

Employer Feedback Report 2019-2020

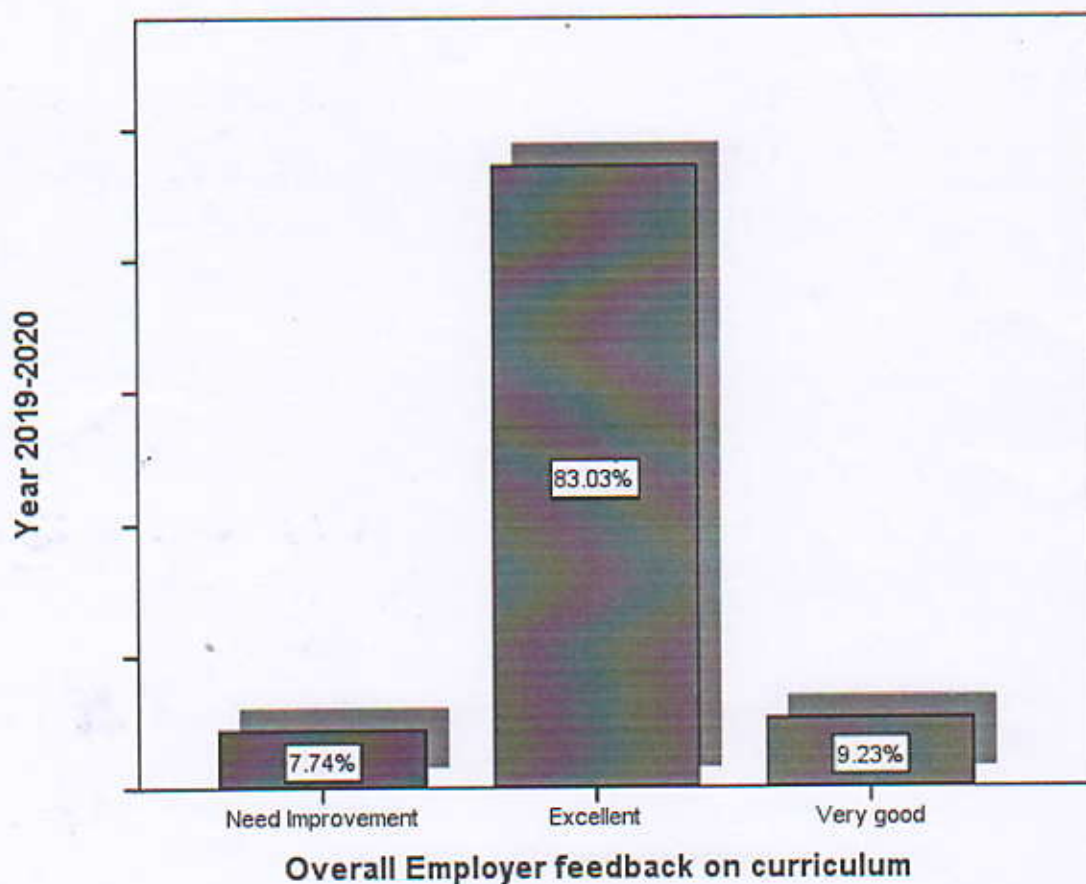
At Panjab University, continuous efforts are made in all the right moves in terms of offering a positive learning environment and many possibilities for professional development, thus it solicits input from its various stakeholders on a regular basis to determine where it might improve. As institution of higher education that provide students professional training, we at Panjab University recognise that their responsibilities extend beyond classroom teaching. Employer feedback is essential for this reason; thus, students are surveyed, from the perspective of industry, on their technical expertise, organisational acumen, communication skills, problem-solving abilities, teamwork ethic, innovation orientation, and technology savvy. Employers also inquire as to whether or whether the students have high moral standards, operate ethically, are self-motivated and responsible, are open to new knowledge and ideas, and can maintain workplace harmony. An internal quality assurance cell (IQAC) of is responsible for collecting annual employer input and other regular feedback from the university's many stakeholders. Using a systematic questionnaire, input from 40 recruitment agencies and corporations was gathered from their respective employers.

1) Employer feedback on curriculum

Questions	Strongly Satisfied (%)	Satisfied (%)	Neutral (%)	Need Improvement (%)
How well do you think the curriculum satisfies the needs of the industry, in your opinion?	89.3	6.1	3.1	1.5
How useful the curriculum's emphasis on employability skills, activities, and case studies to make students industry ready?	84.3	8.8	4.7	2.2
How well the Curriculum encourage the development of analytical reasoning and problem-solving skills?	87.1	10.3	2.4	.02
Does the university provide electives in specialised fields or value-added courses to help students develop their potential?	84.8	13.1	1.1	1.5
How do you feel the curriculum prepares students to become entrepreneurs, lifelong learners, and ethical global citizens?	83	9.2	4.7	3.1
Effectiveness of modern pedagogical theories and	85.1	10.1	3.1	1.7

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methods are included into the curriculum.				
Evaluate our grads' abilities to meet the needs of the workforce.	89.9	7.1	1.9	1.1
The curriculum promotes the holistic development of the learners.	88.2	6.9	3.5	1.4
Rate your overall experience	83.03	5.10	4.13.	7.74

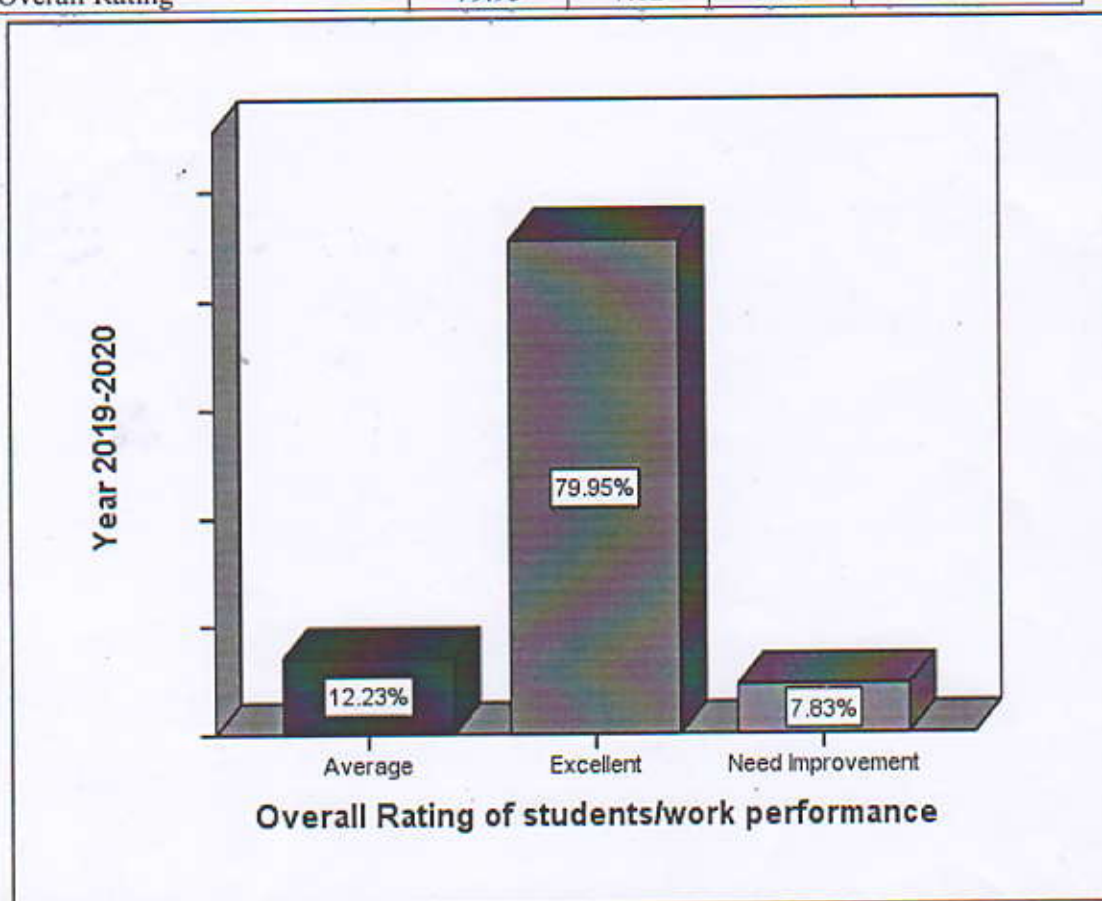


2) Employers were asked to rate students/work performance in each of these areas:

Questions	Strongly Satisfied (%)	Satisfied (%)	Neutral (%)	Need Improvement (%)
Formal Communication Skills	86.4	6.9	4.8	1.9
Developing practical approaches to workplace issues	81.8	12.7	4.3	1.2
Work as a team	83.9	9.2	2.1	4.8

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Innovative in addressing workplace difficulties	79.9	11.5	6.8	1.8
Planning and organisational skills	89.4	4.8	3.9	1.9
Self-motivated & career oriented	85.7	7.7	1.3	5.3
Openness to new ideas and change adaption	83.2	11.5	3.6	1.7
Technological know-how	81.34	8.98	6.2	3.6
Alignment of individual goals to organisational goals	83.1	8.1	4.9	3.9
Leadership Quality	85.1	10.1	3.1	1.7
Relationship with peers/seniors/subordinates	83	11.4	3.4	2.2
Ability to take up extra responsibilities	80.8	9.9	3.5	5.8
Overall Rating	79.95	7.12	5.10	7.83



The feedback from the employers provided insights into many pertinent aspects relating to teaching and learning practices in the university. Overall majority of the employers are highly satisfied with the students of university employed in their organisation.

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Suggestions:


Employers stressed the need of taking a more targeted approach to the entire development of the university students. Employers have also recommended that students have better practical experience of team assignments, how to work in deadlines, fieldwork, and structural design, through more of internships and trainings. Along with the necessary technical know-how, companies recommended that universities encourage students to enrol in language courses, skill-based training activities, personality development, value-added courses, and a multidisciplinary knowledge system.

Action Taken:

The institution has identified the areas needing development as working more effectively in winning teams, developing an affinity for practical activities, and learning technical knowledge and talents based on the comments and recommendations received. With an emphasis on comprehensive curriculum development where knowledge is matched by practical, industry-based, and technology-based training to help students gain competitive hard and soft skills, the university has undertaken crucial pedagogical improvements in a number of programmes.



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