

2020

# Employer Feedback Analysis Report



### Preamble

An important objective of any academic programme is to equip the students with necessary knowledge and skills and build their competencies so that they can seek gainful employment and participate in the economic and social growth of the society. This aspect has been addressed by the University in its curriculum planning and transaction processes. While many programmes have an explicit skill orientation, even in general programmes like the Bachelor Degree Programmes, there are compulsory application-oriented courses which provide knowledge and skills relevant to the market needs. However, given the dynamically changing needs of the market, it is important to take regular feedback from the employers to understand their expectations from the students.

The Campus placement Cell (CPC) of the University is mandated to coordinate the placement activity for the students/alumni. Placement drives are organized at the main campus of the University as well as at the Regional Centres across the country. A large number of students participate in these drives. While not all of them are recruited, it gives them exposure and a first-hand experience of the market need, and prepares them for the next available opportunity.

CPC acts as an interface between the industry and the students/alumni. CPC also has a plan to strengthen the Alumni Association of the University so that the resourceful alumni and their affiliating companies may be identified for helping the students for their suitable placement.

In addition, CPC is planning to expand its activity base even further by introducing new initiatives like preparing soft skill modules for the students. This activity would further enable CPC in providing better placement opportunities to the students/alumni and thus, enable a better functioning of CPC.

CPC is coordinating with the Samarth Project supported by the Ministry of Education for development of A Training and Placement Portal, which will support the above activities.

## Methodology

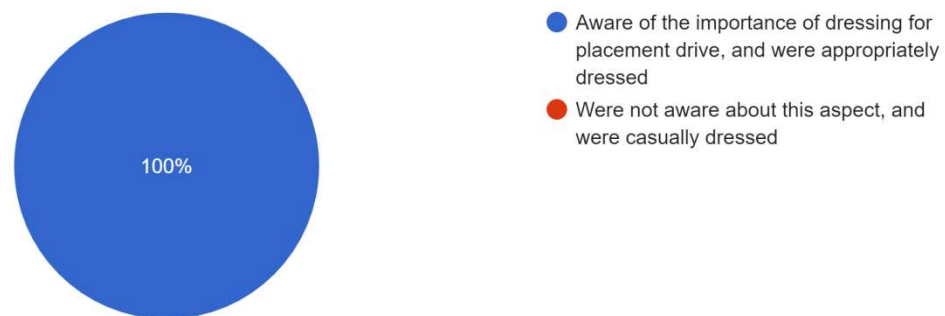
All employers coming for recruitment are requested to respond to a questionnaire. The questionnaire is designed to understand the employer's assessment on the skill and competence level of the students and their expectations from students.

In the current analysis, feedback from employers who conducted placement drives in 2018 and 2019 has been included.

## Analysis

In the corporate placement process, how the candidates physically present themselves before the recruiters, matters a great deal. All the respondent employers confirmed that the candidates were aware of this aspect.

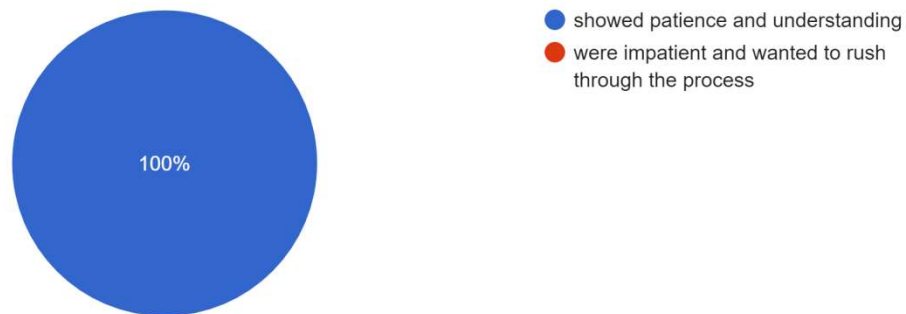
In your assessment, most participants were:  
12 responses



They also confirmed that during the placement process, which often took a whole day, they exhibited patience and understanding.

During the entire placement process, most of them:

12 responses

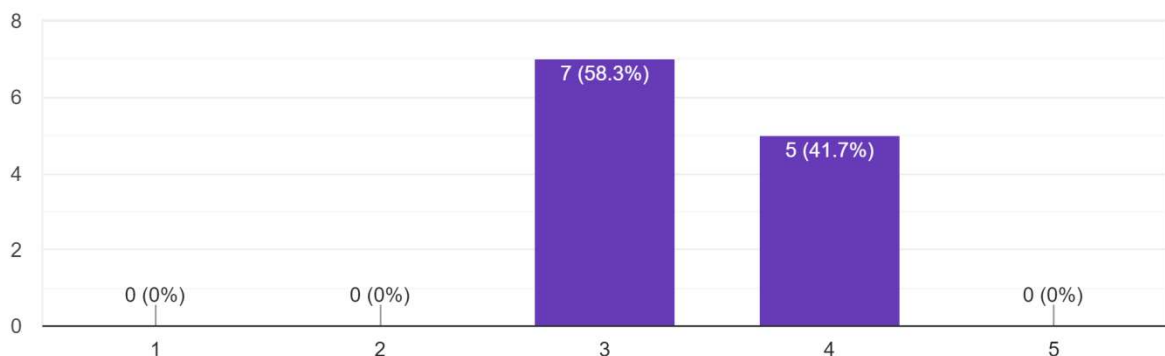


The respondent employers were requested to rate the abilities of participants on a five-point scale (poor, average, good, very good and excellent).

On their confidence level, all the participants were rated as 'Good' (58.3%) or 'Very Good' (41.7%). This underlines the need for further booting the confidence level of the participants which can be done through regular orientation of the students.

Please rate the confidence level of the participants

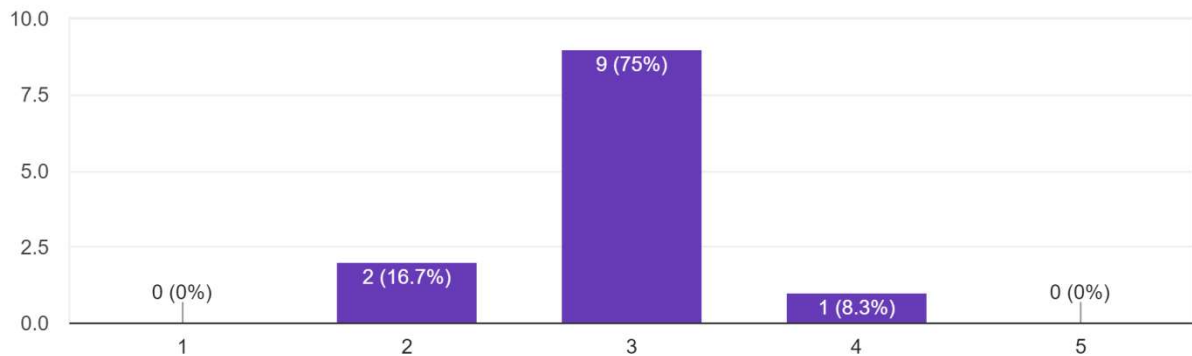
12 responses



On communication skill, majority of the responses vary from 'Average' (16.7%) to 'Good' (75%). This shows that there is a need to make specific interventions for improving the communication skills of the students because even the most talented students may fail to get recruited for want of good communication skills.

Please rate the communication skills of the participants

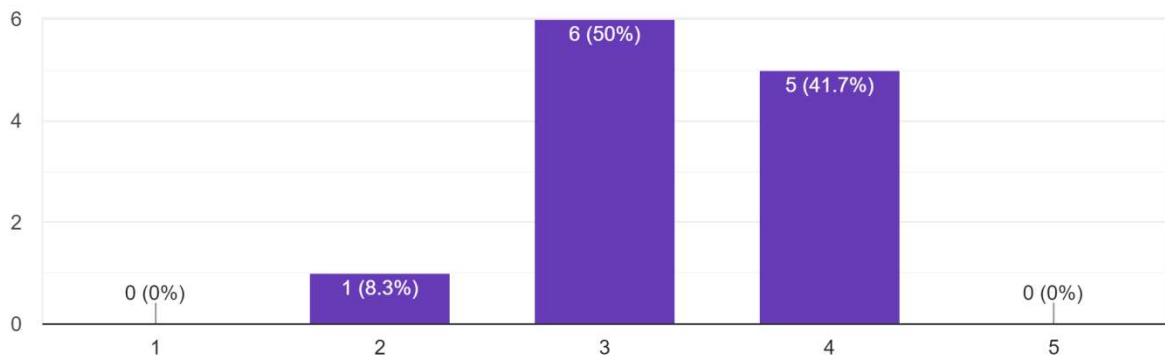
12 responses



On leadership skills, most respondents have rated the participants as 'good' (50%) or 'very good' (41.7%). However, the fact that half of them have rated the participants as 'good' and none have rated them as 'excellent', suggests that there is ample scope for honing the leadership skills of the students.

Please rate the leadership skills of the participants

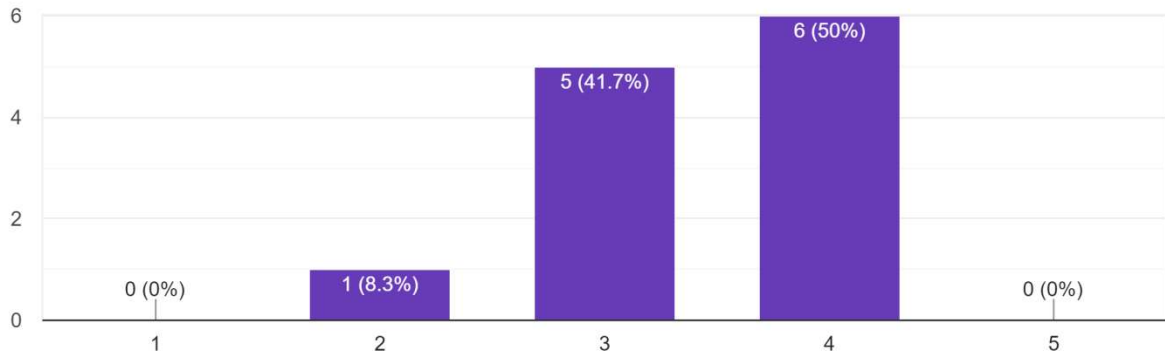
12 responses



About problem-solving skills of the participants, the overall assessment is satisfactory, 50% of the respondents have rated the participants as 'very good'.

Please rate the problem solving skills of the participants

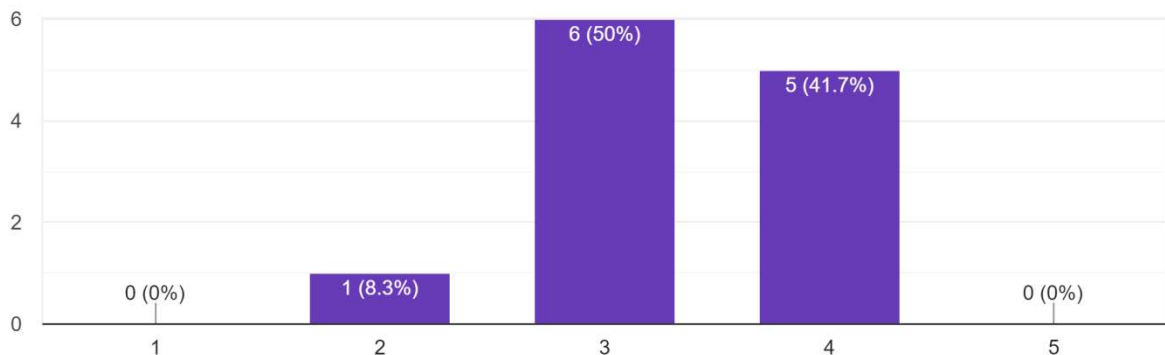
12 responses



One's ability to take decisions is linked to her/his confidence level and leadership skills. On these counts, the rating by the employers is consistent. Again, a clear need for building the leadership skills of the participants is indicated.

Please rate the decision-making skills of the participants

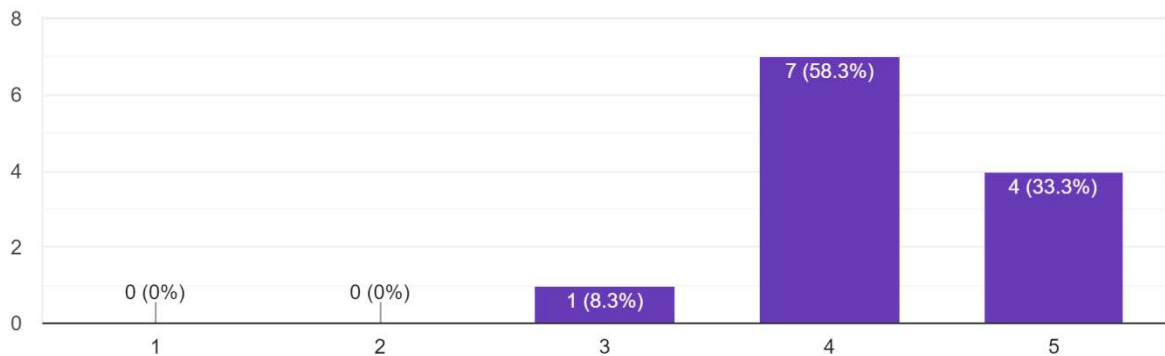
12 responses



Ability to work in diverse team settings is one of the most important requirements in today's world of work. In the assessment of the employers, the participants show a fairly high level of teamwork skills.

### Team work

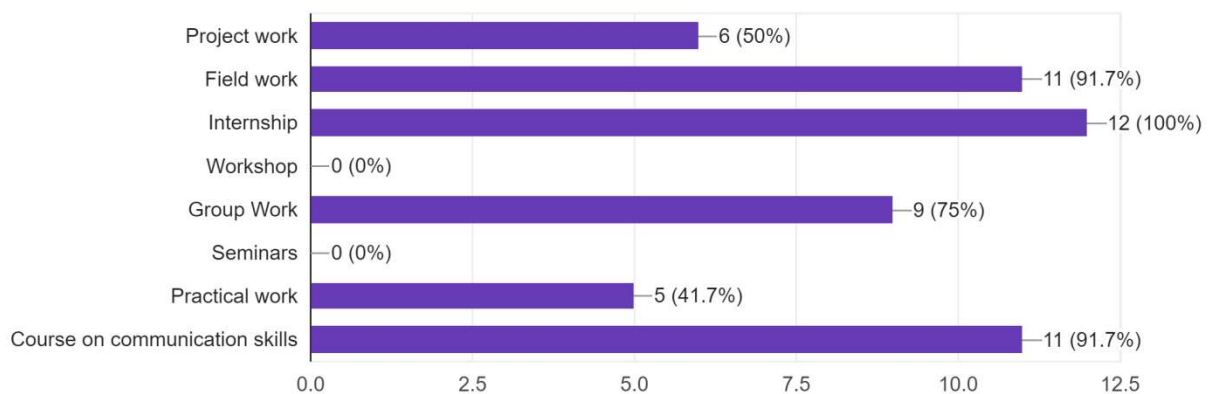
12 responses



The employers were also requested to suggest if inclusion of certain components in the curriculum would enhance the employability of the students. The responses are in consonance with the assessment of participants across different attributes. Inclusion of internship, field work, group work and course on communication skills has been suggested by most of the employers. The response pattern indicates that the employers prefer students having field exposure and experience of teamwork. The importance of enhancing the communication skills of the students has also been amply highlighted by the employers.

In your assessment, inclusion of which of the following in the curriculum shall make the students more suitable for employment?

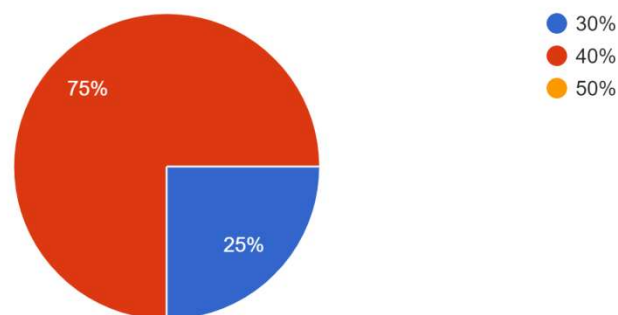
12 responses



In continuation of the above, majority (75%) of the employers have suggested giving 40% weightage to the above components in the overall scheme of evaluation. This has implications for programme planning. For making the programmes more employment oriented, higher weightage for field-based learning is to be given.

If the above components are included (depending on the programme), how much weightage should they be given in the overall evaluation?

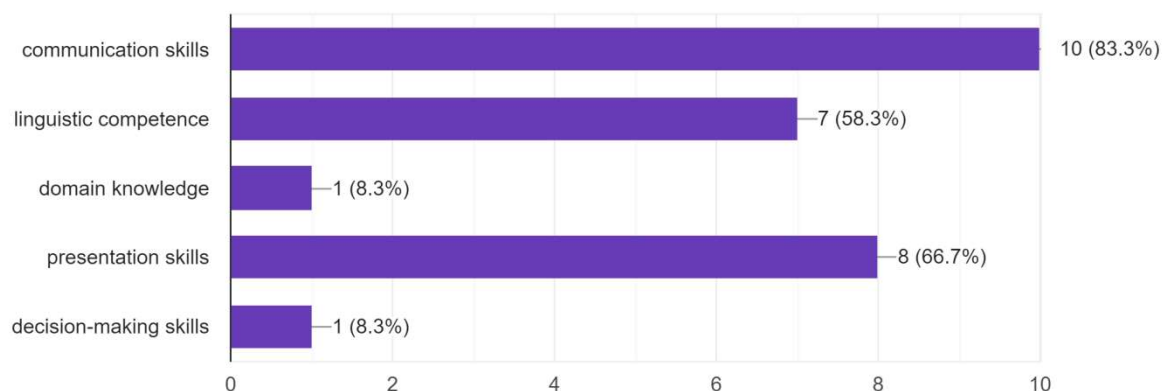
12 responses



On being asked about the most prominent factors for candidates not being selected, the response of the employers was lack of communication skills and presentation skills. This is in conformity with their earlier responses.

The highest number of candidates rejected were due to lack of

12 responses





## Conclusion

The analysis above leads to the following conclusions:

1. There is an urgent need to work on enhancing the communication skills and leadership skills of the students.
2. Opportunities for field-based learning have to be built into the curriculum to make the programmes more employment-oriented.

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