

REPORT ON EMPLOYER'S FEEDBACK (2016-2017)

Employers, the institutes/companies and recruiters who induct students of the university to serve their organizations are also an important stakeholder of the university and definitely teaching, learning, academic and non-academic orientations at the institute will have a direct and indirect effect on the employers, their working strategies and culture. With this understanding, another leg of feedback at university is associated with the employers. Employers, who have a direct contact and working interaction with the students can gauge the impact of university's teaching learning pedagogy, facilitating environment, support facilities, cultural and extra-curricular activities, motivation and creativity levels, attitude towards responsibility and social activities etc. and provide inputs for better learning and work environment. Realizing these potent contributions of employers' feedback, university has been garnering responses of the employers through a set of statements which are answered on a five-point scale with weights assigned weights from 1 to 5. The results have been tabulated below which are further analyzed for conclusions.

Table: Responses of the employers (in percentages) about different attributes on a five-point scale along with the weighted average mean score (WM)

S. No	How satisfied are you with the student's work performance and the academic system which educated these candidates	Far from Satisfied	Not Satisfied	Satisfied	Happy	Very Happy	WM
		1	2	3	4	5	
1	General communication skills	0	5	45	45	5	3.5
2	Developing practical solutions to work place problems	0	15	45	35	5	3.3
3	Working as part of a team	0	10	35	55	0	3.45
4	Creative in response to workplace challenges.	0	10	40	40	10	3.5
5	Self-motivated and talking on appropriate level responsibility	0	10	25	50	15	3.7
6	Open to new ideas and learning new techniques.	0	0	45	45	10	3.65
7	Using technology and workplace equipment	0	5	45	40	10	3.55
8	Ability to contribute to the goal of the organization	0	5	30	50	15	3.75
9	Technical knowledge /skill	0	5	30	45	20	3.8
10	Ability to manage /leadership qualities	0	10	35	45	10	3.55
11	Innovativeness/ creativity	0	10	30	50	10	3.6
12	Relationship with seniors/peers/subordinates	0	5	40	45	10	3.6
13	Involvement in social activities	0	10	50	30	10	3.4
14	Ability to take up extra responsibility	0	5	30	40	25	3.85
15	Obligation to work beyond schedule if required	0	5	30	50	15	3.75
	TOTAL						

The feedback from the employers provided insights into many pertinent aspects relating to teaching and learning practices in the university. The responses did garner an overall weighted mean score of more than 3 (depicting a satisfied employer) but also helped identify the soft areas which could be built into to grow as strengths in times to come. The highest overall weighted mean score was recorded with regards to ability to take up extra responsibility (weighted score of 3.85). Very close to this lie the dimensions of ability to contribute to the goals of the organisation, self-motivation and assuming responsibility and willingness to work beyond schedule if required. Involvement in social activities garnered a weighted mean score of 3.4 which reflects satisfaction but university aspires to achieve the levels of happy and very happy. The university took note of the low score of the dimension relating to developing practical solution to work place problems where in the need to develop a practical orientation to the courses and providing simulations of real- life challenges was felt. From the analysis of results, it was highlighted that efforts need to be directed towards building the soft skills, technical knowledge and skill development and inculcating team spirit should be prioritized. The rigor in the course content needs to be added further to prepare the students better and arm them for challenges of work place. University has identified core teams for comprehensive review of curriculum and adding practical orientation through projects, training, orientation programs and specialised activities for industrial projects to prepare the students for real life situations.

Undoubtedly, the employers find the students of university to be not just responsible and aware of their duties but also sharing good equation with peers, seniors and subordinates. The students fit in as good team members because of their positive and constructive relationship with seniors/peers and subordinates but the numbers are far from perfect. Team spirit remains a winning point in organisations where goals and achievements in isolation are meaningless. University is motivating students to participate in group activities through credit in academic performance, extra opportunities and other incentives so as to sensitize young learners towards the indispensable need to work in teams, respect individual opinion and be winners with a diverse team. The pedagogical changes calling for a drift away from traditional ways have been introduced where rote learning is discouraged and concept based, activity based, blended learning modes are practiced. With technical skills and positive interpersonal interactions, the employees can prove to be the winners for recruiters who always nurture a continued zeal to grow and excel.

Other than the technical skills, with regards to the general communication skills the weighted mean stands at 3.5 which makes the employer more than happy though with changing times a

perfect score on this dimension can be the winning mantra. With students nurturing big dreams and lofty goals, communication skills need to be strengthened where room for complacency is non-existent. With respect to the social activities, the score (weighted score of 3.4) is not what university would want to sustain rather aim higher. Every organisation works to develop solutions to routine, critical or customised problems and is definitely interested in employees who can work for practical solutions. This the university has identified as ither area where dedicated and strategic efforts need to be made.

Results from employers' feedback definitely highlight the abilities of students with respect to self-motivation, leadership qualities and assuming responsibility. University has identified the areas where improvement is needed as working more smoothly in winning teams, developing a knack for practical activities along with development of technical knowledge and skills. The university is in the process of introducing pedagogical changes in different programs with orientation towards comprehensive curriculum development where knowledge is supported by practical, industrial and technology-based training to help students build their hard and soft skills to compete in professional world.