but highlights an area where increasing the curriculum's focus on recent industry trends could improve employer satisfaction.

**4. Curriculum Effectiveness in Developing Innovative Technology** When asked about the curriculum's ability to develop innovative technology, around 33% of employers strongly agreed, and 50% agreed that the course is effective in this regard. Three employers were neutral, and one strongly disagreed.

**Analysis:**

The institution seems to be fostering innovation, though there is a clear opportunity to delve deeper into cutting-edge technologies to meet the expectations of all employers.

**5. Skill-Oriented Human Resources** Employers generally appreciated the focus on skill development, with 33% strongly agreeing and 56% agreeing that the curriculum fosters skill-oriented human resources. Only one employer disagreed, while another remained neutral.

**Analysis:**

The overall sentiment is positive, but enhancing the development of specific, in-demand skills might further align the curriculum with industry expectations.

**6. Effectiveness in Developing Strategies for Entrepreneurship** Around 50% of the employers strongly agreed that the syllabus effectively promotes entrepreneurship, with an additional 33% agreeing. However, 17% employers expressed neutrality, indicating that while many believe the curriculum supports entrepreneurship, it may not be universally perceived as strong in this area.

**Analysis:**

The entrepreneurship component is well-received, but there may be a need to introduce more targeted entrepreneurial training or opportunities for students.

**7. The Syllabus as Need-Based** Approximately 28% of employers strongly agreed that the current syllabus is based on industry needs, while 44% agreed. A notable portion of employers (22%) remained neutral, reflecting that some might see room for improvement in aligning the syllabus with specific industry demands.

**Analysis:**

While the syllabus is generally seen as relevant, the institution could engage with industry stakeholders more closely to ensure the curriculum remains up-to-date and responsive to emerging trends.

**8. Syllabus Based on Employability** Employers generally viewed the syllabus as enhancing employability, with 22% strongly agreeing and 44% agreeing. However, a portion of employers remained neutral (22%), and one disagreed, suggesting that some employers feel there's room for enhancing employability skills further.



### **Analysis:**

Strengthening the employability aspect could help improve the neutrality expressed by some employers. A closer review of how soft skills and practical industry-related experiences are incorporated might benefit graduates' job-readiness.

**9. Incorporation of Both Technical and Communication Skills** The majority of employers (44%) strongly agreed that the syllabus incorporates a balance of technical and communication skills, while another 33% agreed. However, a few employers remained neutral, and one strongly disagreed.

### **Analysis:**

There's a generally positive response to the technical and communication skills being taught, but further emphasis on communication skills, in particular, might help address the concerns of employers who feel less satisfied.

**10. Proficiency of Students Working with Employers** When evaluating the proficiency of students who had been employed, a significant portion of employers (56%) strongly agreed that their students had been excellent in their performance, with 39% agreeing. Only one employer expressed dissatisfaction.

### **Analysis:**

This suggests that the majority of employers are very satisfied with the proficiency of students, which reflects positively on the institution. However, there may still be room for improvement in specific cases to ensure all employers feel equally satisfied.

**Valuable Suggestions Regarding Curriculum** Most employers did not provide suggestions, with many leaving this section blank. However, one respondent suggested "No" additional input, reflecting overall satisfaction. The lack of detailed suggestions may indicate that employers do not have major concerns but could also imply that employers need to be encouraged to provide more constructive feedback.

## **Overall Recommendations:**

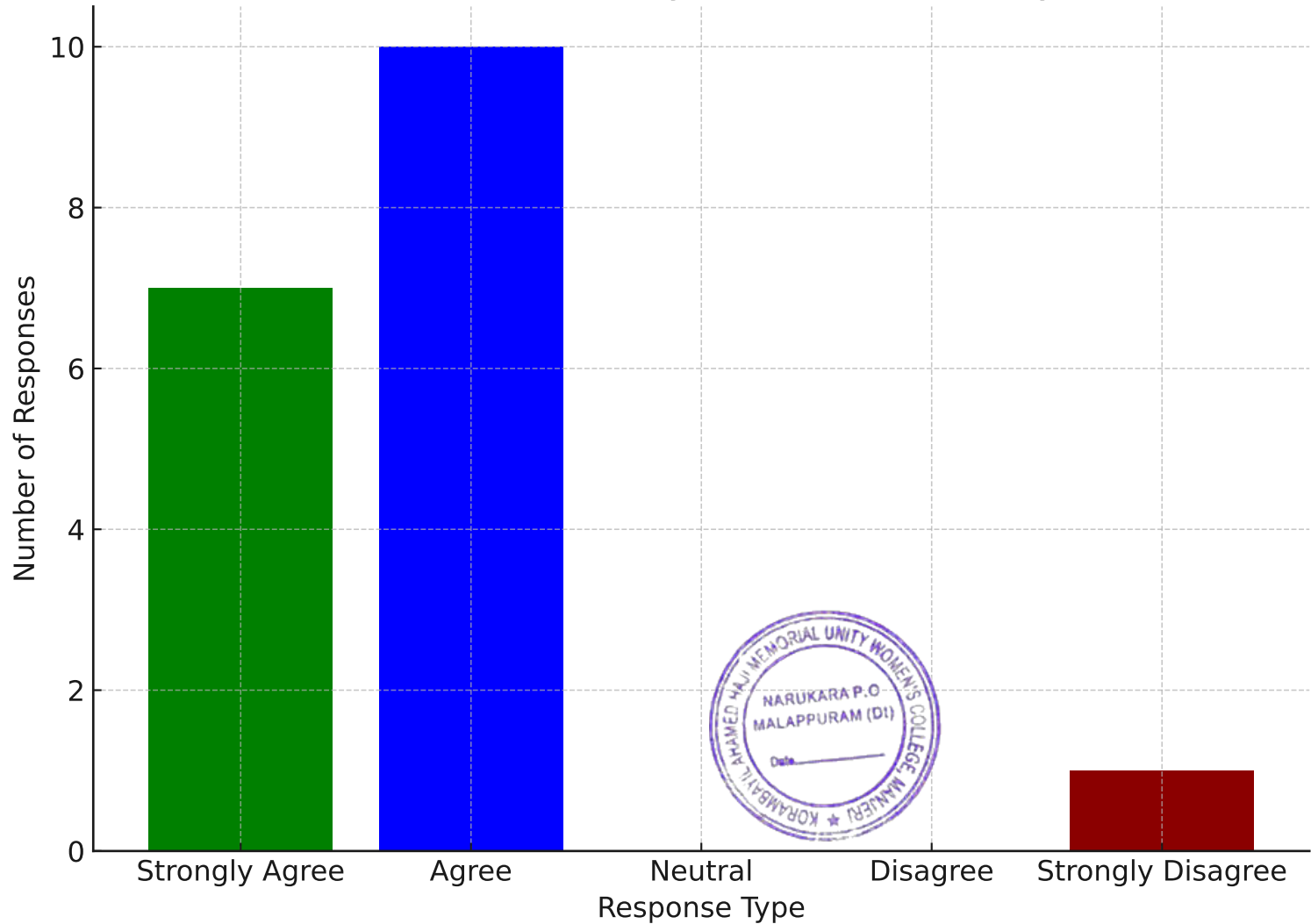
1. **Increase Engagement with Industry:** Regularly review and update the curriculum based on employer feedback and industry trends to ensure it remains aligned with real-world demands.
2. **Focus on Recent Developments:** Strengthen the inclusion of recent developments in industry practices and technologies to keep the syllabus fresh and relevant.
3. **Enhance Practical Skills Training:** Continue building on the strong practical applications but address any gaps that a minority of employers feel exist.
4. **Further Promote Employability Skills:** Strengthening areas like communication and soft skills, alongside technical training, will benefit students' career readiness.
5. **Entrepreneurial Training:** Consider offering more specialized programs or workshops focused on entrepreneurship, particularly for employers looking for innovative solutions and business skills.



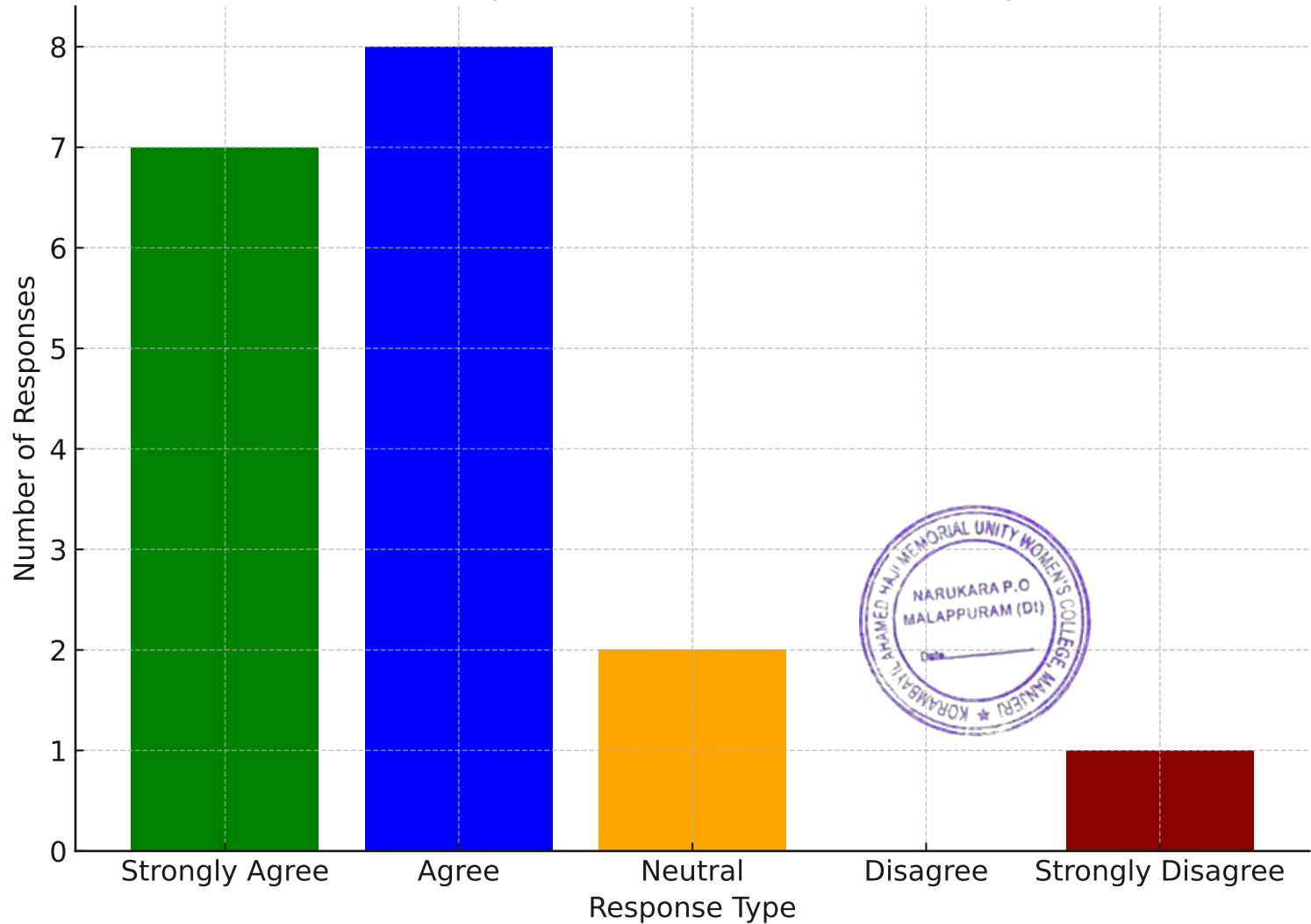
  
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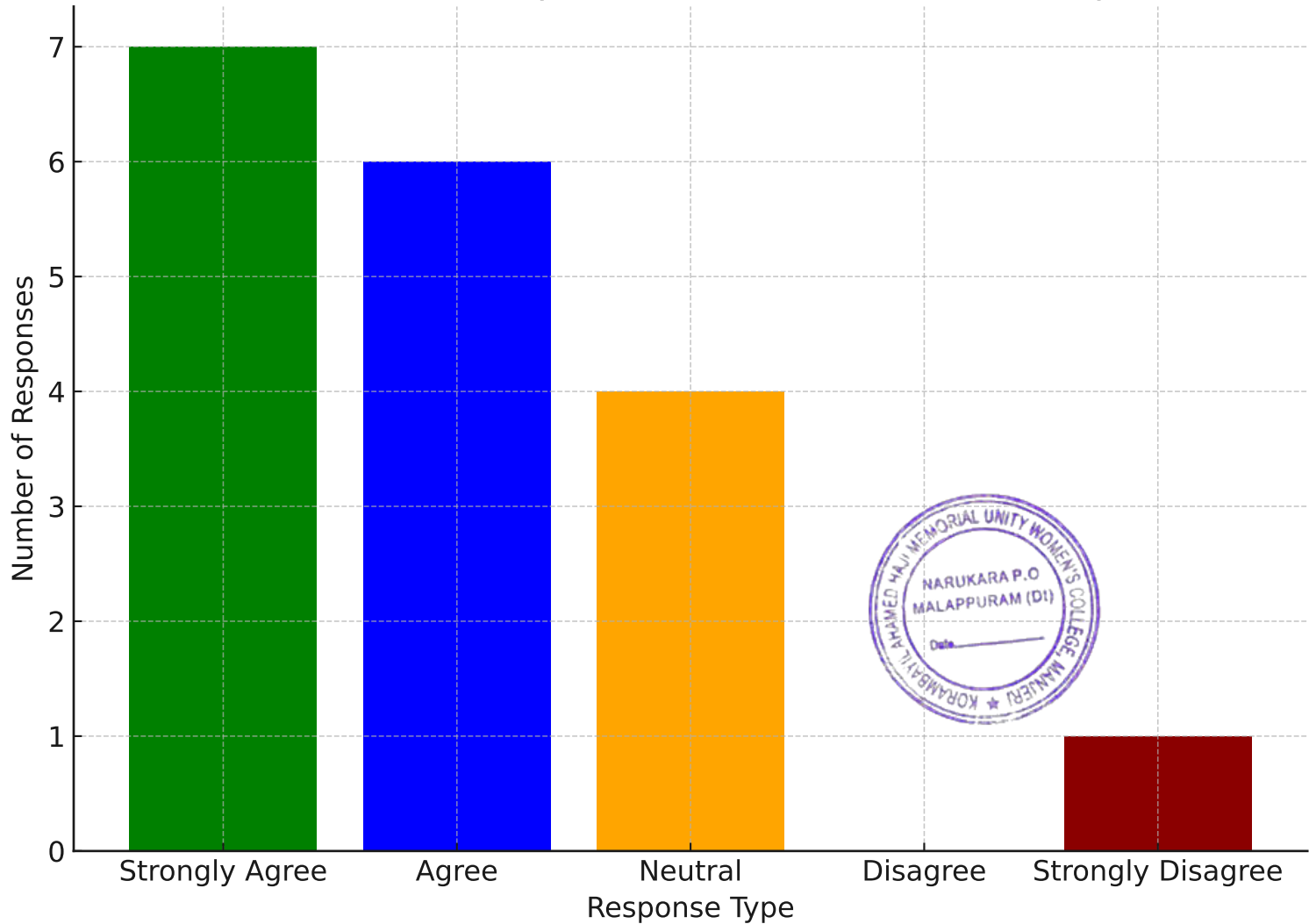
# Course Sufficiency: Course Sufficiency



# Relevance of Experiments: Relevance of Experiments

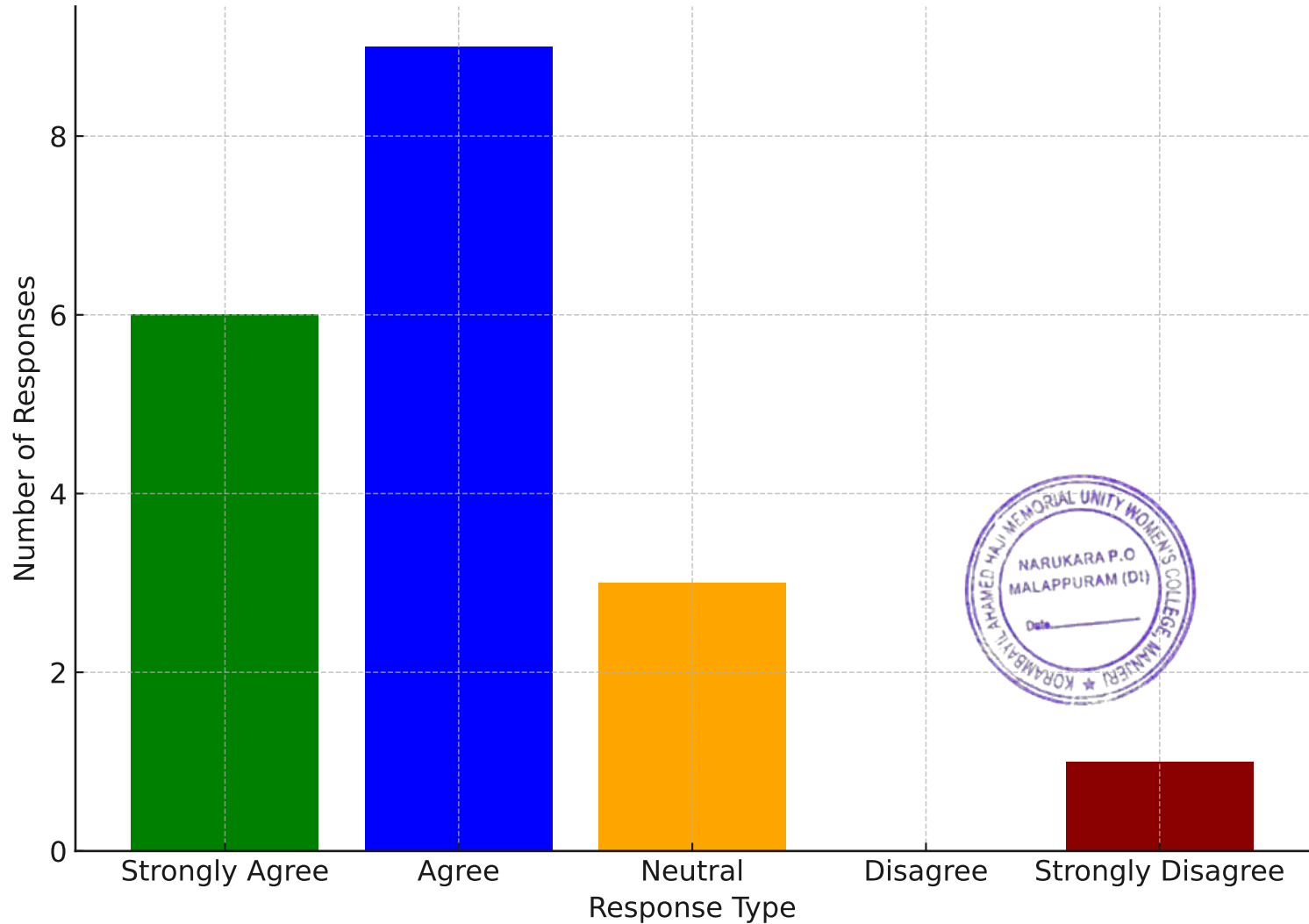


# Awareness of Developments: Awareness of Developments

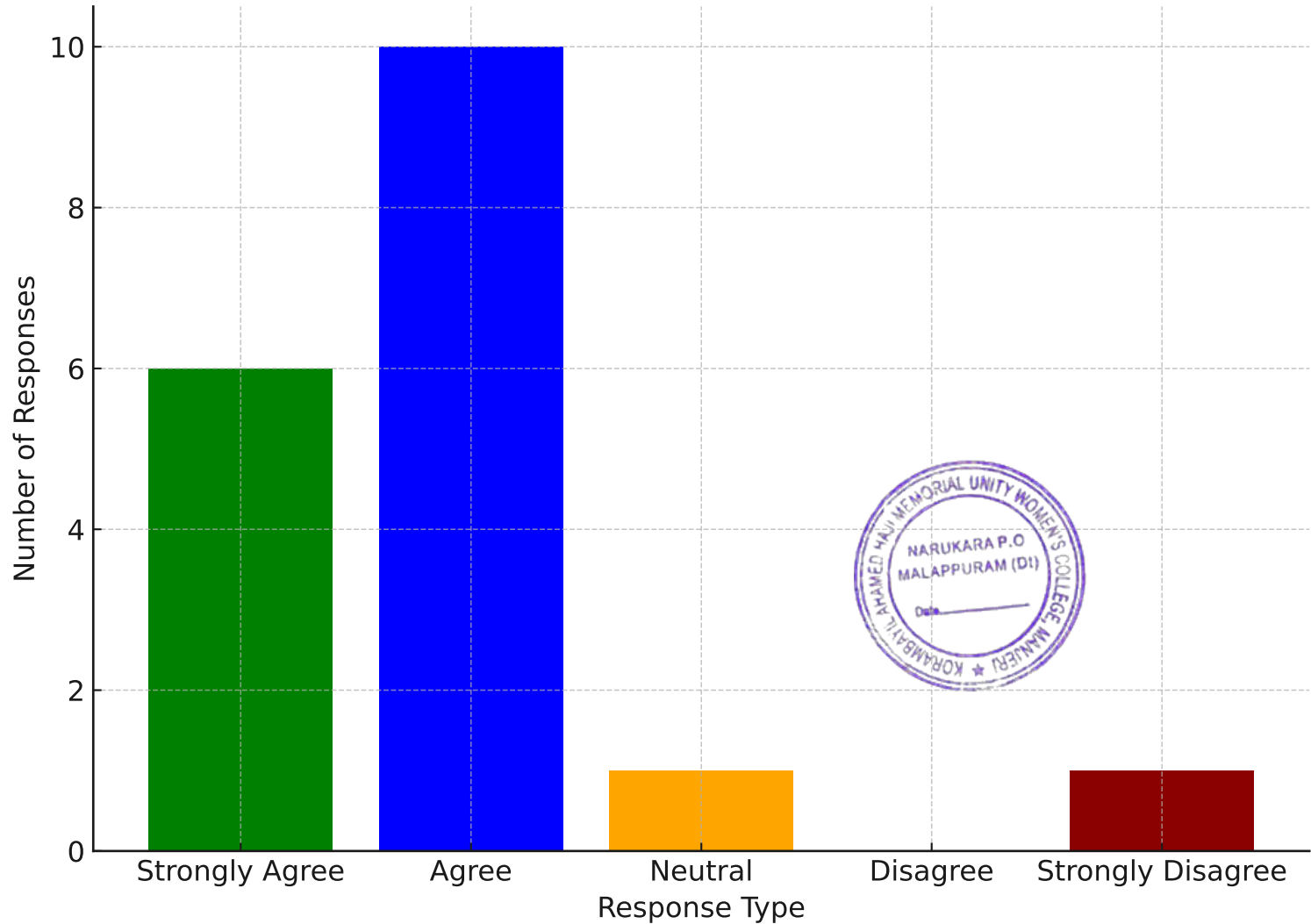




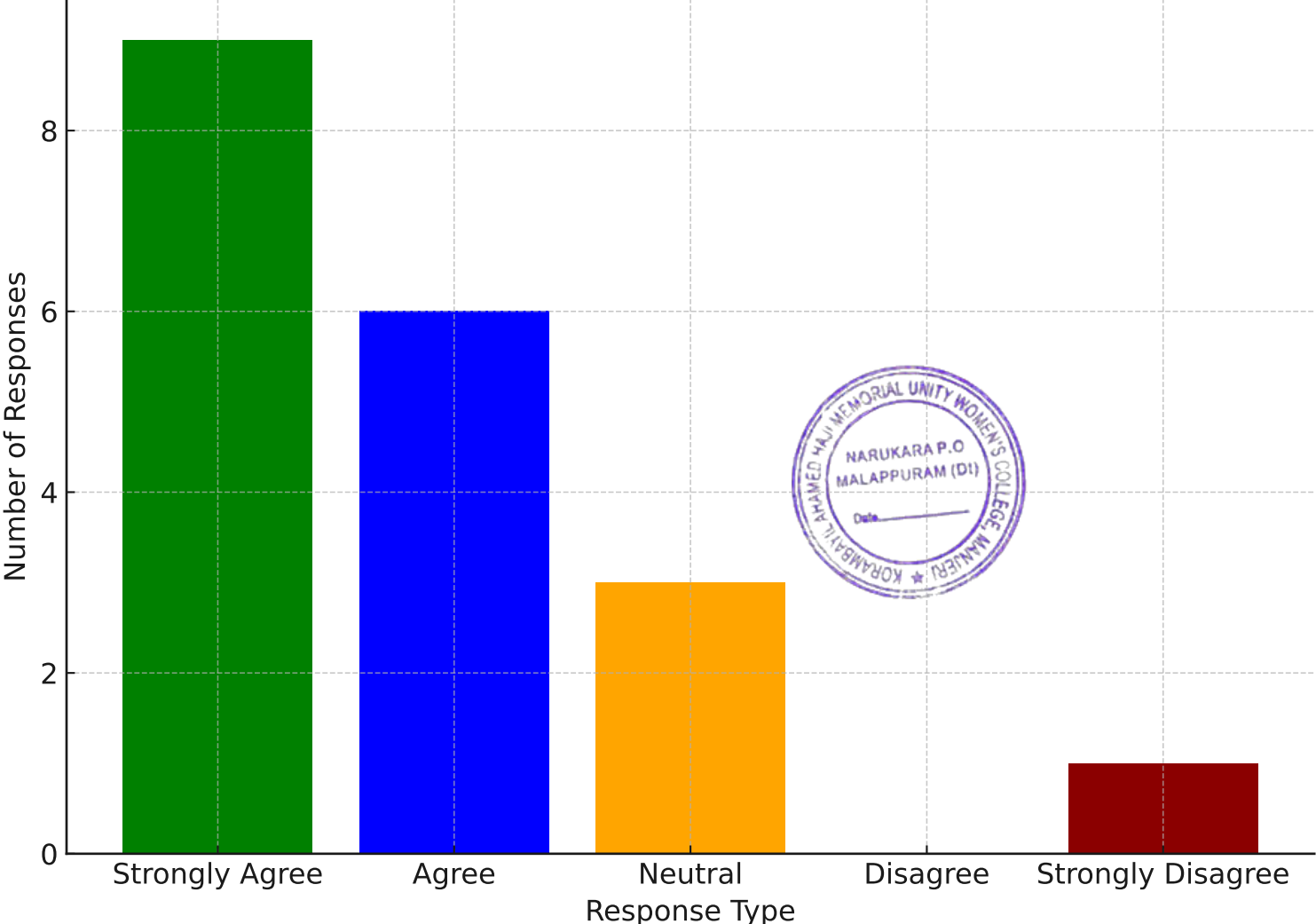
# Curriculum & Innovation: Curriculum & Innovation



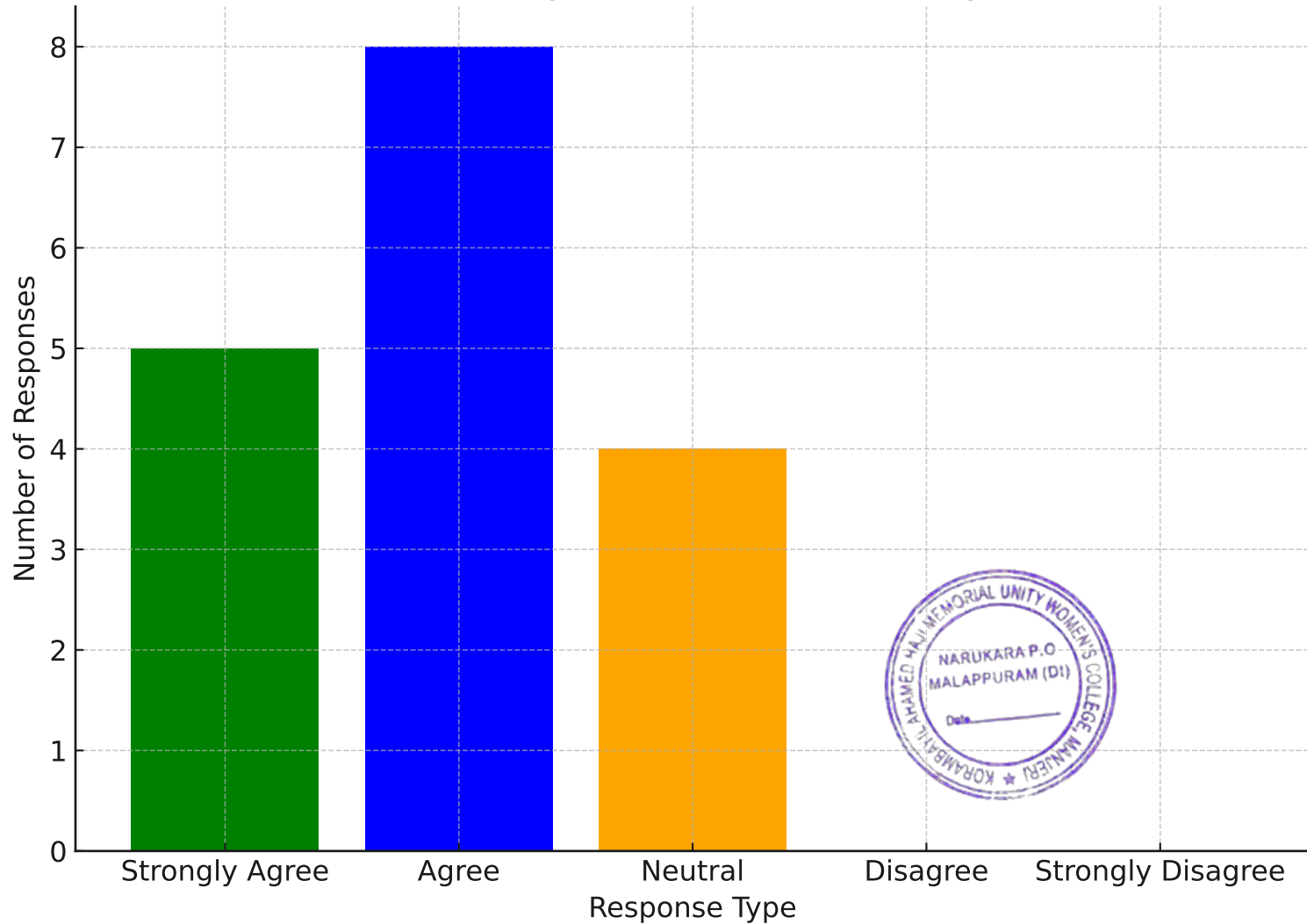
# Skill-Oriented Human Resources: Skill-Oriented Human Resources



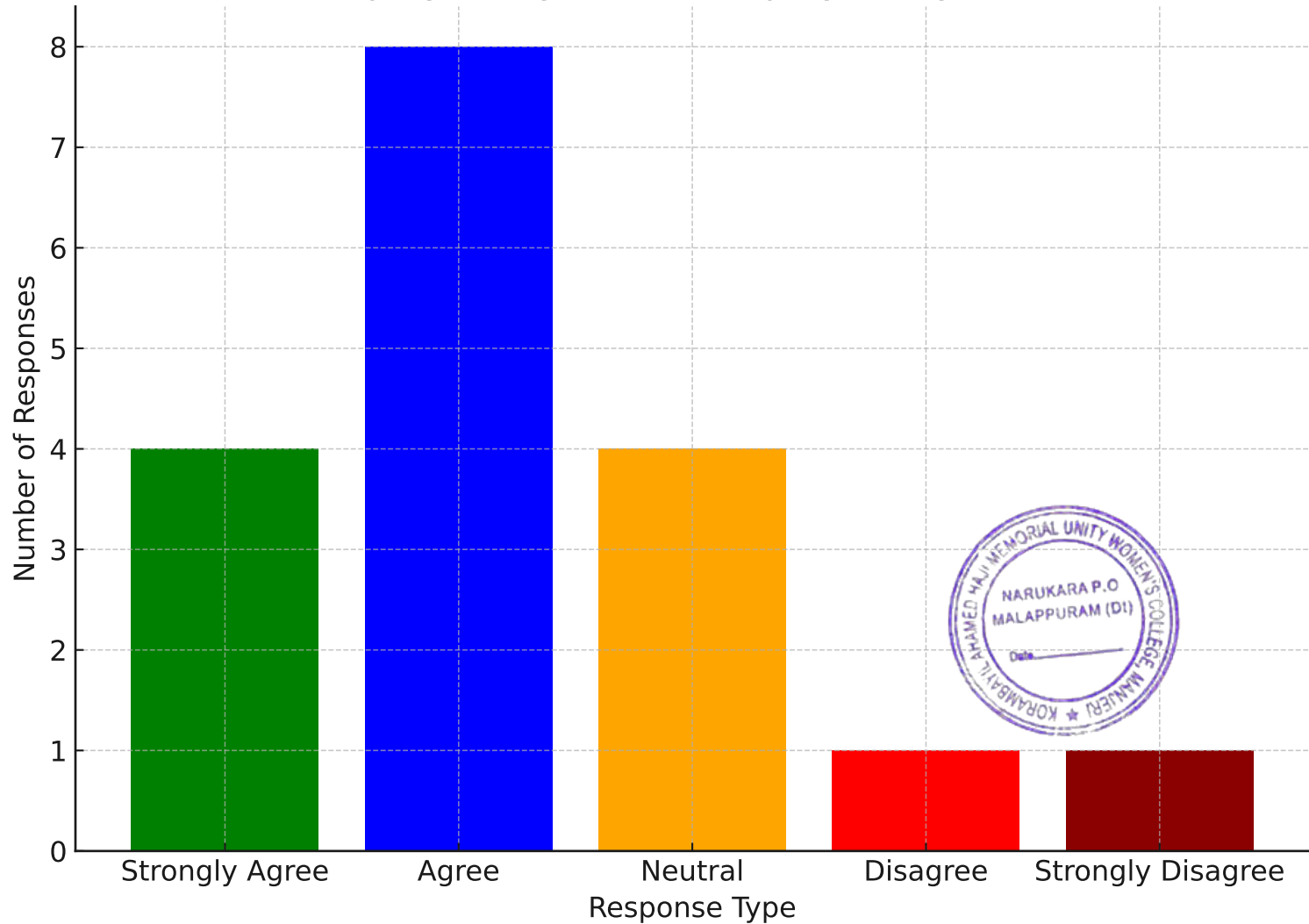
# Entrepreneurship Strategies: Entrepreneurship Strategies



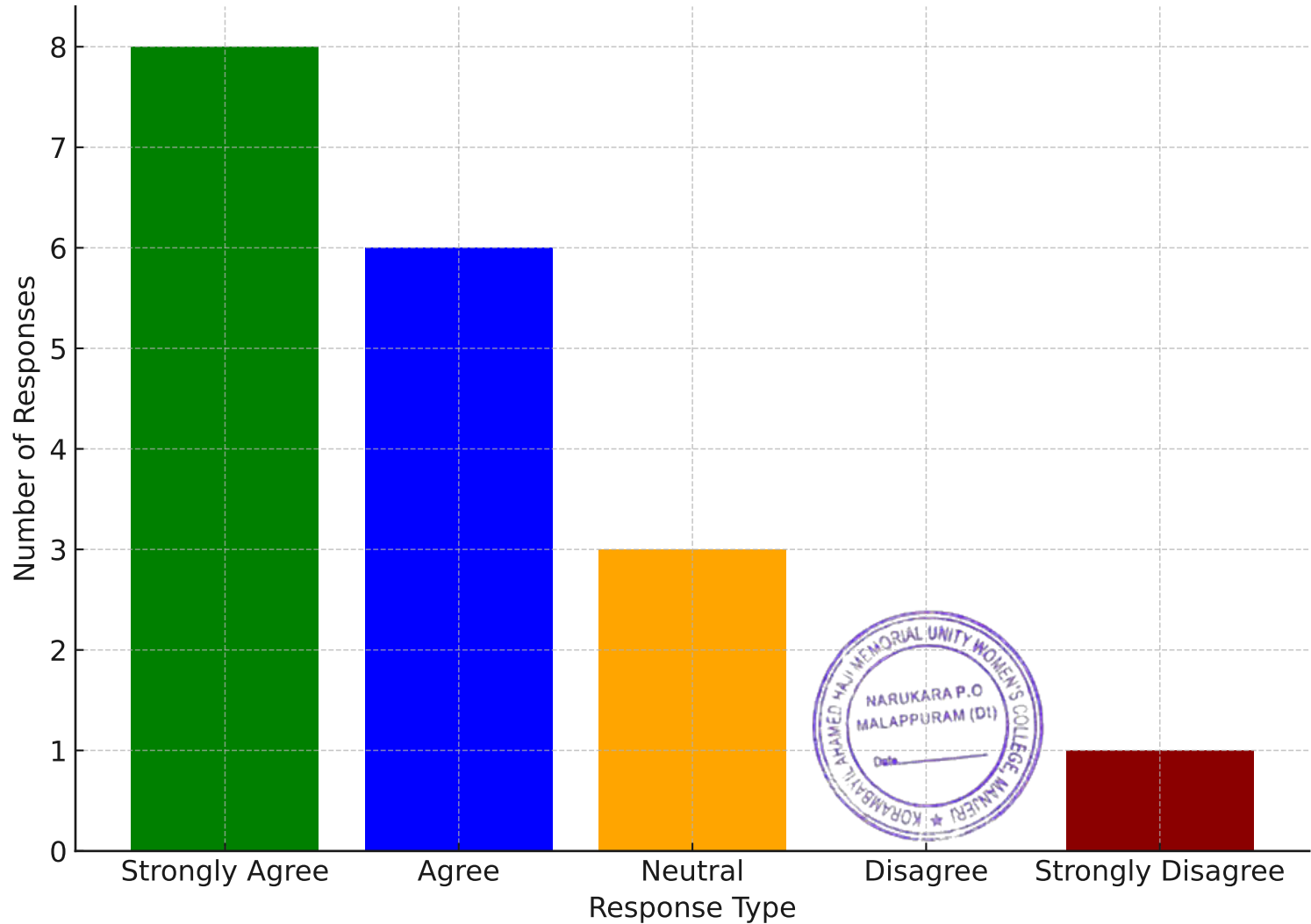
# Need-Based Syllabus: Need-Based Syllabus



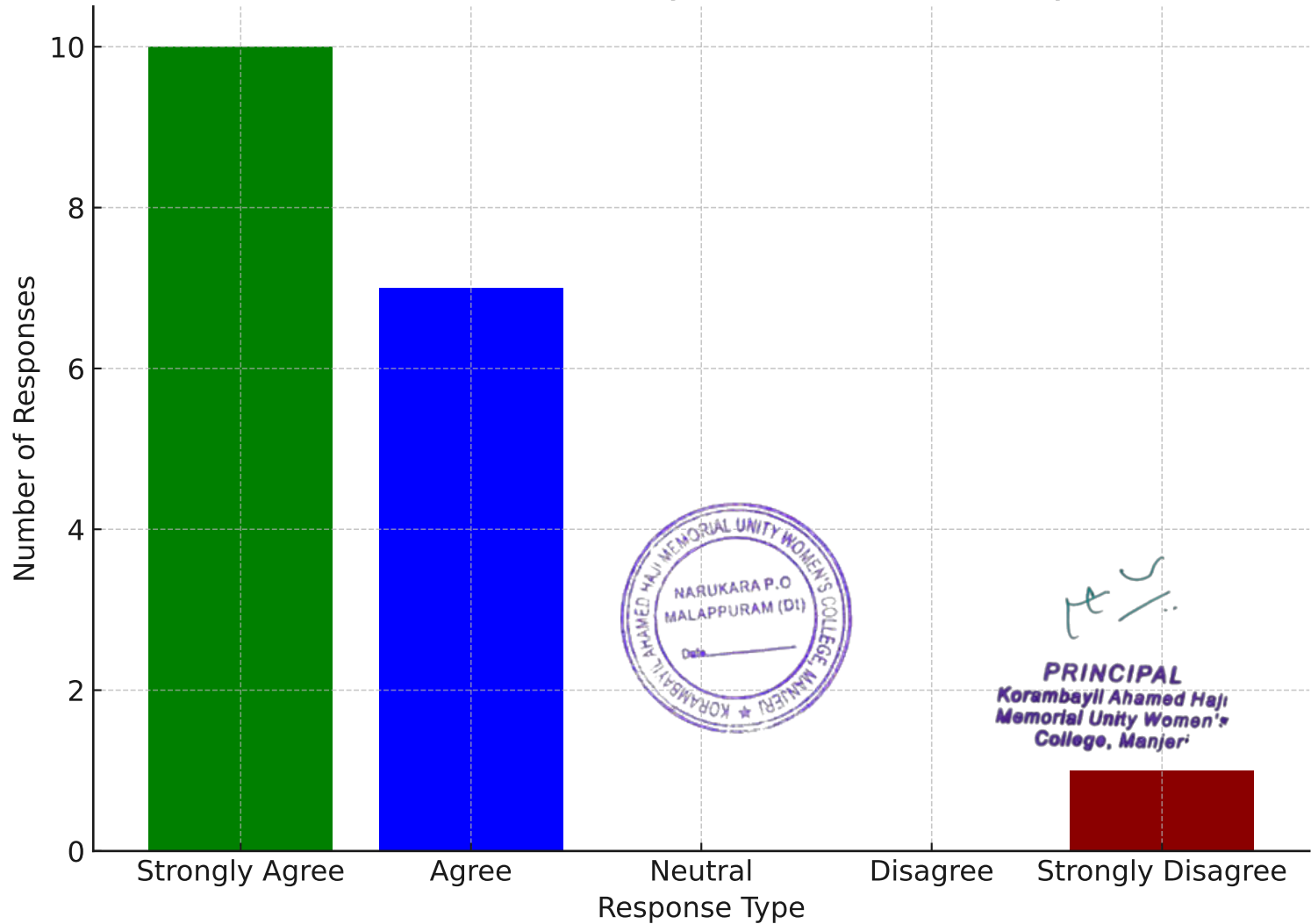
# Employability Focus: Employability Focus



# Technical & Communication Skills: Technical & Communication Skills



# Student Proficiency: Student Proficiency



  
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# ANALYSIS REPORT OF THE EMPLOYER FEEDBACK ON SYLLABUS 2022-23

In the academic year 2022-2023, feedback was collected from employers to evaluate the effectiveness and relevance of the current syllabus in preparing students for real-world job roles. The objective of this feedback survey was to assess the adequacy of the curriculum in terms of technical, practical, and interpersonal skills, as well as its alignment with modern industry developments and employability requirements. This report provides a detailed analysis of the responses received from employers, highlighting both the quantitative breakdown of their feedback and qualitative insights from their suggestions.

The survey addressed multiple key aspects of the syllabus, such as:

- The sufficiency of the courses in relation to job requirements.
- The relevance of the syllabus to modern developments.
- The coverage of technical and practical skills.
- The development of interpersonal skills.
- The employability focuses of the syllabus.

This analysis is intended to guide curriculum planners in identifying strengths and areas for improvement to ensure that the syllabus remains relevant and effective in preparing students for the evolving demands of the workforce.

## DETAILED ANALYSIS

### 1. Course Sufficiency

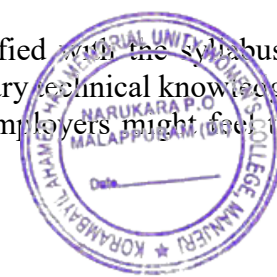
- **Strongly Agree (54.55%) and Agree (27.27%):** A significant majority of employers feel that the courses offered are sufficient in preparing students for their roles. This suggests the syllabus is generally comprehensive and meets industry needs.
- **Neutral (9.09%):** A small portion is undecided about the sufficiency of the courses, which could indicate varying expectations based on the specific industry.
- **Disagree (9.09%):** Some employers believe the courses may lack certain essential content, pointing to potential areas for adding depth.

### 2. Relevance to Modern Developments

- **Strongly Agree (36.36%) and Agree (36.36%):** These positive responses indicate that many employers find the syllabus to be up-to-date with current industry trends and technological advancements.
- **Neutral (18.18%):** The neutrality from some employers could indicate that while the syllabus addresses general developments, it might not be as dynamic in adapting to rapid technological or industry-specific changes.
- **Strongly Disagree (9.09%):** This response highlights the need for continuous updates to the curriculum to stay aligned with evolving industry standards and technologies.

### 3. Technical Skills Coverage

- **Strongly Agree (45.45%) and Agree (36.36%):** Most employers are satisfied with the syllabus's coverage of technical skills, reflecting that students are equipped with necessary technical knowledge.
- **Neutral (9.09%):** The small percentage of neutrality suggests that some employers might feel the technical skill coverage is adequate but could benefit from enhancement.





- **Strongly Disagree (9.09%):** A minor portion indicates a lack of sufficient technical skill training, suggesting a potential gap in more specialized or emerging technologies.

#### 4. Practical Skills Coverage

- **Strongly Agree (36.36%) and Agree (45.45%):** These responses suggest that a majority of employers believe the syllabus provides practical skills essential for students to perform in real-world scenarios.
- **Neutral (9.09%):** A small fraction is unsure of how well the syllabus covers practical skills, implying that some industries might have unique practical requirements that aren't fully addressed.

#### 5. Interpersonal Skills Development

- **Strongly Agree (36.36%) and Agree (36.36%):** Employers highly value the development of interpersonal skills, recognizing that these soft skills are crucial for teamwork and professional interaction.
- **Neutral (18.18%):** Some employers feel that while interpersonal skills are taught, they may not be fully integrated into the syllabus.
- **Strongly Disagree (9.09%):** A small percentage indicates dissatisfaction with the development of these skills, suggesting the syllabus might need more emphasis on communication, leadership, or collaborative abilities.

#### 6. Effectiveness in Skill Development

- **Strongly Agree (27.27%) and Agree (18.18%):** Some employers view the syllabus as effective in developing students' skills.
- **Neutral (45.45%):** The large portion of neutral responses implies that many employers believe the skill development is adequate but might not be particularly strong.
- **Disagree (9.09%):** A few employers feel the syllabus is not as effective in developing the full range of necessary skills, which could highlight a gap in holistic education or integration between technical and practical knowledge.

#### 7. Need-based Syllabus

- **Strongly Agree (18.18%) and Agree (27.27%):** Positive responses suggest that some employers believe the syllabus addresses the current needs of the industry.
- **Neutral (45.45%):** The high percentage of neutral responses may reflect that many employers believe the syllabus meets basic needs but might not fully address specialized or emerging demands.
- **Disagree (9.09%):** A few employers think the syllabus is not sufficiently aligned with industry demands, indicating the need for revisiting and aligning the curriculum with specific job market needs.

#### 8. Employability Focus

- **Strongly Agree (18.18%) and Agree (9.09%):** Only a small percentage of employers strongly agree that the syllabus prepares students for employability, suggesting that while the syllabus offers relevant knowledge, more could be done to ensure employability.
- **Neutral (54.55%):** Many employers are neutral on the employability focus, indicating that they may feel the syllabus could be better tailored to ensure students are fully prepared for the job market.
- **Disagree (18.18%):** This response points to a notable concern among employers that the syllabus is not explicitly aligned with employability needs, which highlights a potential area for improvement.

#### 9. Technical-Practical Balance

- **Strongly Agree (27.27%) and Agree (27.27%):** Positive responses indicate that employers find a good balance between technical and practical learning.



- **Neutral (45.45%):** A significant portion of employers are neutral, which suggests that the balance is acceptable but could potentially be improved to better integrate theory and practice.

## 10. Proficiency of Students

- **Strongly Agree (36.36%) and Agree (36.36%):** These responses indicate that many employers are satisfied with the proficiency of students in their job roles, reflecting the success of the curriculum in preparing students.
- **Neutral (27.27%):** A few employers feel that while students are proficient, there is room for improvement, particularly in areas where technical or practical expertise is lacking.

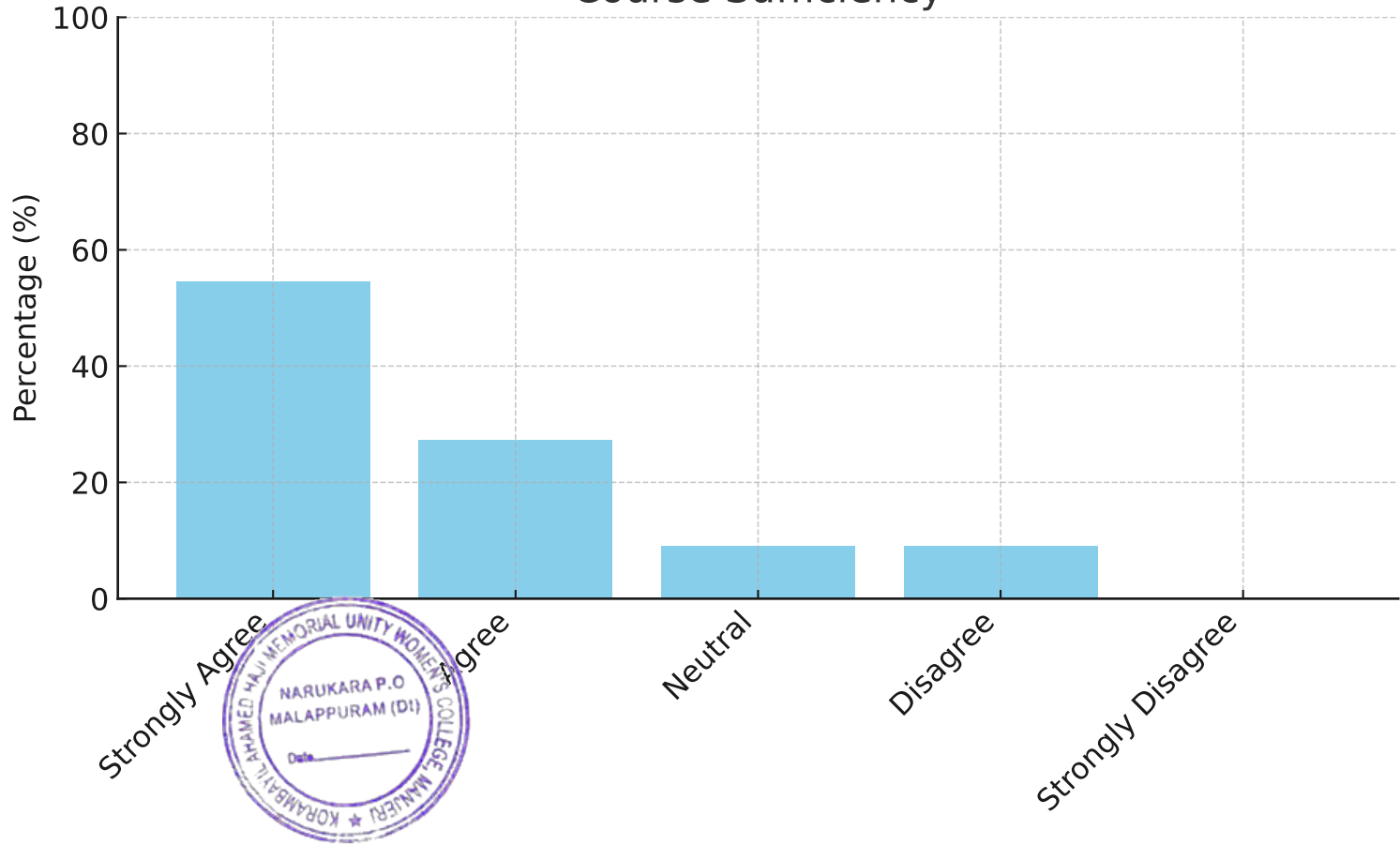
### Summary:

Across most categories, a majority of employers either "Agree" or "Strongly Agree" that the syllabus is generally sufficient and relevant. However, a considerable number of employers responded "Neutral" in several key areas, such as employability focus and the need-based syllabus, which indicates that while the curriculum meets the basic requirements, there is potential for greater alignment with specific industry needs. There are some concerns about gaps in technical skill development, employability, and interpersonal skills that can be addressed through curriculum adjustments.

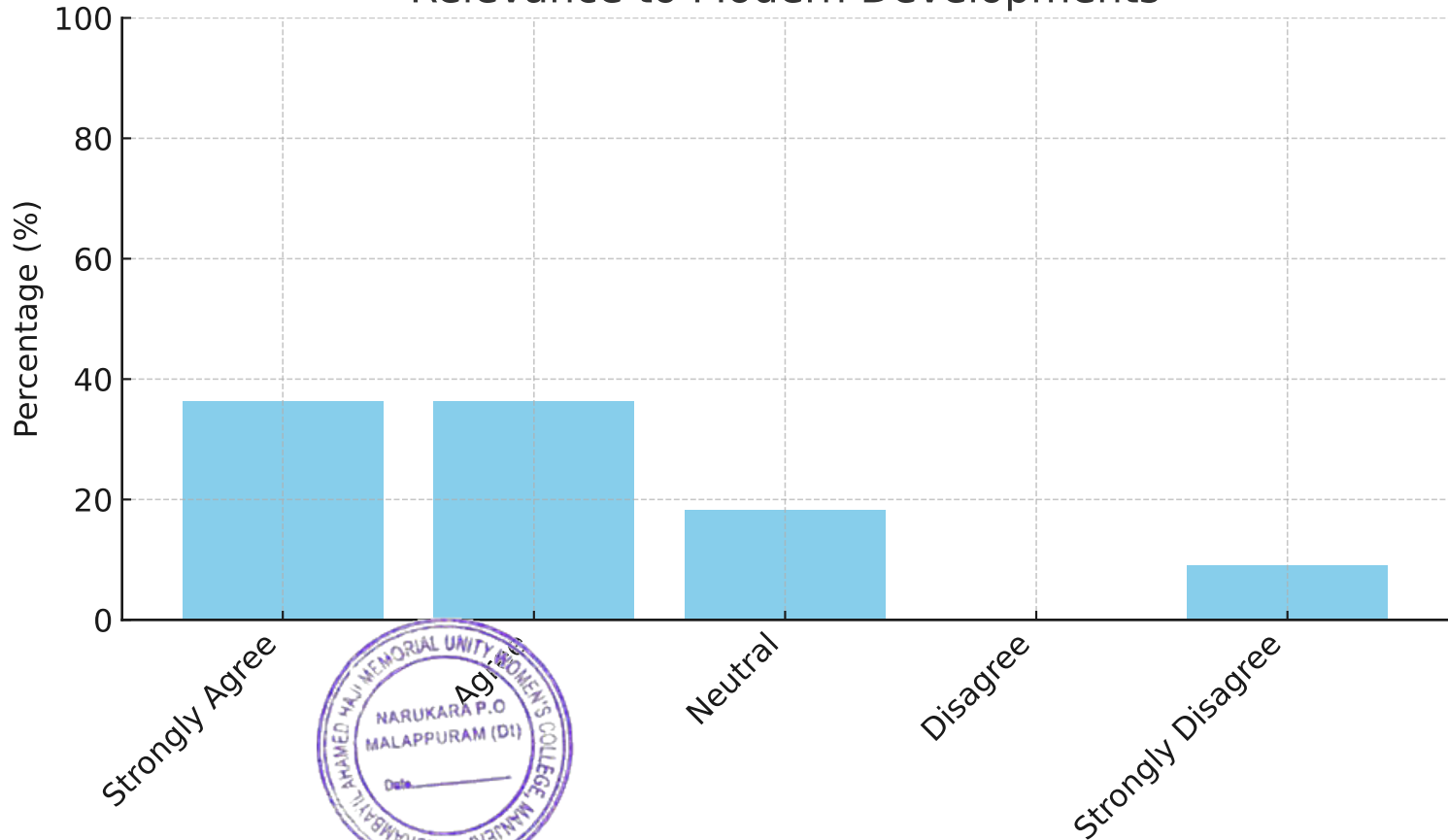


  
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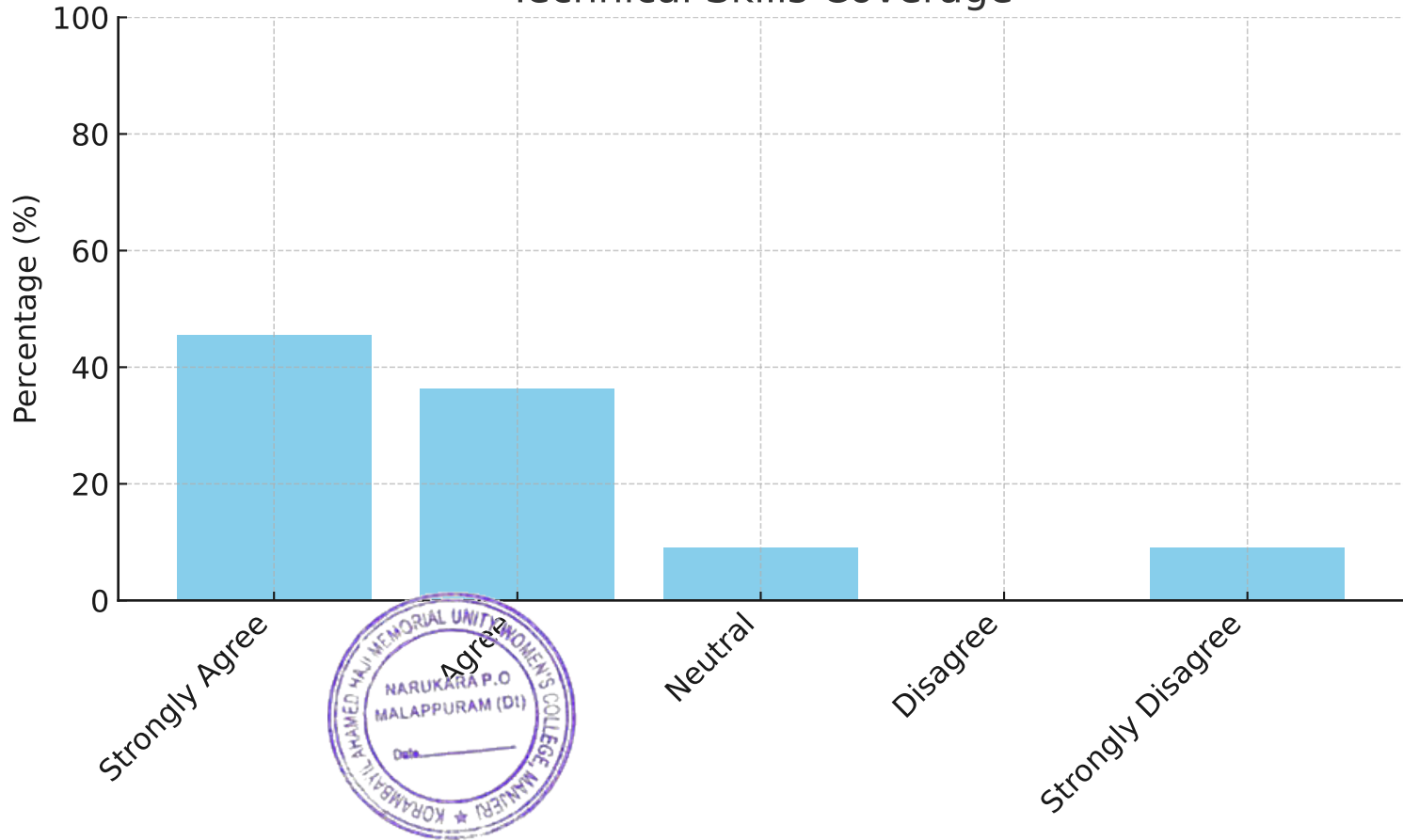
# Course Sufficiency



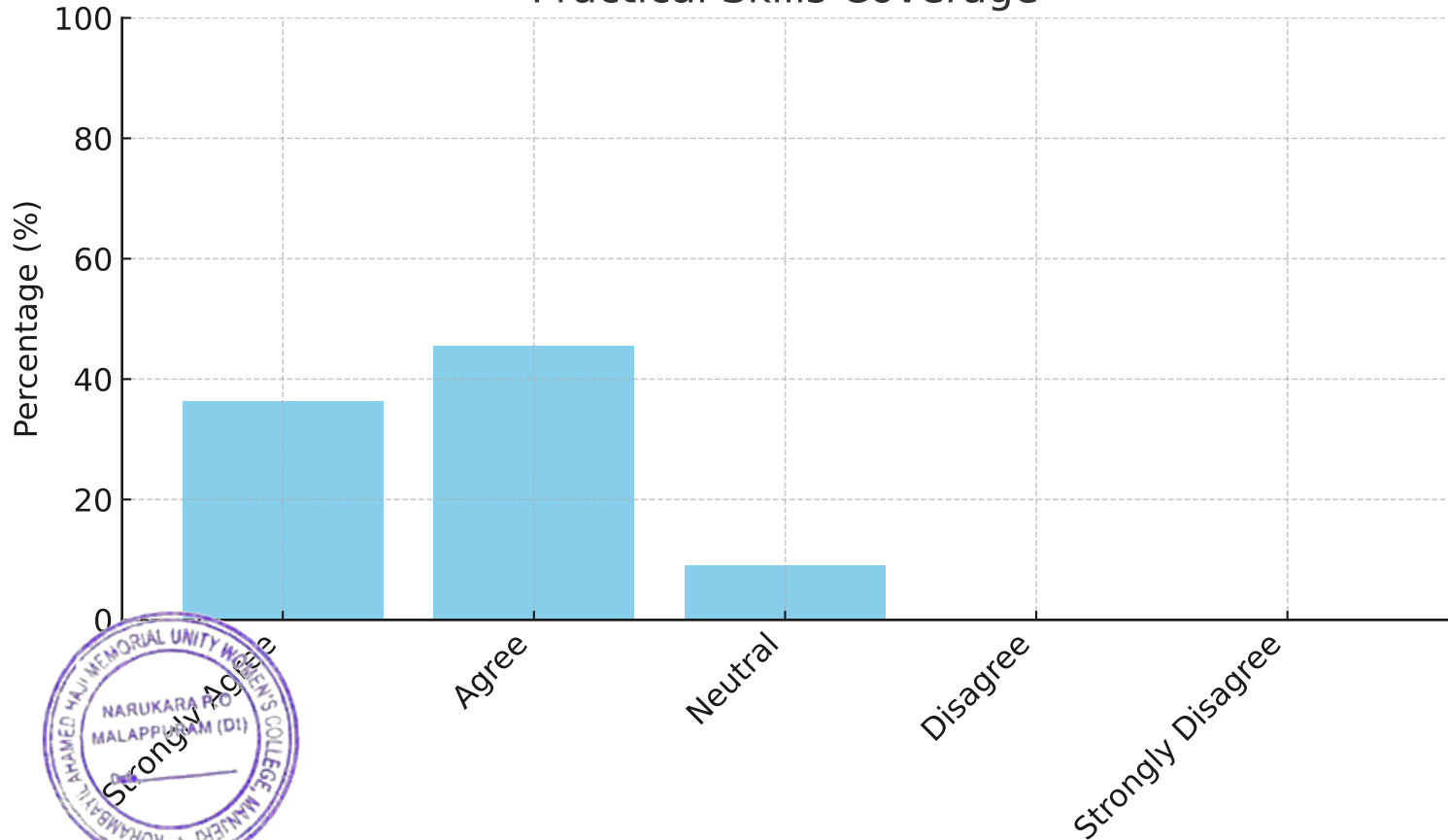
# Relevance to Modern Developments



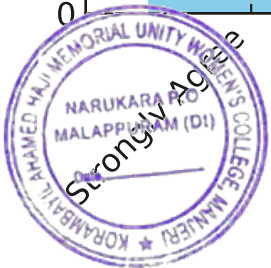
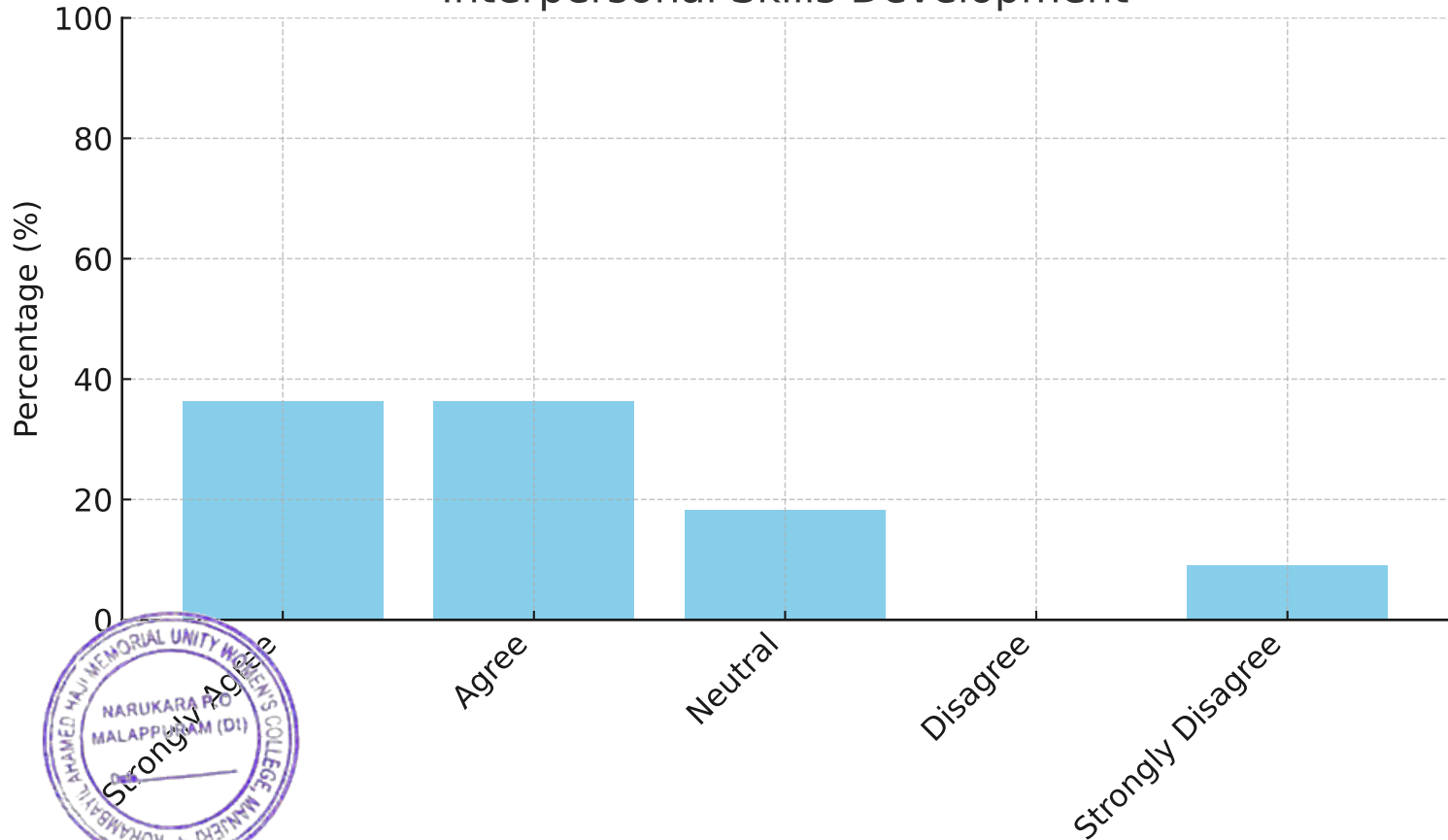
# Technical Skills Coverage



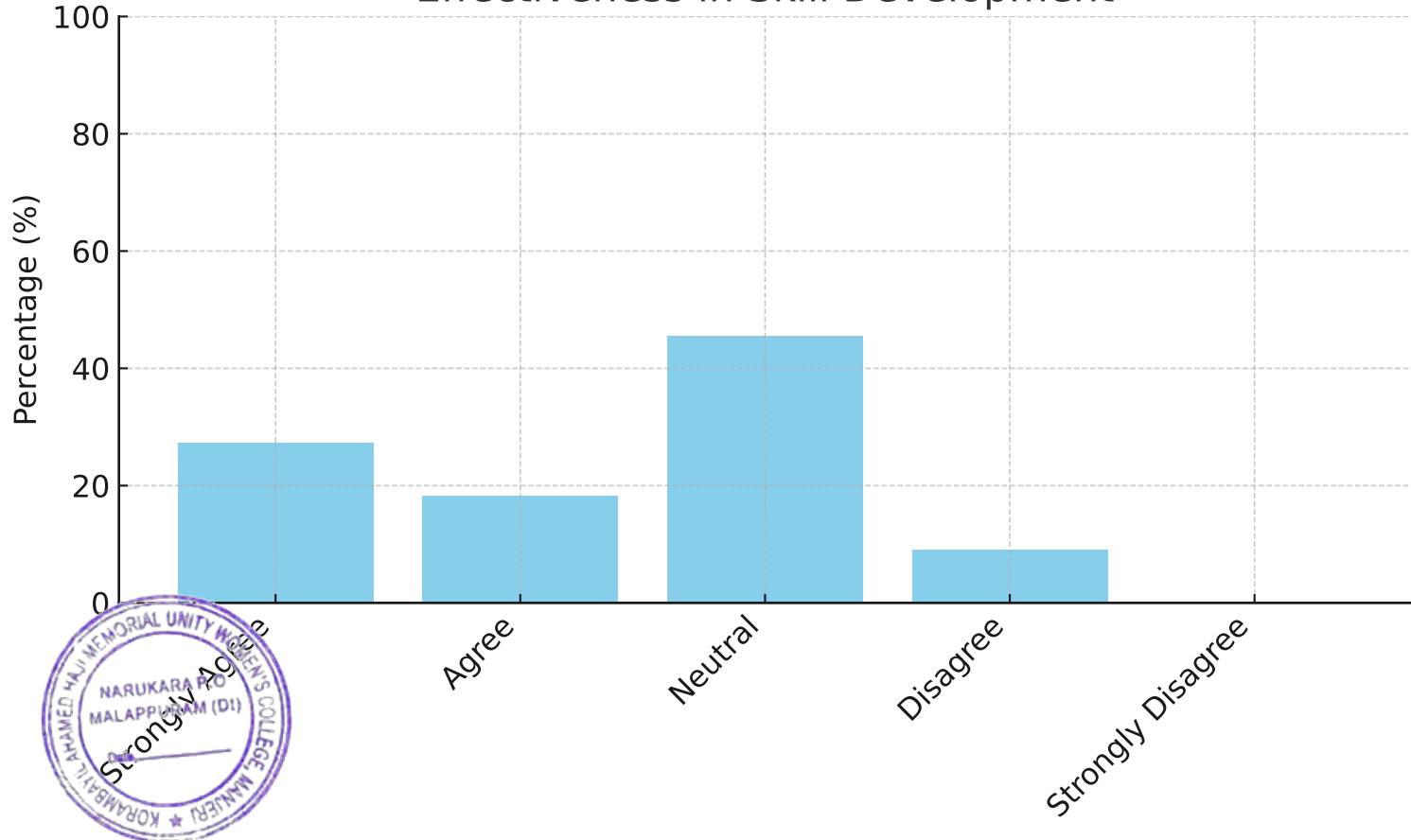
# Practical Skills Coverage



# Interpersonal Skills Development

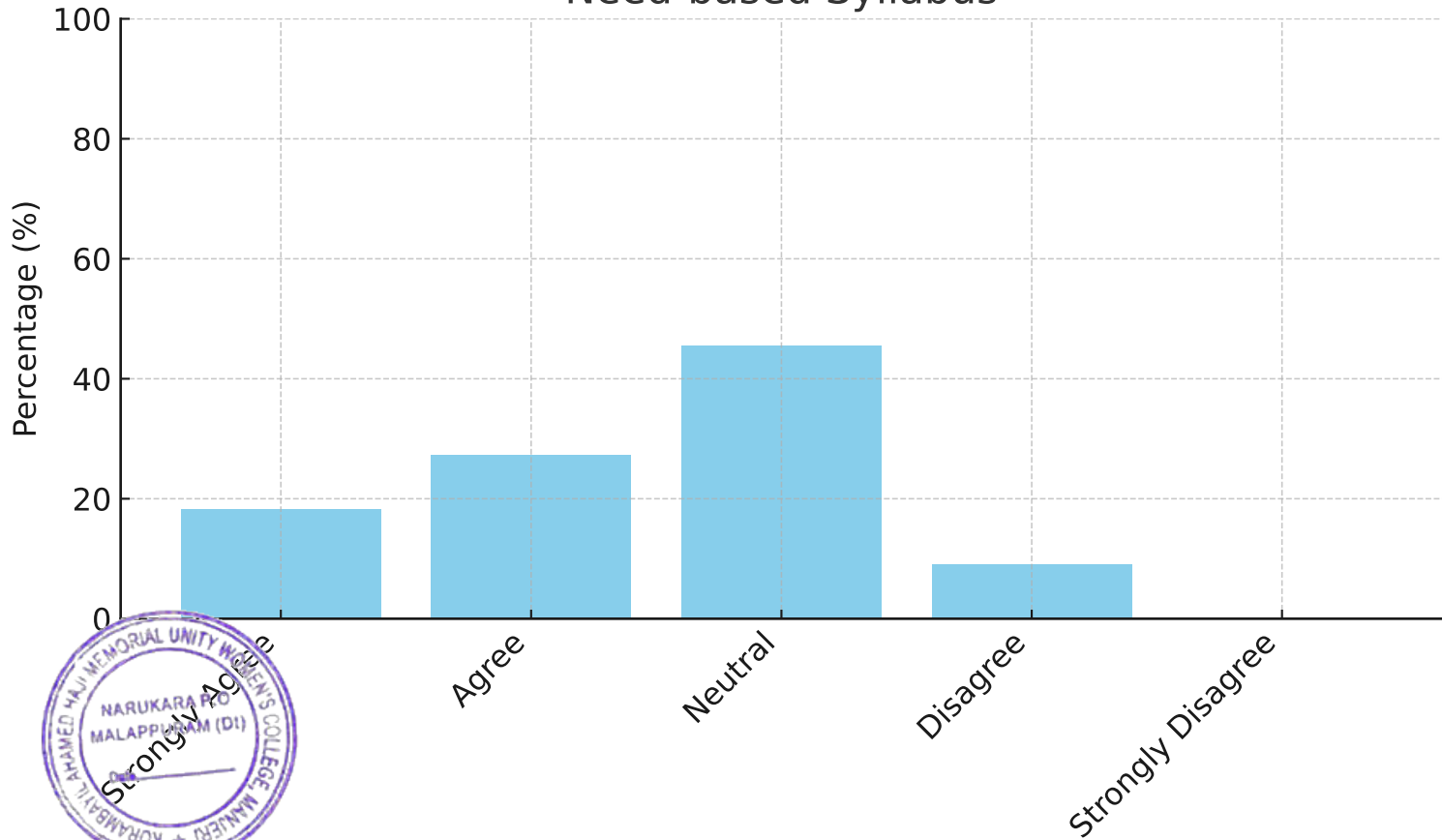


# Effectiveness in Skill Development

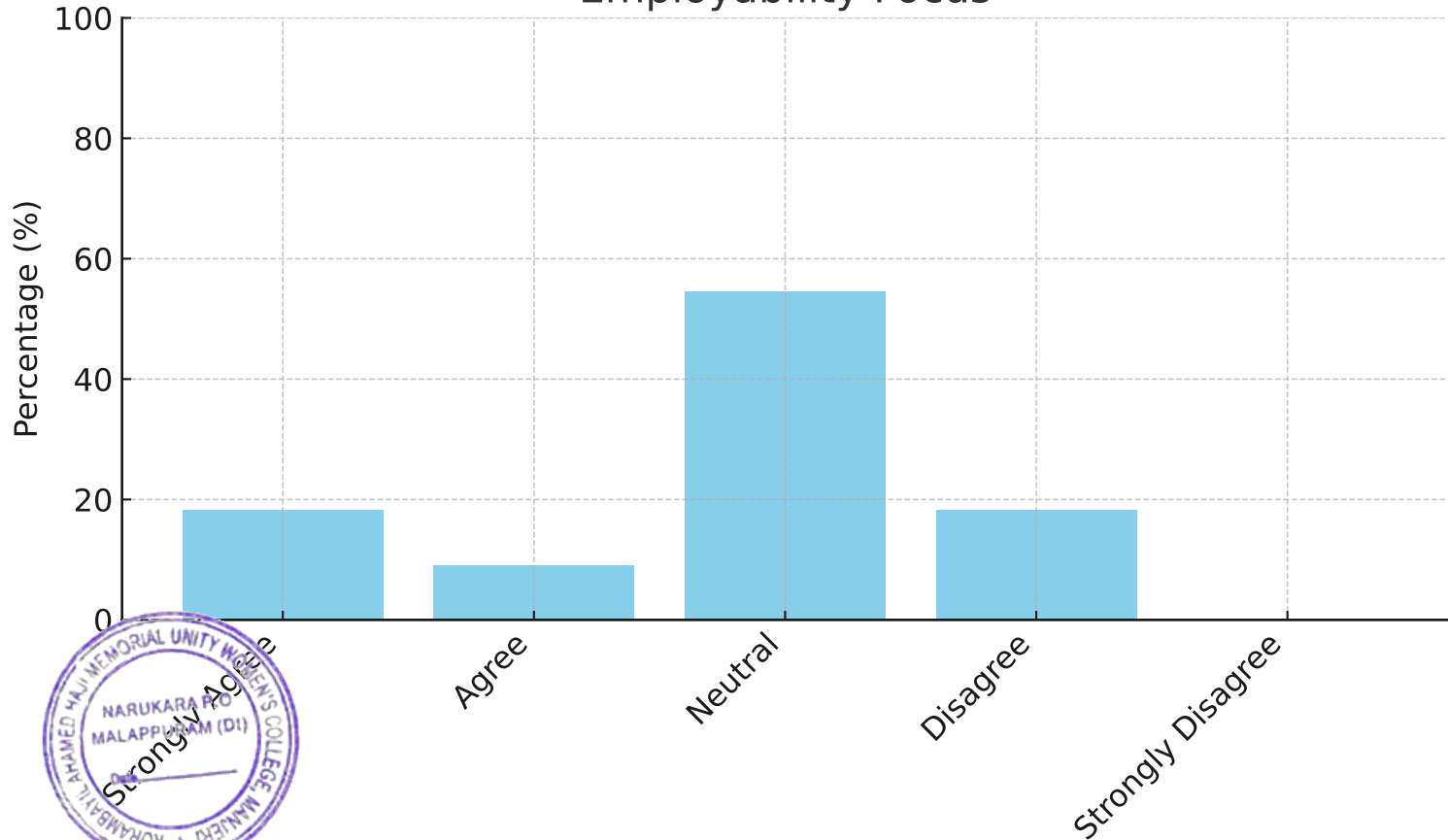




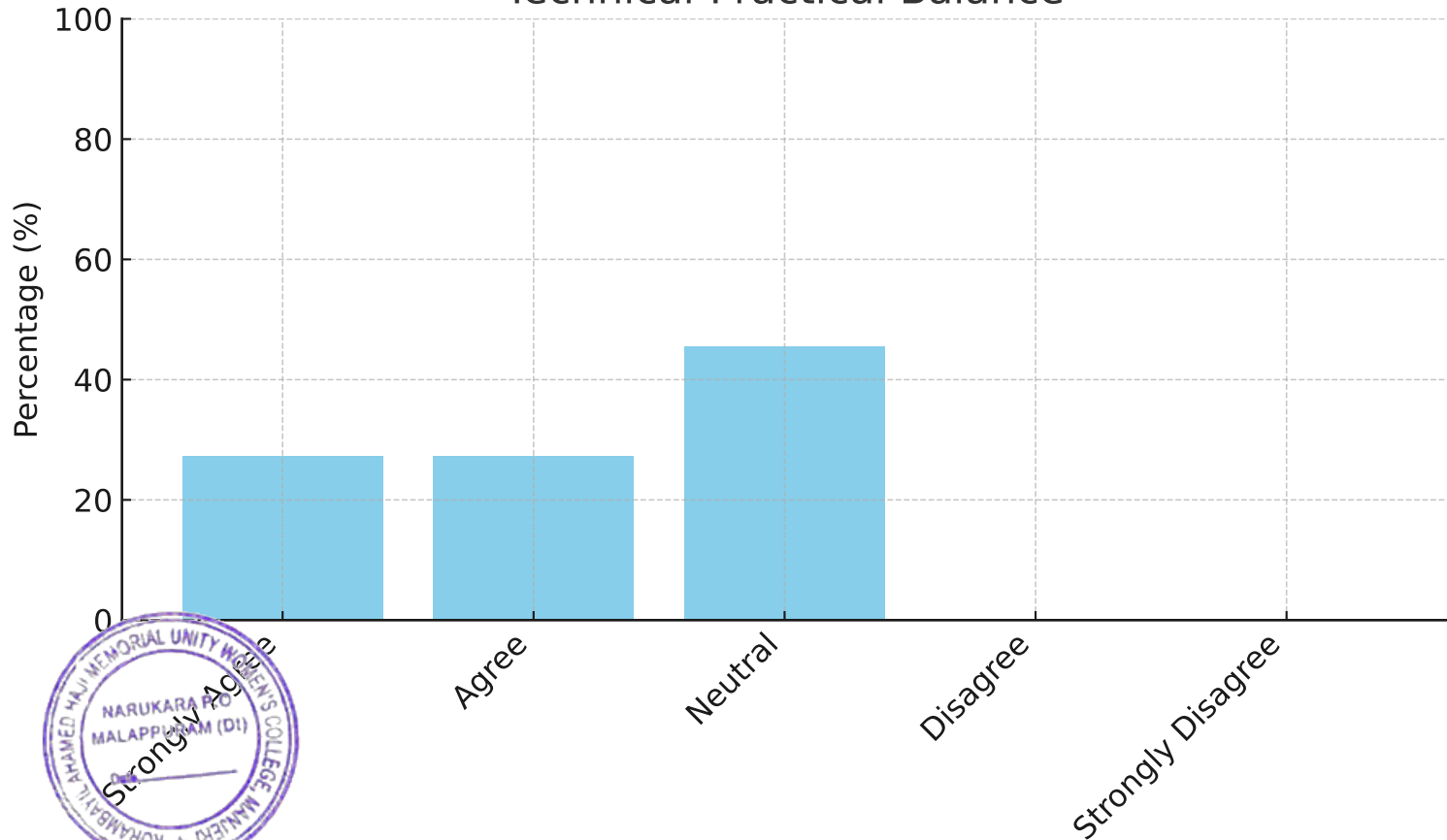
# Need-based Syllabus



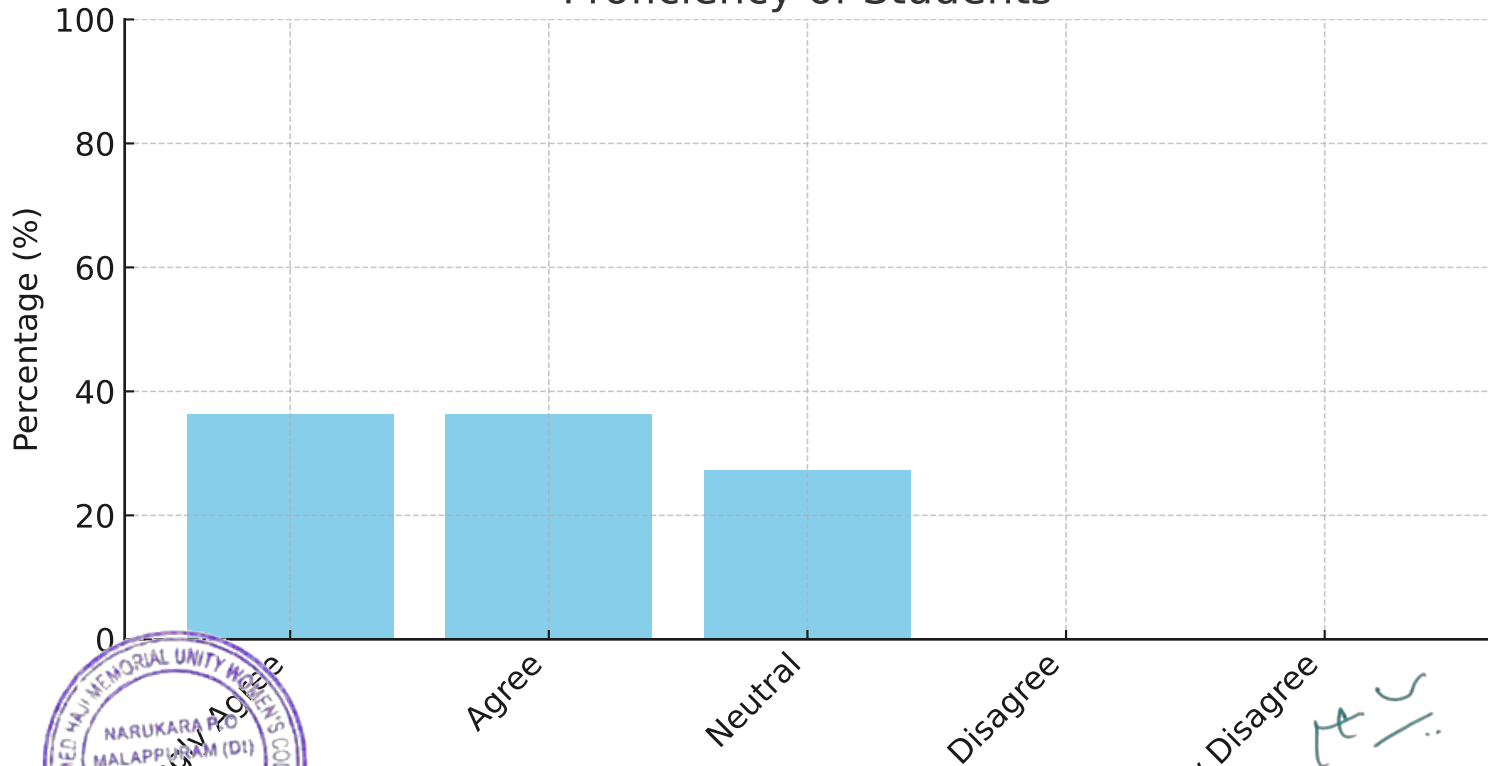
# Employability Focus



# Technical-Practical Balance



# Proficiency of Students



  
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# Analysis Report Based on Employer Feedback (2021-22)

This report presents a comprehensive analysis of employer feedback collected from various industries and institutions in 2022. The purpose of this feedback was to assess the effectiveness of the academic curriculum in preparing students for the workforce, with a focus on areas such as course relevance, technical skills, employability, and overall student performance.

Employers were asked to evaluate the sufficiency of courses in relation to industry needs, the practical application of knowledge, and the development of critical skills like communication and entrepreneurship. The feedback is vital in understanding the alignment between academic programs and real-world expectations, ensuring that institutions can continuously improve their curricula to meet evolving industry standards.

This report provides an in-depth analysis of employer responses, highlighting key areas of strength and identifying opportunities for improvement in the curriculum. By evaluating each aspect of the syllabus through employer insights, the report aims to provide actionable recommendations for academic enhancement.

## 1. Sufficiency of Courses in Relation to Industry

- **Strongly Agree:** 40.6%
- **Agree:** 43.8%
- **Neutral:** 15.6%

A majority of employers (84.3%) agreed that the courses were sufficient in meeting industry requirements, indicating a strong alignment between the curriculum and industry standards.

## 2. Relevance of Experiments to Real-life Application

- **Strongly Agree:** 21.9%
- **Agree:** 53.1%
- **Neutral:** 15.6%
- **Disagree:** 9.4%

Most employers (75%) agreed that the experiments included in the curriculum were relevant to real-life applications, demonstrating the curriculum's practical focus.

## 3. Awareness of Recent Developments in the Field

- **Strongly Agree:** 31.3%
- **Agree:** 46.9%
- **Neutral:** 15.6%
- **Disagree:** 6.3%

A total of 78.2% of respondents felt that the curriculum effectively provided awareness of recent developments in the field, although a small percentage indicated room for improvement.

## 4. Curriculum's Effectiveness in Developing Innovative Technology

- **Strongly Agree:** 25%
- **Agree:** 53.1%
- **Neutral:** 15.6%



- **Disagree:** 6.3%

78.1% of employers believed that the curriculum was effective in developing innovative technology, highlighting the strong emphasis on technological advancements.

## 5. Skill-Oriented Human Resources

- **Strongly Agree:** 28.1%
- **Agree:** 43.8%
- **Neutral:** 18.8%
- **Disagree:** 9.4%

71.9% of employers agreed that the curriculum promoted the development of skill-oriented human resources, although some employers (18.8%) had a neutral opinion.

## 6. Strategies for Entrepreneurship

- **Strongly Agree:** 21.9%
- **Agree:** 46.9%
- **Neutral:** 25%
- **Disagree:** 6.3%

A total of 68.8% of respondents agreed that the syllabus was effective in promoting entrepreneurial strategies, with a significant portion remaining neutral.

## 7. Need-based Curriculum

- **Strongly Agree:** 18.8%
- **Agree:** 46.9%
- **Neutral:** 21.9%
- **Disagree:** 12.5%

65.7% of employers believed that the current syllabus was need-based, though there was a higher rate of neutrality and disagreement compared to other areas.

## 8. Employability Focus

- **Strongly Agree:** 15.6%
- **Agree:** 34.4%
- **Neutral:** 40.6%
- **Disagree:** 6.3%
- **Strongly Disagree:** 3.1%

Employers had mixed responses about the syllabus' focus on employability. While 50% agreed it was focused on employability, 40.6% felt neutral, and 9.4% disagreed, indicating potential improvement areas in career preparation.

## 9. Integration of Technical and Communication Skills

- **Strongly Agree:** 21.9%
- **Agree:** 37.5%
- **Neutral:** 34.4%
- **Disagree:** 6.3%



59.4% of employers agreed that the syllabus incorporated both technical and communication skills, while 34.4% were neutral, suggesting that communication skills could be further integrated into the curriculum.

## 10. Proficiency of Students

- **Strongly Agree:** 40.6%
- **Agree:** 37.5%
- **Neutral:** 18.8%
- **Disagree:** 3.1%

An overwhelming 78.1% of employers rated the proficiency of students as excellent, reflecting a strong level of satisfaction with student performance.

## Key Insights and Recommendations

1. **Strong Curriculum Foundation:** Employers are largely satisfied with the curriculum, especially in areas like relevance to industry needs, real-life application of experiments, and awareness of technological developments.
2. **Entrepreneurship and Innovation:** The curriculum effectively supports innovation and entrepreneurship, with over two-thirds of employers agreeing on this.
3. **Employability and Skills Integration:** While most employers are positive about the syllabus' focus on employability and technical skills, the high rate of neutral responses suggests that these areas could be enhanced to better meet industry needs.
4. **Proficiency of Students:** The feedback indicates strong overall student proficiency, with employers giving high ratings to the students' work performance and technical abilities.

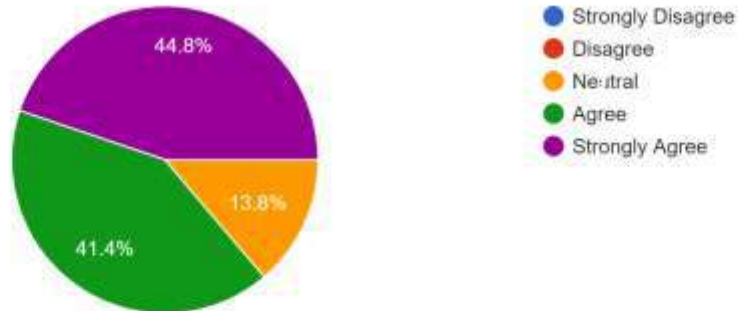


  
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## FEEDBACK FROM EMPLOYER

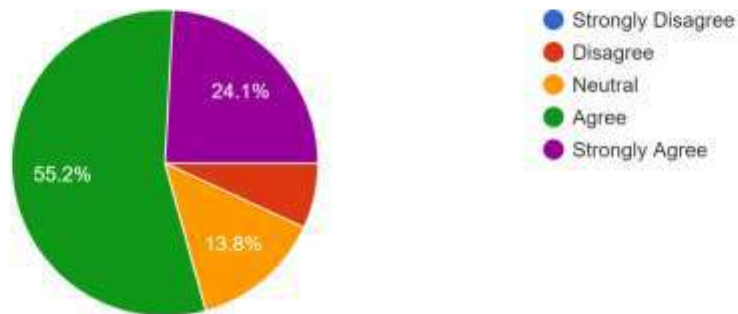
1. The sufficiency of the courses in relation to the industry is commendable.

29 responses



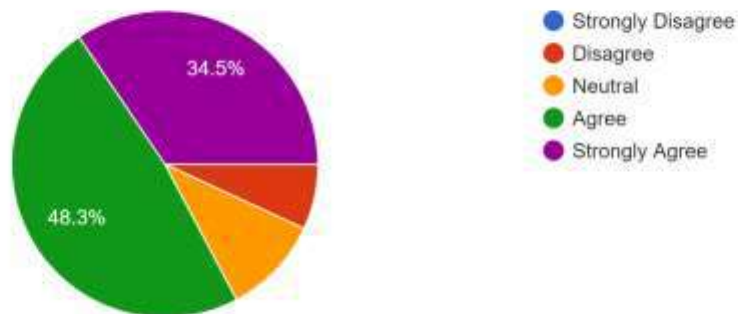
2. The experiments which are part of the curriculum had been relevant to real life application.

29 responses



3. Awareness of the recent developments in the field is provided within the syllabus.

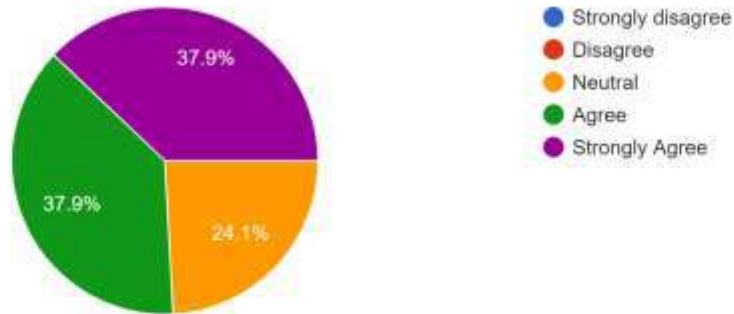
29 responses





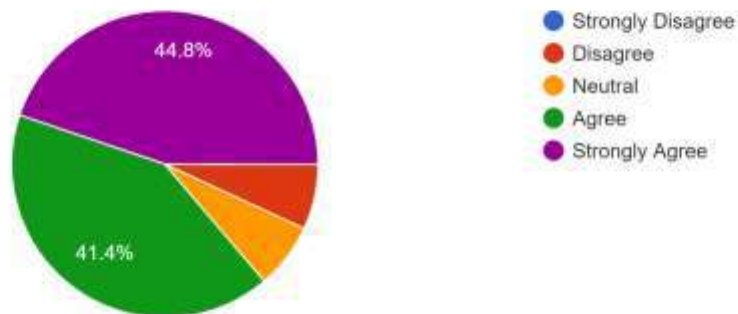
4. The Curriculum was effective in developing innovative technology.

29 responses



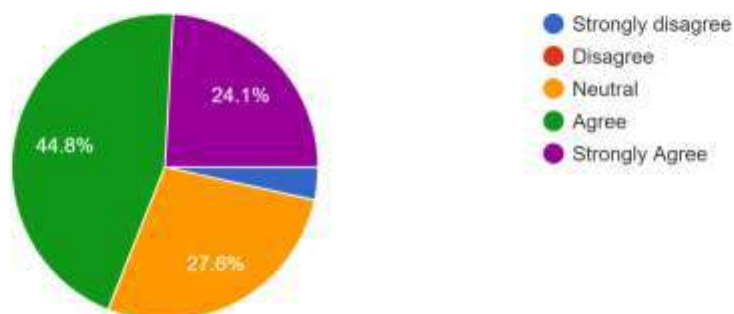
5. Skill Oriented Human Resources have been one of the best parts of the curriculum.

29 responses



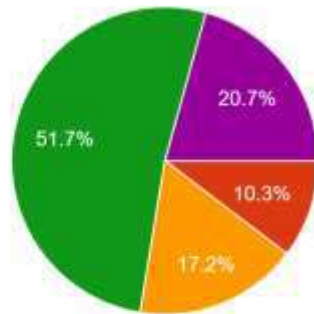
6. The syllabus had been very effective in developing strategies for entrepreneurship.

29 responses



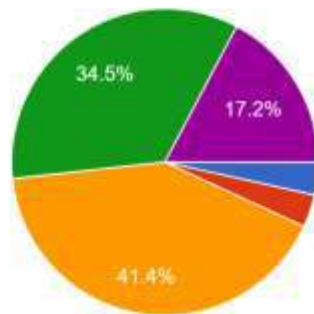
7. The current syllabus is need based.

29 responses



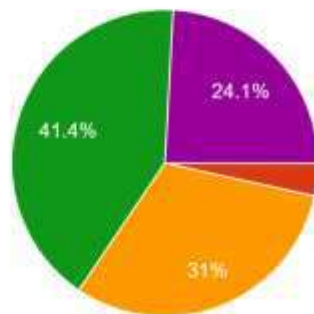
8. The present syllabus is based on employability.

29 responses



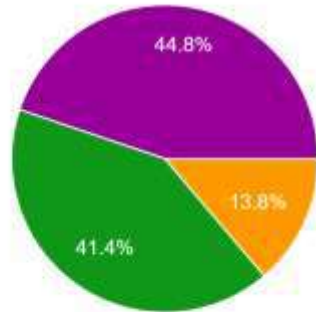
9. The syllabus has incorporated both technical and communication skills.

29 responses



10. The proficiency of our students working with you has always been excellent.

29 responses



- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



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# ANALYSIS REPORT 2020-21

## EMPLOYER FEEDBACK RESPONSES ON SYLLABUS

Employer feedback is an essential tool in assessing the relevance and effectiveness of an academic institution's curriculum. It helps in understanding how well the educational programs align with industry requirements and prepares students for the real-world challenges of the workforce. This report presents a comprehensive analysis of feedback from employers for the academic year 2020-21, focusing on various aspects of the curriculum, including course sufficiency, relevance of practical applications, skill development, and employability.

By examining the feedback provided, this report highlights the strengths and areas for improvement within the curriculum, offering valuable insights for enhancing the educational experience and ensuring that graduates are well-equipped to meet industry demands. Through this analysis, the institution can make informed decisions to refine its programs and strengthen the alignment between academic training and the needs of the employers.

### 1. Sufficiency of Courses in Relation to Industry Needs

Approximately 52% of employers agreed that the courses provided by the institution were sufficient in meeting industry needs. An additional 30% strongly agreed, reflecting a high level of satisfaction. However, around 13% remained neutral, and 4% expressed strong disagreement, indicating a small gap in meeting specific industry expectations.

#### Analysis:

Most employers are satisfied with the relevance of the courses, though it would be beneficial to engage further with those who expressed neutral or negative views to address any curriculum shortcomings.

### 2. Relevance of Experiments and Real-Life Application

The practical elements of the curriculum were well-received, with 61% agreeing and 13% strongly agreeing that the experiments were relevant to real-life applications. Nevertheless, 17% remained neutral, and 4% disagreed, suggesting a minority of employers see room for improvement in this area.

#### Analysis:

The majority find the experiments to be practical and applicable, but the institution could consider enhancing this aspect further, especially for the few employers who found it less relevant.

### 3. Awareness of Recent Developments in the Field

While 39% of respondents agreed that the syllabus included recent developments in the field, a considerable 30% were neutral, and 13% disagreed. Only 13% strongly agreed, indicating a moderate level of satisfaction regarding the curriculum's awareness of current trends.

#### Analysis:

Employers feel that the syllabus could better address the latest advancements in the industry. Increasing the curriculum's focus on cutting-edge developments may improve employer satisfaction in this area.



## 4. Curriculum's Effectiveness in Developing Innovative Technology

Around 43% of employers agreed that the curriculum promotes innovation, while 30% strongly agreed. However, 17% were neutral, and a small percentage disagreed.

### **Analysis:**

While the overall response is positive, a notable portion of employers feel that the curriculum could do more to foster innovation. Additional focus on creative and technological solutions could benefit the institution.

## 5. Skill-Oriented Human Resources

Around 52% of employers agreed, and 17% strongly agreed that the curriculum fosters skill-oriented human resources. However, 21% remained neutral, reflecting a need to emphasize this aspect further for some employers.

### **Analysis:**

Although the majority appreciate the focus on skill development, enhancing this area could ensure that more employers are fully satisfied with the graduates' capabilities.

## 6. Effectiveness in Developing Entrepreneurship Strategies

Approximately 56% of employers (combined agree and strongly agree) believe the syllabus effectively supports entrepreneurial development. Around 26% were neutral, and 13% disagreed.

### **Analysis:**

The institution's focus on entrepreneurship is generally well-received, but there is potential to offer more specialized entrepreneurial training or opportunities to address the concerns of neutral and dissatisfied employers.

## 7. Need-Based Syllabus

The feedback shows that 48% of employers agreed that the syllabus is need-based, with 9% strongly agreeing. However, 35% were neutral, and around 9% disagreed, indicating that more alignment with industry-specific needs could be beneficial.

### **Analysis:**

Engaging with industry stakeholders to refine the syllabus and ensure it addresses contemporary needs could reduce the neutrality and disagreement expressed by some employers.

## 8. Employability Focus

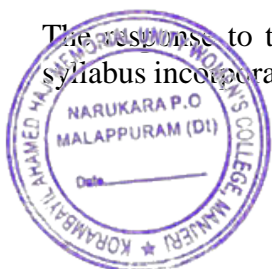
Around 43% of employers agreed that the syllabus focuses on employability, while 9% strongly agreed. However, 30% remained neutral, and 17% disagreed.

### **Analysis:**

There's a clear need to enhance the curriculum's focus on employability skills, as reflected in the relatively high percentage of neutral and disagreeing responses. Emphasizing practical skills that directly improve job-readiness could help address these concerns.

## 9. Incorporation of Technical and Communication Skills

The response to this aspect was somewhat divided. While 39% agreed and 13% strongly agreed that the syllabus incorporates both technical and communication skills, an equal 39% were neutral, and 9% disagreed.



### **Analysis:**

Employers are generally satisfied with the balance of technical and communication skills, but the large percentage of neutral responses indicates room for improvement. Strengthening communication skills alongside technical expertise could enhance overall satisfaction.

## **10. Proficiency of Students Working with Employers**

Nearly 48% of employers agreed, and 30% strongly agreed that the students' proficiency in the workplace has been excellent. Around 22% were neutral, but none disagreed.

### **Analysis:**

This feedback reflects a high level of satisfaction with the proficiency of students, indicating that the institution's training is producing competent graduates. Further efforts to address the concerns of neutral employers could raise this rating even higher.

### **Overall Recommendations:**

1. **Increase Industry-Relevant Content:** Greater emphasis on recent developments and technological advancements in the industry would enhance the curriculum's relevance.
2. **Strengthen Practical Training:** While the practical elements of the syllabus are well-received, there's room to improve hands-on experience and the real-life applicability of experiments.
3. **Focus on Employability and Soft Skills:** There is a clear opportunity to better integrate employability and communication skills to meet employer expectations.
4. **Enhance Entrepreneurship and Innovation:** Offering more robust entrepreneurial training and encouraging innovative thinking will further align the curriculum with industry needs.

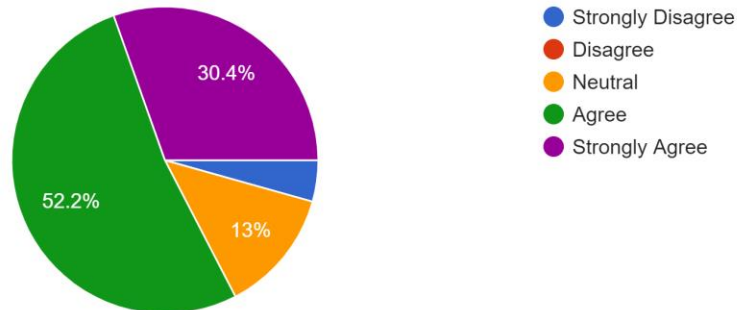


  
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# EMPLOYER FEEDBACK 2020-21

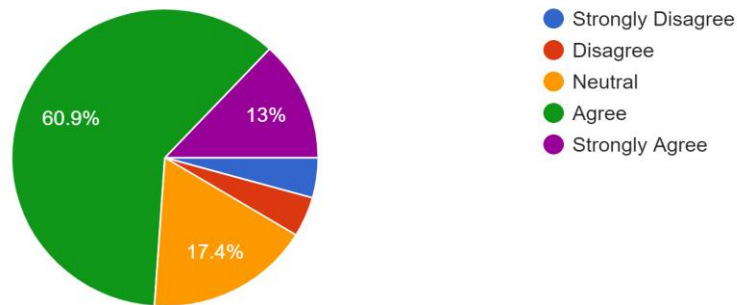
1. The sufficiency of the courses in relation to the industry is commendable.

23 responses



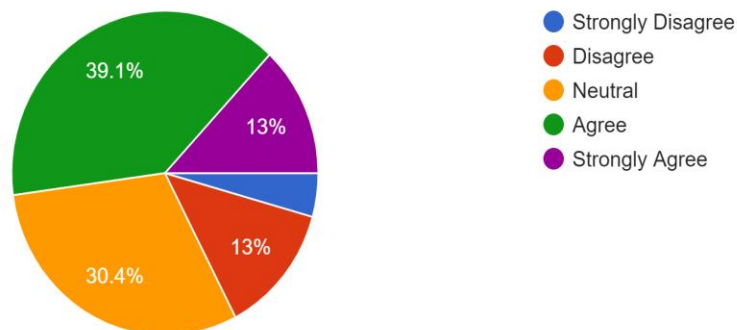
2. The experiments which are part of the curriculum had been relevant to real life application.

23 responses



3. Awareness of the recent developments in the field is provided within the syllabus.

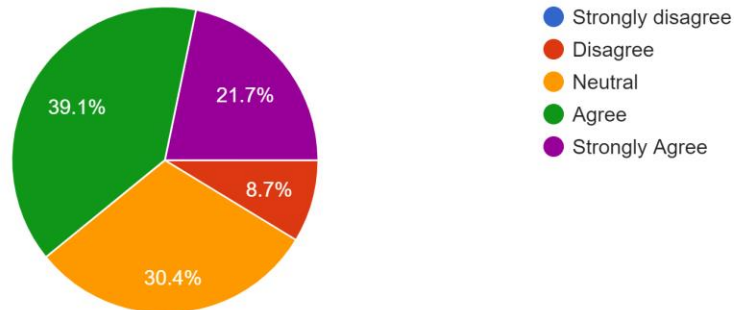
23 responses



# EMPLOYER FEEDBACK 2020-21

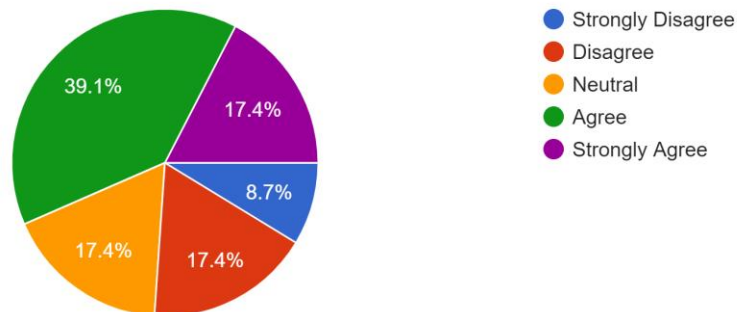
4. The Curriculum was effective in developing innovative technology.

23 responses



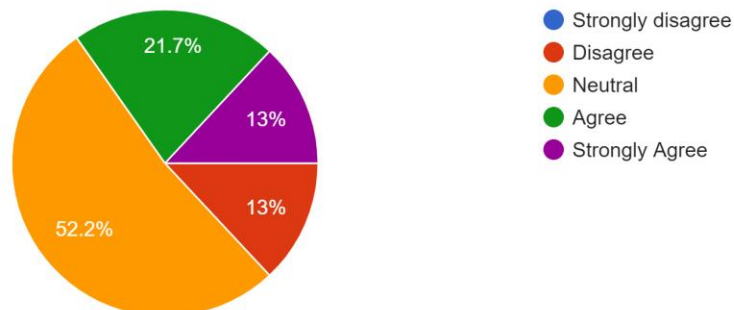
5. Skill Oriented Human Resources have been one of the best parts of the curriculum.

23 responses



6. The syllabus had been very effective in developing strategies for entrepreneurship.

23 responses

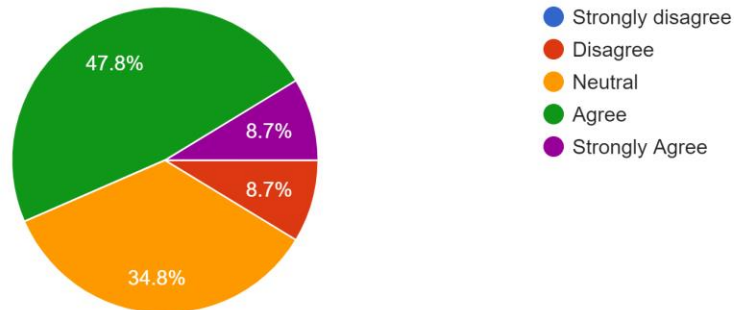




# EMPLOYER FEEDBACK 2020-21

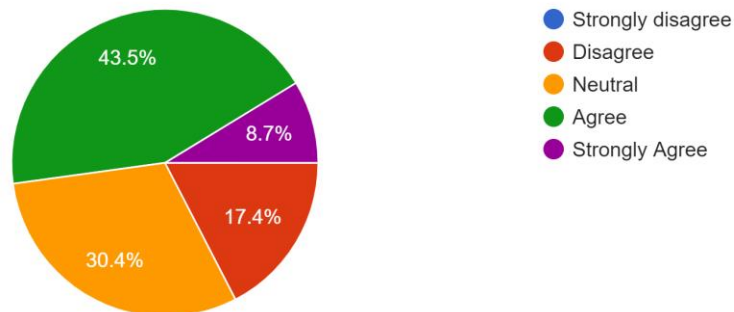
7. The current syllabus is need based.

23 responses



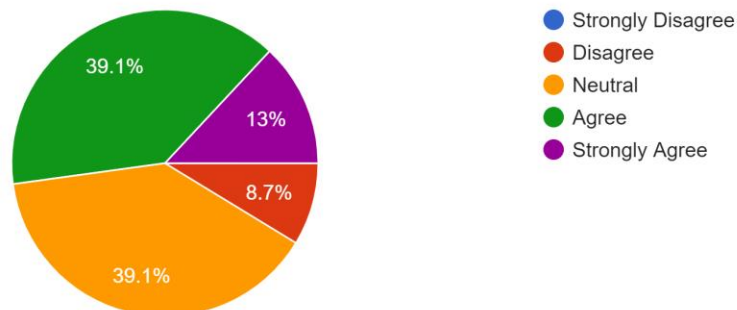
8. The present syllabus is based on employability.

23 responses



9. The syllabus has incorporated both technical and communication skills.

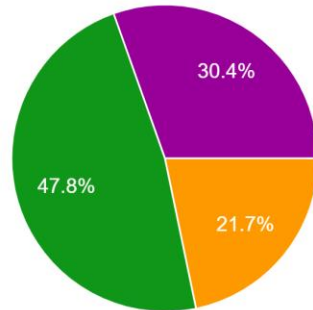
23 responses



# EMPLOYER FEEDBACK 2020-21

10. The proficiency of our students working with you has always been excellent.

23 responses



- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



  
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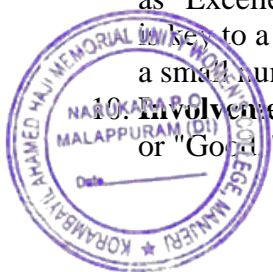
# ANALYSIS REPORT OF EMPLOYER FEEDBACK 2019-20

## Introduction

The feedback collected from employers is vital in assessing the performance and suitability of employees trained by an educational institution. It provides insights into how well the institution's graduates align with industry expectations, focusing on key competencies such as communication, problem-solving, leadership, and technical skills. This report is an analysis of employer feedback received during the 2019-2020 period. The feedback addresses various aspects of employee performance, from punctuality to leadership and social involvement.

## Detailed Analysis

- 1. Contribution to Organizational Goals** A significant proportion of employers rated their employees as "Excellent" in their ability to contribute to organizational goals. This suggests that most employees are meeting or exceeding expectations in terms of aligning their work with the company's objectives. However, a small percentage rated this aspect as "Good," implying room for improvement in ensuring all employees consistently align their efforts with organizational goals.
- 2. Communication and Problem-Solving Skills** The majority of employers were highly satisfied with their employees' communication and problem-solving skills, with most responses being "Excellent" or "Good." However, a few ratings of "Fair" indicate that while most employees are strong communicators, there are isolated instances where communication and problem-solving skills could be further developed.
- 3. Quality of Work: Punctuality and Perfection** Punctuality and quality of work were generally rated as "Excellent" by the majority of employers, which reflects positively on the institution's training. A few "Good" ratings suggest that some employees could improve their consistency in delivering flawless work, but overall, this is a strong area of performance.
- 4. Leadership and Team Spirit** Leadership and teamwork received strong ratings, with the majority of employees being rated as "Excellent" in these areas. Some "Good" ratings were present, indicating that while leadership is generally strong, there is an opportunity for further growth in fostering leadership qualities in certain individuals.
- 5. Flexibility to Learn and Adapt** Flexibility to learn new techniques and adopt innovative ideas was rated as "Excellent" for most employees, indicating that graduates from the institution are well-prepared to adapt to changing work environments. A few ratings of "Good" imply that a small group of employees could improve in embracing new concepts more readily.
- 6. Value Orientation: Honesty and Responsibility** Employers were highly satisfied with the honesty and responsibility displayed by their employees, with most responses being "Excellent" or "Good." This is a crucial indicator of the institution's focus on ethical values, which is being reflected in the workplace.
- 7. Use of Technology and Equipment** The feedback shows that most employees are proficient in using technology and workspace equipment, with "Excellent" ratings dominating this category. However, a few "Good" ratings suggest that some employees could enhance their technical proficiency.
- 8. Obligation to Work Beyond Schedule** When it comes to working beyond the regular schedule, most employees were rated as "Excellent," showing a high level of commitment to their work. Some "Good" ratings imply that a few employees could improve their willingness to go the extra mile when required.
- 9. Relationship with Seniors, Peers, and Subordinates** A significant portion of employees were rated as "Excellent" in maintaining positive relationships with their seniors, peers, and subordinates, which contributes to a harmonious work environment. However, there were a few "Good" ratings, indicating that a small number of employees could work on building stronger interpersonal relationships.
- 10. Involvement in Social Activities** Involvement in social activities was generally rated as "Excellent" or "Good," reflecting a well-rounded character in most employees. This indicates that the institution's



graduates are not only focused on their professional responsibilities but also engage in broader community or organizational activities.

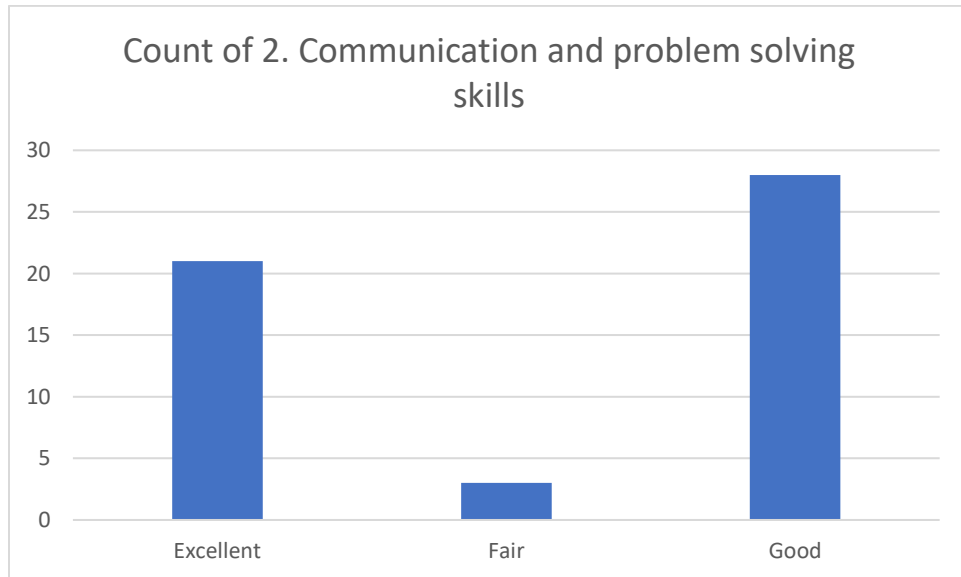
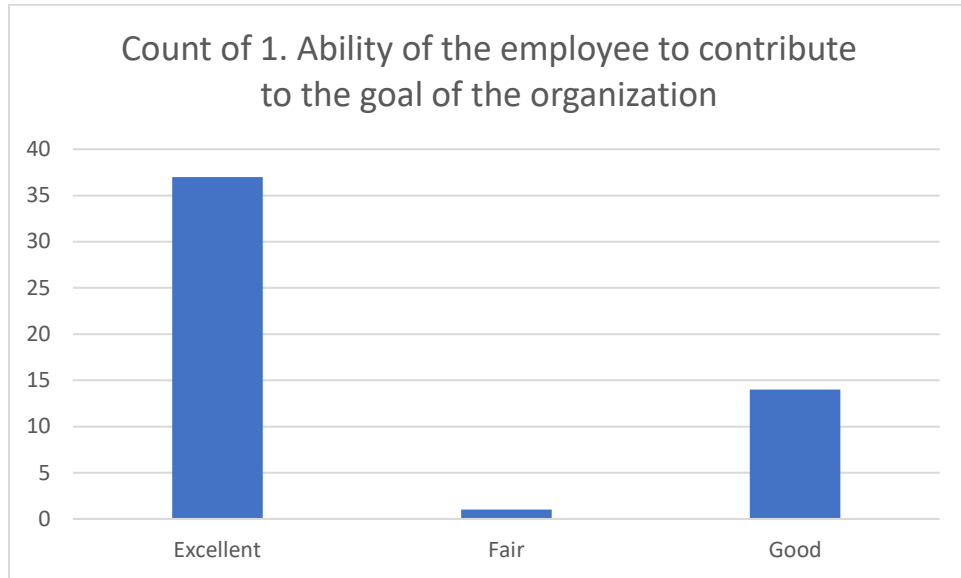
## Conclusion

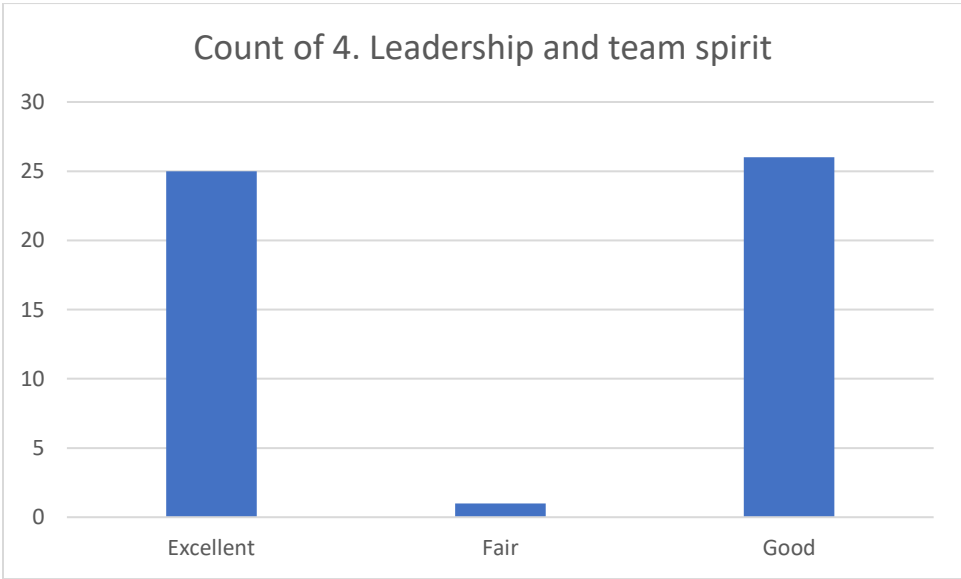
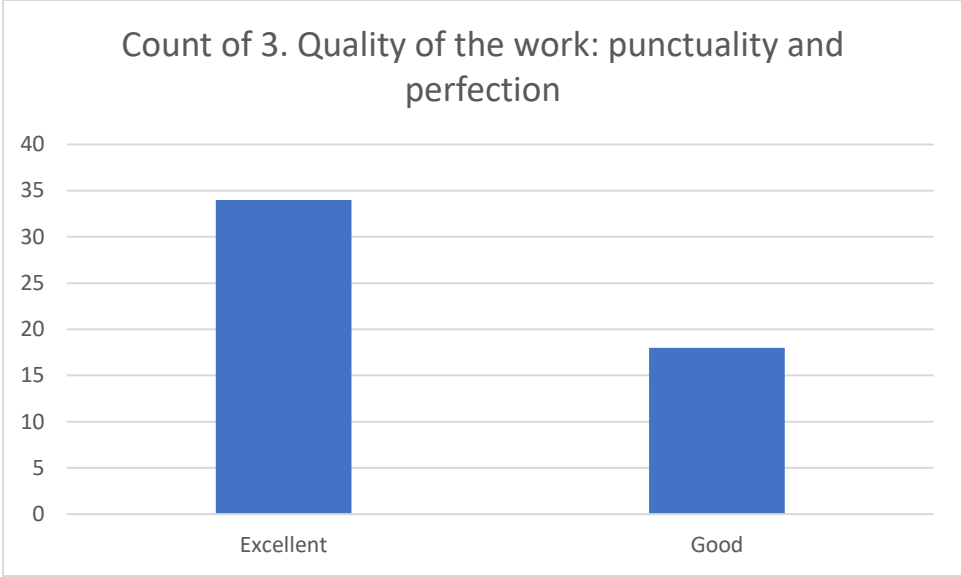
The employer feedback from the 2019-2020 period reflects a generally positive assessment of the institution's graduates. Most employees were rated as "Excellent" across multiple categories, particularly in areas such as leadership, communication, and flexibility. There are minor areas for improvement, particularly in technical proficiency and the ability to build relationships within the workplace. By addressing these areas, the institution can further strengthen the quality of its graduates and their alignment with industry needs.

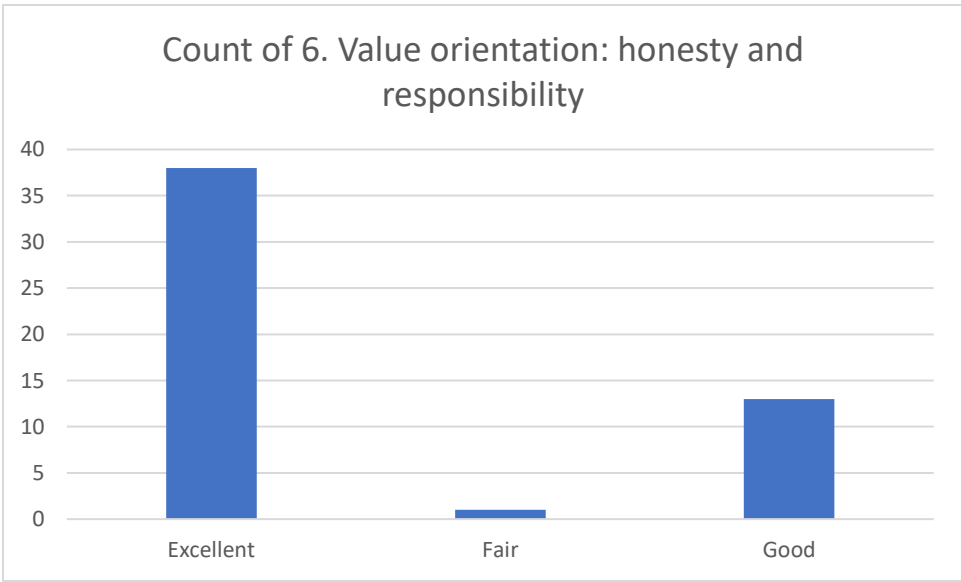
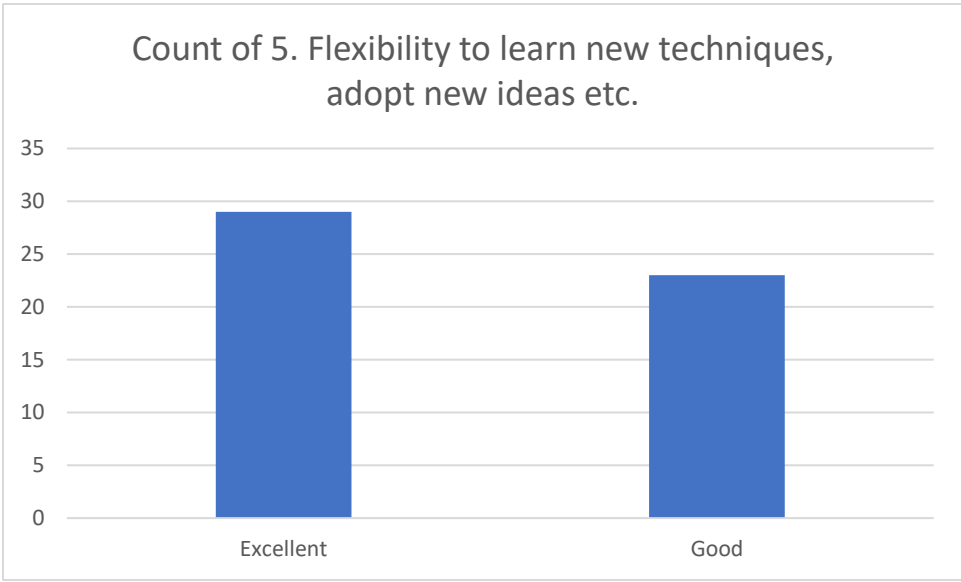


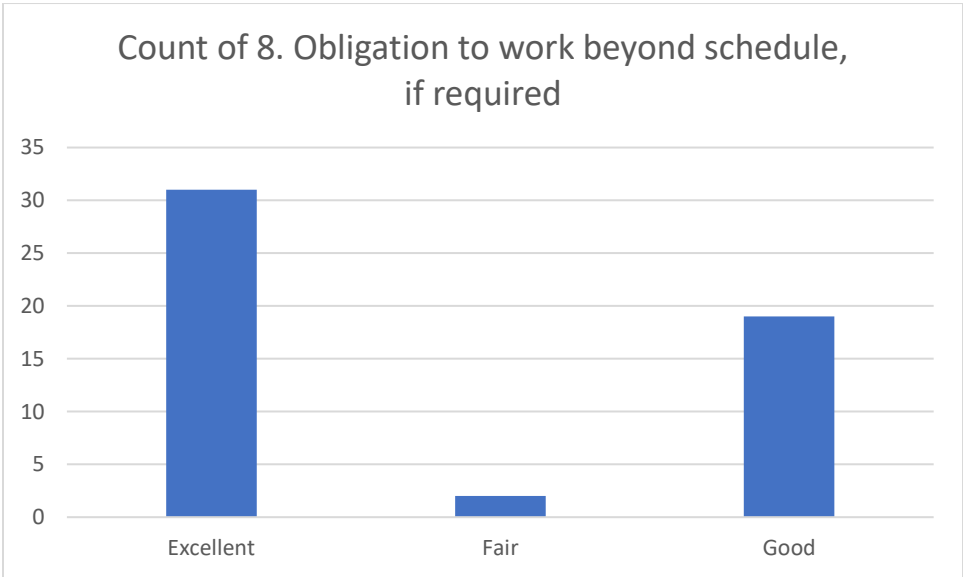
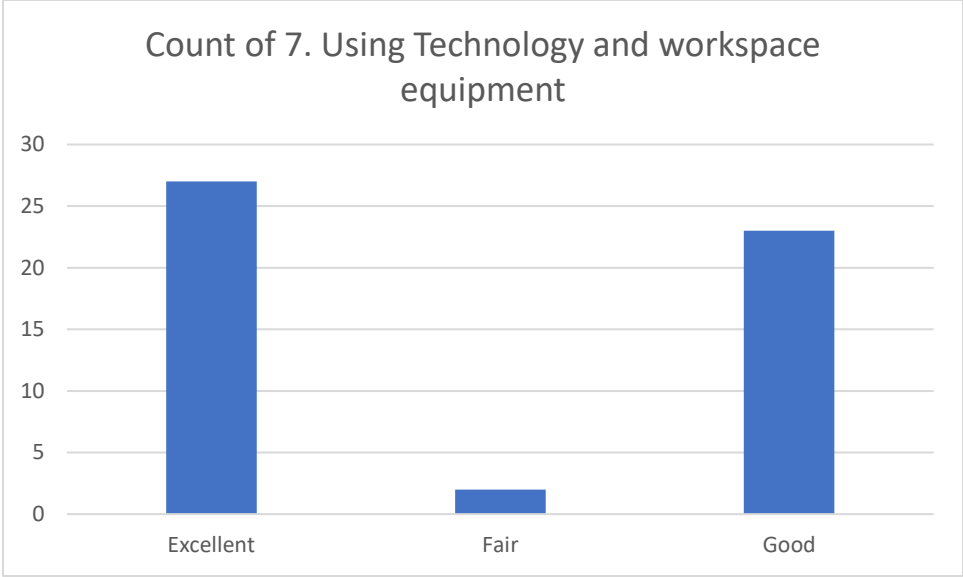
  
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## Employer feedback analysis 2019-20

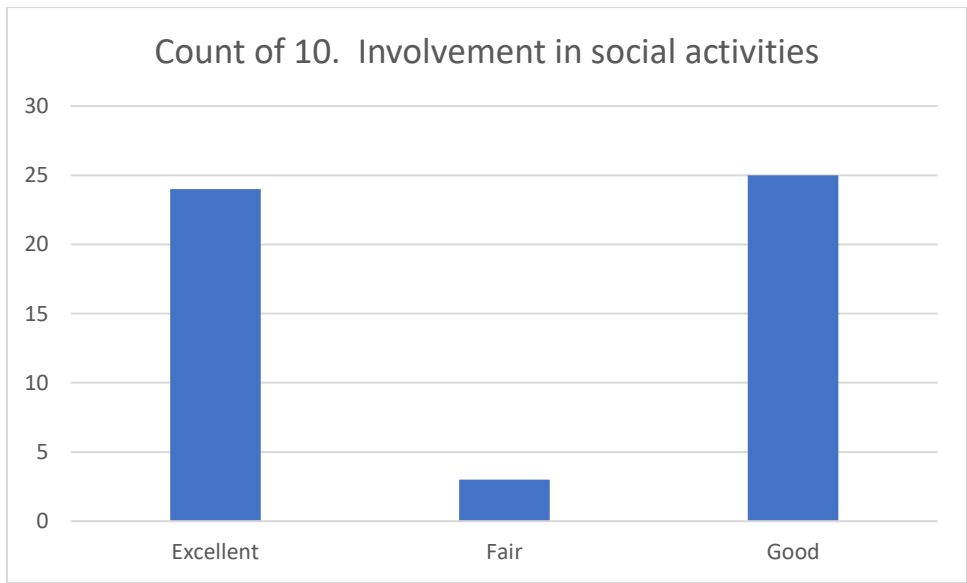
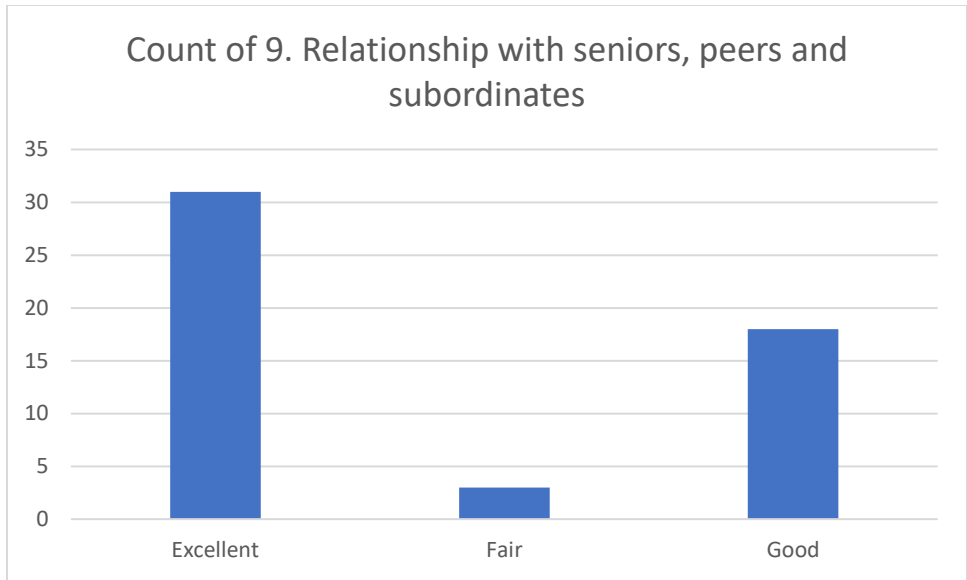













  
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